

**BRIGHAM YOUNG
UNIVERSITY- IDAHO
SOCIAL WORK
BACHELORS PROGRAM**



STUDENT MANUAL

2006

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BYU-Idaho

Student Non-Discrimination Statement

"BYU-Idaho admits students of any race, color, creed, sex, nationality or ethnic origin to all rights, privileges, programs, and activities generally made available by the university. It does not discriminate on the basis of race, color, creed, sex, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, student employment program, and other school-administered programs. Students are admitted, provided that they meet the university's academic requirements and that their personal behavior conforms to the standards of the Church of Jesus Christ of Latter-day Saints. High standards of honor, integrity, and morality; graciousness in personal behavior; application of Christian ideals in everyday living; and abstinence from tobacco, alcohol, and harmful substances are required of every student."

Student Non-Discrimination Statement (4-3),
<http://www.byui.edu/Personnel/Personnel/policies4.htm>

Brigham Young University-Idaho

“In June of 2000, Gordon B. Hinckley, President of The Church of Jesus Christ of Latter-day Saints and Chairman of the Board of Trustees for the Church Educational System, announced that Ricks College, the largest privately owned two-year school in the United States, would become a baccalaureate institution known as Brigham Young University-Idaho.” (David A. Bednar, Presidents message, BYU-Idaho 2002-2003 catalog, pg. 3)

“The former Ricks College existed for well over one-hundred years as an institution of higher education. Brigham Young University-Idaho builds on the legacy of the former. Brigham Young University, Brigham Young University-Hawaii, Brigham Young University-Idaho, and L.D.S. Business College exist to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints.” (BYU-Idaho 2002-2003 catalog, pg. 18)

While adopting the name Brigham Young University-Idaho and transitioning from a distinguished junior college to a four-year university, this institution will work to preserve and enhance the "Spirit of Ricks." Simply stated, this will entail upholding a tradition of service, hard work, friendliness, and compassion—the same things that have bonded the students, faculty, and administration for more than 100 years at Ricks College. President David A. Bednar has stated: "The 'Spirit of Ricks' is not found in a building; it is not found in a place; it is found in the people, the students, the teachers. The 'Spirit of Ricks' will not be diminished—in fact, if we do this transition properly, it will be greatly enhanced. We will continue to foster a nurturing, spiritual environment, which will continue to be referred to as the 'Spirit of Ricks.'" (BYU-Idaho 2003-2004 catalog, pg 10)

Brigham Young University-Idaho is rethinking education to serve more students and prepare graduates to contribute to the Church, community and workplace. An example of rethinking education is the new integrated and specialized bachelor's degrees. The Baccalaureate Social Work degree is a specialized degree. Specialized degrees focus on a rigid prescribed curriculum. Integrated degrees require a maximum of 45 credit hours in the major area of study, with the remainder of the credits being tailored to the student's specific postgraduate intentions and interests.

Brigham Young University-Idaho Mission Statement

Brigham Young University-Idaho is affiliated with The Church of Jesus Christ of Latter-Day Saints. Its mission is to:

1. Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
2. Provide a quality education for students of diverse interests and abilities.
3. Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.
4. Maintain a wholesome academic, cultural, social and spiritual environment.

-BYU-Idaho 2005-2006 catalog, pg 6

Brigham Young University-Idaho Social Work Program

Brigham Young University-Idaho and the former Ricks College, offered an associates degree in Social Work for approximately twenty years. For many years the former Ricks College was a feeder school to numerous colleges and universities through-out the United States and internationally. Feedback from these transfer schools indicated that our students were well prepared for junior and senior classes and performed very well academically and experientially in the field of Social Work. Thus, foundations for a Social Work program at Brigham Young University-Idaho have existed for many years. The baccalaureate Social Work program at Brigham Young University – Idaho is accredited by the Council on Social Work Education

The Social Work Program at Brigham Young University-Idaho prepares students for generalist social work practice with individuals, groups, families, and communities. The social work program at BYU-I has a mission that is appropriate to social work education as defined in the Educational Policy Section 1.1, Purposes of Social Work Education. The BYU-I Social Work Program mission is consistent with baccalaureate level training and preparing students for generalist practice and is consistent with the BYU-I institutional mission.

Mission Statement

Brigham Young University - Idaho Social Work Program Mission:

The mission of the Brigham Young University - Idaho Social work program is to support the overall mission of BYU-Idaho and the Church of Jesus Christ of Latter-day Saints; and to help students develop social work knowledge to become competent and effective communicators and professional social workers for generalist social work practice and Christian service with individuals, groups, families, communities and society.

To help students of diverse interests and abilities to use and integrate social work historically grounded purposes, philosophy, knowledge, values, supervision, consultation, and skills for leadership in the evaluation and development of social policy, social service delivery systems, professional social work employment and for their roles as citizens and parents. To promote economic and social justice and prepare to work within the context of their clients specific cultures.

BYU-Idaho social Work program has goals that are derived from its mission statement.

Program goals are:

Students will provide Christian service as generalist social work practitioners with individuals, groups, families, communities and society. Students will prepare to become competent and effective professional generalist social work practitioners.

The student will learn and develop professional social work knowledge including; historical purposes, methods, a variety of theoretical frameworks, values and ethics. This social work knowledge will be applied and integrated along with consultation and supervision to learn fundamental skills, to be good communicators and to apply this knowledge to their work with individuals, families, groups, communities, and society.

Students of diverse interests and abilities in the BYU-I social work program will learn to be strong leaders that seek to enhance the social functioning of individuals, groups, families, communities, and society. This will be accomplished by their learning to work effectively with social service delivery systems, social policy, and learning to be culturally competent as they strive to understand the context of their client's specific cultures. They will seek to promote social justice in professional social work employment.

The BYU-Idaho Social Work program has objectives that are derived from its program goals.

***Note* For the convenience of the reader listed directly under the objective is the program goal that relates to the objective.**

Objectives - The student will:

1. Use critical thinking skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.

Goal: “To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes”

Key words are applying and integrating, which presupposes critical thinking skills.

Evaluative standard: Successful completion of the social work practice sequence SW 362 Social Work Practice 1 (Individual) , 364 Social Work Practice 2 (Group), 367 Human Behavior in the Social Environment (HBSE), 365 Social Work Practice 3 (Community/Macro) and 400 Values / Ethics courses. Fulfillment of University general education requirements (broad Liberal Arts foundation). Students will have a portfolio example of a paper that exhibits critical thinking on a social welfare topic). **Successful completion of a course indicates a passing grade of C or better and positive evaluation of students performance. This will be true for each objective.**

2. Understand and apply social work professional values, ethics and principles to social work practice.

Goal: “To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of social work practice sequence SW 362 Practice 1 (Individual), 364 Practice 2(Group), 367(HBSE), 365 Practice 3 (Community/Macro), 470 (Populations at Risk) and 400 (Values and Ethics). Assessments of students application of social work professional values, ethics and principles as exhibited in their field practicum SW 498 placements.

3. Develop professional respect, knowledge and skills to practice and work with human diversity within the context of clients cultural reality.

Goal: “To prepare students.....to integrate the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.”

Evaluative standard: Successful completion of social work practice sequence SW 362 Practice 1, (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community/Macro), SW 464 (Intervention with Diverse Clients), SW 470 (Populations at Risk), and 400 (Values and Ethics). Student assessment of sensitivity and practice skills related to human diversity in SW 498.

4. Develop an understanding and appreciation for human diversity, understand forms of discrimination, oppression, and mechanisms to advance social and economic justice.

Goal: “To help social work students of diverse interests and abilitiesto enhance social functioning for individuals, groups, families, communities, society and to promote social justice.”

...to integrate the knowledge, values and skills of the social work profession ... within the context of their clients specific cultures.

Evaluative standard: Successful completion of SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community), 466 (Social Welfare Policy), 464 (Intervention with diverse Clients), 470 (Special Populations) and 400 (Values/Ethics).
Evaluation of student skill level in working with human diversity in SW 498 Field practicum.

5. Develop an appreciation for the historical underpinnings of the social work profession.

Goal: “To develop social work knowledgehistorically grounded purposes, fundamental skills and professional values and ethics.”

Evaluative standard: Successful completion of Social Work 260 (Introduction to Social Work).

6. Apply generalist social work (knowledge/skills), with systems of all sizes.

Goal: “To prepare students for competent and effective generalist social work practice. ”
“To develop social work knowledge, and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of the Social Work foundation curriculum (SW 260(Introduction to Social work), 362 Practice 1 (Individual), 364 Practice 2 (Group), 466 (Social Welfare Policy), 367 (HBSE), 462 Practice 3 (Community/Macro). Assessment of the students ability to apply generalist methodology with varied populations as exemplified in field practicum SW 498.

7. Develop knowledge of the bio-psycho-social context of individual human development and behavior. Develop the ability to apply and integrate a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society.

Goal: “To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.”

Evaluative standard: Successful completion of SW 367 (HBSE), SW 362 Practice 1 (Individual), 364 Practice 2 (Group), and 365 Practice 3 (Community/Macro). Portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and social systems on micro, meso, and macro levels.

8. Understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society.

Goal: “To help social work students provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.”

Evaluative standard: Successful completion of SW 466 (Social Welfare Policy), 365 (Community/Macro). Student portfolio paper dealing with social policy analysis. Successful evaluation of student in SW 498 field practicum.

9. Develop the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.

Goal: “To help social work students of diverse interests and abilities to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment.

Evaluative standard: Successful completion of SW 340 (Research Methods and Statistical Analysis) and SW 466 (Social Welfare Policy). Portfolio paper example illustrating integration of social policy and social service delivery.

10. Develop general communication skills to be used in a variety of social work situations and contexts (individual, clients, colleagues, communities).

Goal: “..help students develop social work knowledge to become competent and effective communicators and professional social workers for generalist social work practice and Christian service with individuals, groups, families, communities and society.”

Evaluative standard: Successful completion of foundation curriculum SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 367 (HBSE), 365 Practice 3 (Community/Macro), 464 (Intervention with Diverse Clients), and 470 (Populations at Risk.) Completion of general education classes English 111, 311 or 315. Completion of an on-line computer class. Successful evaluation of communication skill in SW 498 Field Practicum class.

11. Use consultation and supervision appropriate to social work practice.

Goal: “To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks, historically grounded purposes, knowledge, consultation, supervision, fundamental skills and professional values and ethics to work with individuals, families, groups, communities and society.

Evaluative standard: Successful evaluation in SW 498 field practicum relative to use of consultation and supervision in social work practice.

12. Develop the knowledge, skills and leadership to effectively work with organizations and social systems, and to seek necessary change.

Goal: “To help social work studentsto evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work employment to enhance social functioning forgroups, families, communities, society and to promote social justice.”

Evaluative standard: Successful completion of social work foundation curriculum, SW 362 Practice 1 (Individual), 364 Practice 2 (Group), 365 Practice 3 (Community/Macro) , 466 (Social Welfare Policy), 367 (HBSE), 400 (Values/Ethics), 463 (Child Welfare Services), 465 (Mental Health), and 470 (Populations at Risk). Particular emphasis on systems theory, ecological theory, (364, 367), social policy, and community organization (365, 466) classes. Successful evaluation of systems skills in SW 498 Field Practicum.

13. Apply and integrate generalist social work practice and Christian service.

Goal: To prepare students for generalist social work practice and Christian service with individuals, groups, families, communities and society.

Evaluative standard: Successful completion of social work foundation curriculum, SW 362, Practice 1 (Individual), 364 Practice 2 (Group), 365 Practice 3 (Community/Macro), 466 (Social Welfare Policy), 367 (HBSE), 400 (Values/Ethics). Particular emphasis on generalist social work and Christian service as evaluated by successful completion of generalist social work course work and General Education religion requirement (see page 10 of Benchmark I).

14. Explore in greater depth a field of social work practice, for bachelors level social work.

Goal: To develop social work knowledge and competency by applying and integrating a variety of social work methods and theoretical frameworks....for professional social work employment.

Evaluative Standard: Successful completion of social work foundation curriculum, SW 362 Practice I (Individual), 364 Practice 2 (Group), 365 Practice 3 (Community/Macro), 466 (Social Welfare Policy), 367 (HBSE), 400 (Values and Ethics) and specifically 463 (Child Welfare Services), 465 (Mental Health), and 470 (Populations at Risk).

Admissions Process to the Social Work Program

Application is required for admission to the Baccalaureate Social Work program at BYU-Idaho; the following is required:

1. Completion of the Social Work Program Application. (These forms can be picked up at the Sociology/Social Work department, 132 Ricks, or on the internet at <http://www.byui.edu/socialwork/>).
2. Must be second semester sophomore standing
3. Completion of general education requirements
4. Cumulative grade point average of 2.5 or higher
5. A statement of psychological well-being, three letters of reference (at least one must be from academia), a personal autobiography (two pages or less), transcripts from all colleges or universities attended other than BYU-Idaho (all of these are included in the program application).
6. The following prerequisite course work: SW 260: Introduction to Social Work, Sociology 111 or 112 with grades of B range or better, Human Biology 230 or BS 264 Anatomy & Physiology, Psychology 111, Math 221: Statistics with grade of C range or better.

Deadlines for submitting applications are October 1st for winter, and March 1st for the fall.

At the discretion of the Undergraduate Social Work Admissions Committee you may be asked to make an appointment for an interview. Please take note that there are limited slots available in the major. Unfortunately, this means that many applicants, some with excellent qualifications, may be denied admission.

Social Work Program Prerequisites

The following are courses required for admission to the Social Work program:

Sociology 111:	Introduction to Sociology
<i>OR</i>	
Sociology 112:	Social Problems with B range grade or better
Social Work 260/360:	Introduction to Social Work with B range grade or better
Math 221:	Statistics with a C range grade or better
Biology 264:	Anatomy and Physiology (prerequisite: recommended: one
<i>OR</i>	biology course)
Biology 230:	Human Biology with grade of C range or better
Psych 111:	General Psychology with C range grade or better
English 311, 315, or 316	Advanced Writing; ENG 315 is highly suggested if available to student (prerequisites: ENG 111 or 111C and at least 22 credits)

General Education and Social Work Program Requirements

The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent integrated professional foundation in social work practice.

The BYU-Idaho Social Work bachelors degree program consists of University General Education requirements (broad liberal arts), and of the Social Work major which includes curriculum that fulfills C.S.W.E. requirements and guidelines, and prepares students for generalist social work practice.

The **Mission of General Education** is to help students acquire the skills and knowledge to succeed in college and in society. Specifically, the Brigham Young University -Idaho GE program realizes its purposes in students when they begin to:

- Understand themselves and their relationship to God.
 - Develop the ability to think and write clearly.
 - Gain a knowledge of the social and natural worlds in which they live.
 - Appreciate aesthetic and creative expressions of humanity.
 - Cultivate a sensitivity to personal relationships and moral responsibilities.
 - Demonstrate a readiness for further learning and for service to society.
- (BYU-Idaho 2002-2003 General Catalog, pg. 35).

Students can earn a Bachelor of Arts or Bachelor of Science Degree, GE credits required in each of the degrees follow:

<u>Bachelor of Arts:</u>	Credits	<u>Bachelor of Science:</u>	Credits
Reading and Writing English	6	Reading and Writing English	6
Mathematics	3	Mathematics	3
Arts	3	Arts	3
Fine Arts	0-1	Fine Arts	0-1
Letters	3	Letter	3
Biological and Physical Science	4	Biological and Physical Science	8
American Institutions	3	American Institutions	3
Social Science	3	Social Science	3
Foreign Language	11	Basic skills	2-3
Religion	14	Religion	14
	—	Elective	3
Total:	50-51	Total:	50

Specific G.E. courses required for admission to the Social Work program : Math 221 Statistics, Human Biology 230 or 264 Anatomy and Physiology, Psychology 111, and Sociology 111 or 112(with grade range of C or better). **Students will take 70 credits in the social work major, this combined with General Education classes total 120 credits for the baccalaureate degree.**

Social Work Major:

The social work program curriculum is designed to provide education grounded in the purposes of the social work profession and to promote the knowledge, values and skills of the profession. The Baccalaureate social work program at BYU-Idaho prepares students for generalist professional practice and Christian service. An overview of the curriculum is presented below.

Following each class in parentheses is listed the number of the program objective the class correlates with. (See mission, goals, objectives section for full text : e.g. to see numbered objectives and inter-relationships of objectives to goals and goals to program mission). Professional foundation courses are in bold and italics.

SW 260 Introduction to Social Work

Social welfare as a social institution and the emergence of social work as a profession. (5,6)

SW 340 Social Work Research Methods (prerequisite: consent of instructor, Math 221)

Qualitative and quantitative designs: problem formulation, data collection, analysis, writing. (9)

SW 362 Social Work Practice I - Individuals (admission to program)

Generalist social work practice, introduce, explore, and blend knowledge, values and skills used by social workers. (1,2,3,4,6,7,10,12)

SW 364 Social Work Practice II – Group (admission to program)

Knowledge, values, skills, and ethics as applied to small groups work social work practice. (1,2,3,4,6,7,10,12)

SW 365 Social Work Practice III - Community/Macro (admission to program)

Knowledge, skills, values, and ethics for macro level generalist social work practice. (1,2,4,6,7,8,10,12)

SW 367 Human Behavior in the Social Environment (admission to program)

Social work perspective on bio-psycho-social human development and person-environment transactions. (1,2,3,4,6,7,10,12)

SW 400 Social Work Values/Ethics (admission to program)

Use of ethics and values in social work practice (NASW code of ethics). (1,2,3,4,12)

SW 463 Child Welfare Services (admission to program)

Theory and practice of child protection, adoption, foster care etc. (12)

SW 464 Intervention with Diverse Clients (admission to program)

Develops competency for generalists practice: self awareness, ethnic relations, cultural realities. (3,4,10)

SW 465 Social Work in Community Mental Health (admission to program)

Community mental health issues: institutions, treatments, family relationships. (12)

SW 466 Social Welfare Policy (admission to program)

Social legislation processes, analysis of social policy and the knowledge available to be a change agent for social work practice. (4,6,7,8,9,12)

SW 470 Populations at Risk (admission to program)

Groups within society that have an increased risk of exploitation, discrimination, oppression of an increased likelihood of victimization. (2,3,4,10,12)

SW 497 Senior Practicum (admission to program)

A classroom experience corresponding with the field work experience of SW 498. To be taken consecutively with SW 498.

SW 498 Senior Practicum - Field Work (admission to program)

Supervised field experience to do social work practice - an integration and application of curriculum to actual social work practice.

SW 311 Family Interaction

Analysis of the effect of the modern American society on marriages and families.(6,10, 12)

Psych 111 Introduction to Psychology

A survey of the various fields of psychology and application of selected psychological principles. (1,6,7)

Psych 342 Abnormal Psychology (prerequisite: Psych 111)

Dynamics of maladjustment, major psychological disorders, and therapeutic procedures. (4,6,7)

HS 460 Use and Abuse of Drugs

Effects of drugs on human beings from physiological, psychological, and sociological perspectives (4,6,7)

Adolescent Studies: Students can choose between:

Child 320 Middle Childhood & Adolescent Development (prerequisite: grade B- or above in Child 210 and Child 100 or ECSE 100)

Advanced theory and development of schools aged children: physical, social and cognitive. (6,7)

OR

Soc 383 Juvenile Delinquency

The nature, extent, causes, treatment and prevention of delinquency and the adjudication process. (4,6,7)

Elective or Enrichment courses: 9 credits (3 classes)- courses are listed on the next page.

Enrichment Courses: 9 credits: choose 3 courses.

No double counting in the major.

Arab 101 Arabic I
Arab 102 Arabic II
Child 210 Child Development
Child 330 Parent Education and Child Guidance
Child 440 Administrative Issues
CHIN 101 Beginning Mandarin I
CHIN 102 Beginning Mandarin II
Comm 150 Interpersonal Theory and Practice
Comm 350 Small Group Communication
Faml 360 Family Stress and Coping
Faml 460 Family Change
FR 101 Beginning French I
FR 102 Beginning French II
GER 101 Beginning German I
GER 102 Second Semester German
HEB 101 Biblical Hebrew
HEB 102 Biblical Hebrew II
HS 280 Medical Terminology
HS 351 Gerontology
IS 140 Micro-application for Business
Psych 201 Developmental Psychology Lifespan
Psych 235 Psychology of Stress
RL 320 Program Management
RL 370 Therapeutic Recreation
RUSS 101 Beginning Russian I
RUSS 102 Beginning Russian II
Sign 101 American Sign Language I
Sign 102 American Sign Language II
Soc 111 Introduction to Sociology
Soc 112 Social Problems
Soc 300 Sociological Theory
Soc 301 Administration of Justice
Soc 323 Race and Ethnic Relations
Soc 330 Criminology
Soc 357 Human Relations and Leadership
Soc 360 Religion's Impact on Society
Soc 365 Sociology of Health
Soc 370 Social Stratification
Soc 390 Population and Environment
Soc 420 Drugs and Society
Soc 440 Corrections
Soc 443 Victimology
Soc 450 Social Inequalities
Soc 460 Urban Sociology
Span 101 Beginning Spanish I

Generalist Practice and Foundation Curriculum

Generalist practice in the BYU-Idaho Social Work Program is characterized by:

1. Entry level social work practice where in the student has acquired core knowledge for social work practice. Including development of knowledge and skill to engage in professional relationship, identifying issues, problems, resources, assessments, appropriate intervention, evaluation, and termination with diverse client systems (individual, family, group, organization, and community).
2. Operation from a multidimensional perspective i.e. multiple theoretical perspectives, (systems theory, ecological theory) and a holistic foundation.
3. Generalist practice is carried out using professional values/ethics, appreciation, sensitivity to human diversity and the pursuit of social and economic justice.

The BYU-Idaho Social Work Curriculum consists of numerous threads (foundation classes) which interweave (with generalist method) to create the fabric of generalist professional social work practice. See the underlined in the description of foundation courses below and the demonstration of the use of generalist social work practice method in foundation courses found in the course syllabi.

Foundation Curriculum BYU-Idaho Courses:

SW 400: Social Work Values and Ethics- An overview of values and principles of ethical decision making for social workers using the National Association of Social Workers Code of Ethics as a backdrop. Students will have the opportunity to become aware of personal values, the values of the social work profession, and to discuss various ethical dilemmas and their effect on agencies, clients, and social work practice. Students will learn that social work values and ethics are woven into the fabric of generalist social work practice with all populations.

SW 464 Intervention with Diverse Clients- This class is to develop competency for generalist social work practice with diverse clients. This includes improving self-awareness, gaining knowledge of racial/ethnic groups, and conducting multi-level social work practice based on client cultural reality.

SW 470 Populations at Risk- An overview of special risk populations and use of generalist social work skills and methods to address their needs. The role of the social worker in risk assessments, obtaining resources, interventions, and evaluations of these special populations. Topics may include: children, single parent families, developmental disability, low income families, minority groups, gender issues, juvenile delinquency, unemployment, and various types of disability or delay. A strengths perspective to promote individual, group, societal, and economic and social justice will be discussed.

SW 367 Human Behavior and the Social Environment- This course introduces social work's perspective on human behavior and the social environment. A social systems approach is used to focus on the bio-psycho-social context of human development. Relationships between life-span issues and the understanding of person-environment transactions and use of the generalist social work method with individuals, families, groups, organizations, communities, culture, and society are all areas of study.

SW 466 Social Welfare Policy- Social legislation processes, analysis of social policy, and the knowledge available to social workers for involvement in social planning and policy change. The role of social policy in service delivery and generalist social work practice.

SW 362 Social Work Practice I – Individuals- To introduce, explore, and blend knowledge, values, ethics, and skills used by social workers. Social work practice using the generalist method i.e. relationship, identifying issues, problems, resources, assessment, intervention, evaluation, and termination with a diverse client population.

SW 364 Social Work Practice II – Group- Knowledge, values, skills, and ethics as applied to small group social work practice; identify and understand group dynamics. Application of the generalist method to group work.

SW 365 Social Work Practice III – Community/Macro- This class prepares students with knowledge, values, skills, and ethics for macro level generalist social work practice. Topics include community, bureaucracy, social planning, social action, and locality organization development.

SW 340 Social Work Research Methods- Qualitative and quantitative research designs. Problems formulation, data collection, statistical analysis, writing, and presenting results. Knowledge is used to assess and apply qualitative, empirical related research and technology to social work generalist practice. Practical uses for research, to inform policy, promote social change, improve clinical work, and enhance program delivery.

SW 497 Social Work Senior Practicum- Classroom discussion of the experience and application of generalist social work knowledge, values, and practice skills in actual field experience settings. The culminating experience in which students demonstrate achievement of the BYU-Idaho social work program objectives.

SW 498 Social Work Senior Internship- Supervised field experience in a social service agency. Supervision by a social worker. Experience and application of generalist social work knowledge, values, and practice skills in actual field experience settings. The culminating experience in which students demonstrate achievement of the BYU-Idaho social work program objectives.

Please see General Education and Social Work Requirements for specific details and prerequisites for each course.

Course Sequencing

Since Brigham Young University - Idaho is “Rethinking Education” students will have flexibility and some latitude in deciding which courses they have specific interests in or that best fit their track/plan and/or schedules. Brigham Young University - Idaho is a full time year round institution. Summer terms have grown in recent years and students are admitted in a three track system (Fall-Winter, Winter-Summer, Summer-Fall), in order to accommodate more students. Some students have staggered tracks where for example, they attend winter-first summer and are off track second summer-fall etc. Thus, flexibility in course sequencing is necessary to accommodate students on different tracks. This is a unique aspect of “rethinking education” at BYU-Idaho. It is expected that students will fulfill prerequisite course work for those classes where prerequisites are necessary and be full time students on their track. Students must fulfill prerequisites or have permission of the instructor (for those classes requiring prerequisites listed below). Social Work practice sequence must be completed prior to the senior field internship/practicum. Students may sequence their classes as they best fit their track/ plan and schedule, as long as they meet prerequisites, fulfill social work program requirements, and are full time students in their track.

Freshman and sophomore years:

Students take General Education Course work, the following specific General Education classes are required of students applying to the Social Work program:.

Biology 264: Anatomy and Physiology (prerequisite: recommended one biology course)

or

Biology 230: Human Biology

Math 221: Statistics

English 311, 315 or 316 (one course from the three listed, ENG 315 is highly suggested if available to student)

Sociology 111: Introduction to Sociology

or

Soc 112: Modern Social Problems

Psychology 111: Introduction to Psychology

Courses which can be taken without social work prerequisites:

SW 260: Introduction to Social Work

SW 311: Family Interaction

SW 340: Social Work Research Methods

HS 460: Drugs of Use and Abuse

Psych 111: Introduction to Psychology

Psych 342: Abnormal Psychology (prerequisite: Psych 111)

Courses for majors only (admission to program or consent of instructor required). Consent of instructor is a check and balance to be sure the student has fulfilled prerequisites, is prepared to take the class, and is a social work major. Prerequisites listed in parentheses after the course.

SW 362 Social Work Practice I -Individual (admission to program)

SW 364 Social Work Practice II -Group (permission of instructor, admission to program)

SW 365 Social Work Practice III Community (admission to program)

SW 367 Human Behavior in the Social Environment (admission to program)

SW 400 Social Work Values and Ethics (admission to program)

SW 463 Child Welfare Services (admission to program)

SW 464 Intervention with Diverse Clients (admission to program)

SW 465 Social Work in Community Mental Health (recommend Psych. 342)

SW 466 Social Welfare Policy (admission to program)

SW 470 Special Populations (admission to program)

SW 497 R Social Work Senior Internship Seminar (SW 362, 364, 365, 367, 400)

SW 498 R Social Work Senior Internship/Practicum (SW 362, 364, 365, 367, 400)

Suggested Social Work Course Sequencing for the three track system at BYU-Idaho is listed below. (It should be kept in mind that BYU-Idaho is “Rethinking Education” and therefore students have some flexibility with their schedule and track and may vary from suggested sequencing.) Suggested course sequencing is provided to give general guidance and direction to students.

First Semester		
Class Number	Class Title	Credits
SW 362	Social Work Practice I – Individual	3
SW 400	Social Work Values and Ethics	3
SW 466	Social Welfare Policy	3
Psy 342	Abnormal Psychology	3
SW 367	Human Behavior in the Social Environment	3

Second Semester		
Class Number	Class Title	Credits
SW 364	Social Work Practice II – Group	3
SW 463	Child Welfare	3
SW 465	Mental Health	3
SW 464	Diverse Clients	3
SW 365	Social Work Practice III --- Community/Macro	3

Third Semester		
Class Number	Class Title	Credits
HS 460	Drugs and Use and Abuse	3
SW 311	Family Interaction	3
SW 340	Research Methods	3
SW 497R	Practicum (1)	2
SW 498R	Practicum (1)	3
	Adolescent Studies class	3

Fourth Semester		
Class Number	Class Title	Credits
SW 470	Populations at Risk	3
SW 497R	Practicum (2)	2
SW 498R	Practicum (2)	3
	Enrichment Course	3
	Enrichment Course	3
	Enrichment Course	3

Social Work Program Field Education

The field practicum program at BYU-Idaho is an integral part of our generalist social work education. We feel this program is a vital dimension of the student's undergraduate social work education and will prepare the student to enter the work force as an entry level social work practitioner. This program will also initiate vital efforts between the social work faculty, participating community social work agencies, and students. The cooperating social work agencies are a major factor in the overall success of the practicum program. The students will be able to apply their knowledge to the various human service agencies that work with micro, mezzo, and macro populations.

In return, our social work interns provide some beginning level social services to clients under the direction and instruction of the field practicum director and the agency field instructor. The undergraduate field work experience should be a generalist experience, giving the student an opportunity to participate and become familiar with the many components of the social work role. This experience will help the student to reinforce identification with the purposes, values, and ethics of the social work profession, promote professional competence, and students will be evaluated on the basis of consistency with program objectives. Through the practicum program, social work students are able to apply the knowledge, skills, values, and ethics gained in the classroom to the

Field education in social work is consistent with the mission, goals and objectives of the BYU-Idaho social work program. The goal is to integrate academic knowledge with actual experience (empirical and practice based knowledge). This is the capstone experience in baccalaureate social work education. **Students will work at least 500 hours in their field placements.** (The hours meet BYU-Idaho internship guidelines of 50 hours per credit hour.) For more information see the BYU-Idaho Social Work Field Work Manual. (www.byui.edu/sociology/sw/fieldpracman.pdf)

Since the BYU-Idaho Social Work Practicum/Internship is the capstone experience in baccalaureate social work education only those students in their last year of social work education and/or those who have completed the prerequisite course work, (professional foundation curriculum), and/or who are deemed prepared by the social work field coordinator shall be allowed to take the SW 497/498 field work class. Social Work 497 will be taken while the student is doing their internship, it will serve as an integrated seminar for the student to assess what is being learned. The class will meet regularly with the field work coordinator and discuss cases, ethics, and experiences that they are having at their placement.

Social Work Field placements will be under the direction of the BYU-Idaho Social Work program field work/internship Director. Undergraduates will be placed in the Upper Snake River Valley area, however, placement can be arranged in surrounding areas or an area to meet the interns need. The service areas possible for placement include: child protection, children's mental health, hospital setting, adult mental health, and working with developmentally delayed patients. Agencies offered for placement vary from semester to semester based on their availability and need, therefore students are not guaranteed placement in the location of their first preference.

The agency in which students will be placed, serves a population that would fall under a social welfare/social services/social work domain. Placement is conducted in agencies serving individuals, families, groups, and neighborhood organizations. Field instructors will treat students as colleagues and they will expect professional behavior. The agency must have the ability to provide field work students/interns, with opportunities to become involved in meaningful social work tasks, activities, intervention and interaction. The agency should have a written job description of the field work interns' position. If such a job description is not available the student and the field instructor should develop one for their work together and future students. The job description should correlate with and provide opportunities to fulfill the BYU-I social work program goals and objectives.

Agencies will be aware that students will be asked by the BYU-I social work program to evaluate their internship/field work agency and instructor relative to their effectiveness in providing a holistic experience and helping them to perform and fulfill the BYU-I social work program goals and objectives. The agency must also be willing to enter into the BYU-I social work programs field work agreement which stipulates that the agency will provide, teach, assess and evaluate the students performance relative to the social work programs goals and objectives. A check list will be provided on the BYU-I social work program goals and objectives as well as training by the BYU-I field work coordinator to provide a foundation for the agency and field work instructor, to do their student assessment and evaluation. The BYU-I social work program field work coordinator will also periodically visit the field work provider/agencies to assess their effectiveness in fulfilling the social work programs goals and objectives. This also allows the program field work coordinator to keep their finger on the pulse of the overall field work experience.

Placement of students into field work agencies will take place by mutual agreement of the program, student and agency. This will be accomplished by a mini-fair in which agencies will set up an area with information about their agency. Students will have a professional vitae when they visit the mini-fair to share with agencies. Experience Providers/agencies will be encouraged to conduct “job interviews” with prospective field work students so the student can have the interview experience and the agency can have input in the selection process. Through interest, collaboration, interviews, and the input from the BYU-Idaho field work coordinator, agency, and the student, a placement will be made.

The field instructor will be asked to evaluate the students’ performance in the agency relative to the goals, objectives and mission of the BYU-Idaho Social Work program. A check list of the goals and objectives of the BYU-Idaho social work program and training by the BYU-I field work program coordinator will be provided and field instructors will be taught what is expected of the social work student relative to the goals and objectives of the social work program. The field instructor will attend two field instructors -student joint training meetings with other field instructors and students. The field instructor will meet weekly with the student for instructional and evaluation sessions.

When students are involved in paid employment in the agency provider/field work setting, the student and employing entity must understand that the student is still in training and the experience provider/agency and student have an obligation to fulfill the BYU-I social work program field work agreement. i.e. (Teaching, assessing, evaluating with the end state being fulfillment of the BYU-I social work program goals and objectives.) There must still be a weekly teaching, assessment, evaluation meeting for the student and field work instructor which focuses on the educational goals, and the overall BYU-I social work program goals and objectives. SW 498 course work assignments, class time (processing meetings), text book and other assignments must be given priority and not neglected in place of experience provider/agency paid employment tasks. The determination of interference with academic/work related issues will be evaluated and determined by the Social Work Program field coordinator in collaboration with the student and field work instructor. The social work program field work coordinator is in a position as the class instructor of record, experience and interaction with field liaison interaction, training sessions with field work instructors and students to make this evaluation. Should a conflict of interest occur between paid employment and field work goals and objectives the experience provider/agency coordinator and /or field work instructor, student and the BYU-I social work program field work coordinator will meet to discuss the issue and make corrective changes. If progress does not occur and corrective changes are not made, one warning will be issued and a time frame stipulated for corrective action to occur. If the first meeting and the later warning are not heeded in the evaluation of the field work program coordinator the student will be asked to fulfill the remainder of their field placement in another provider/agency to receive credit in their SW 498 class work.

As a student you are required to fulfill the following in accordance to your internship and SW 498 practicum:

- 1. Passing grade of C or better and positive evaluation of student performance by agency field instructor and program field work coordinator**
- 2. Successful completion of 400 hours (plus) social work practice in a field setting consistent with program objectives and approved by the field work coordinator.**
- 3. Successful completion of course objectives as assessed by field agency instructor and program field work coordinator. This will largely be a check list (see below) that is based on course objectives and program goals and objectives and whether the student fulfills the goal/objective as illustrated by their expression of social work professional knowledge, values, ethics and generalist practice skills in their work in the internship/practicum agency with a diverse population individual, family, group, community. The student must be familiar with all program objectives and be prepared to exhibit and illustrate to the field work instructor and/or the field work program coordinator that they have fulfilled program objectives in their practicum/internship as applicable to their various field placements.**
- 4. Completion of text workbook Horejsi & Garthwait (2002) illustrating the integration of knowledge, values and skills learned in the course.**
- 5. Student completion of Portfolio, illustrating completion of program goals and objectives by the student.**
- 6. Attendance and participation in Practicum/Internship Processing days (class time).**

The following is a program assessment in which the field instructor will complete based on your work and if you correctly completed the objectives listed. Students will have the opportunity to evaluate the agency in which you are placed, your field instructor, and the field work coordinator.

OBJECTIVES	ACTIVITIES	COMPLETION OF ACTIVITIES	FI ASSESSMENT Please rank 1(low) – 5(high and assess)
1 Student Exhibited Critical Thinking Skills within the context of professional social work practice, coupled with a broad general education (Liberal Arts) foundation for developing knowledge.	Student has completed social work practice sequence SW courses: 362, 364, 365, 367, 400	Yes No	<input type="checkbox"/>
	Portfolio Paper exhibiting critical thinking skills on a social welfare topic	Yes No	
	Student has completed all University G.E. Requirements	Yes No	

<p>2 Student understands and applies social work professional values, ethics and principles to social work practice.</p>	<p>Successful completion of social work practice sequence SW Courses: 362, 364, 365, 367, 470, 400 Student received positive evaluation of application of social work professional values, ethics, and principles exhibited in the field practicum/internship by agency field work instructor and by program field work coordinator</p>	<p>Yes No Yes No</p>	<p><input type="checkbox"/></p>
<p>3 Student has integrated the knowledge, values and skills of the social work profession into their professional lives and within the context of their clients specific cultures.</p>	<p>Successful completion of social work practice sequence SW 362, 364, 365, 367, 400, 464, 470. Student received positive evaluation of social work professional values, ethics and principles with specific sensitivity and practice skills related to human diversity in the field practicum/internship by field work instructor and program field work coordinator</p>	<p>Yes No Yes No</p>	<p><input type="checkbox"/></p>

<p>4 Student exhibits an understanding and appreciation for human diversity, understands forms of discrimination, oppression, and mechanisms to advance social and economic justice.</p>	<p>Successful Completion of SW courses: 362, 364, 365, 367, 400, 464, 466, 470. Student receives positive evaluation and exhibits social work values, ethics, principles, and skill in working with human diversity and in advancing social and economic justice as assessed by field work instructor and program field work coordinator</p>	<p>Yes No Yes No</p>	<p><input type="checkbox"/></p>
<p>5 Student has developed an appreciation for the historical underpinnings of the social work profession.</p>	<p>Successful completion of SW course: 260 Field work instructor and field work program coordinator give student a positive evaluation in regard to the students development of social work knowledge, historically grounded purposes, fundamental skills and professional values and ethics.</p>	<p>Yes No Yes No</p>	<p><input type="checkbox"/></p>
<p>6 Student has exhibited generalist social work (knowledge/skills), with systems of all sizes.</p>	<p>Successful Completion of SW courses: 260, 362, 364, 365, 367, 466 Student is deemed to have exhibited an ability to apply generalist social work practice skills and methodology with varied</p>	<p>Yes No Yes No</p>	<p><input type="checkbox"/></p>

	populations as assessed by the field instructor and program field work coordinator.		
7 Student has developed knowledge of the bio-psycho-social context of individual human development and behavior. Has applied and integrated a variety of social work methods and theoretical frameworks to person-environment transactions with individuals, families, groups, organizations, communities, culture and society as exhibited in field work practicum/internship.	<p>Successful</p> <p>Completion of SW Courses: 362, 364, 365, 367</p> <p>Student has portfolio paper that deals with aspects of human development and reciprocal interactions between individuals and society on micro, mezzo and macro levels.</p> <p>Positive student evaluation by field work instructor and field work coordinator that student exhibited social work knowledge and competency by applying and integrating in practice a variety of social work methods and theoretical frameworks, fundamental skills and professional values and ethics in work with the populations served by the field work</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<input type="checkbox"/>

<p>8 Student has developed the ability to understand, formulate and analyze social policies and their impact on clients, workers, agencies, community and society. The student exhibits the ability to provide leadership in and work effectively with social policy, social service delivery systems and to promote social justice.</p>	<p>Successful Completion of SW courses: 365, 466 Student has a portfolio paper that exhibits an example of social policy analysis. Successful evaluation of student in field work placement by field work instructor and field work program coordinator, that student exhibits ability to provide leadership in and work effectively with social policy, social service delivery systems and promotes social justice as applicable to agency they work in.</p>	<p>Yes No Yes No Yes No</p>	<p><input type="checkbox"/></p>
<p>9 Student has developed the ability to evaluate and conduct research, apply findings and relate to social work practice interventions.</p>	<p>Successful Completion of SW courses: 340, 466 Student has portfolio paper illustrating the integration of social policy and social service delivery. Student has developed the ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems and in professional social work practice relative to agency they were placed in. Successful evaluation by field work instructor and field work program coordinator.</p>	<p>Yes No Yes No Yes No</p>	<p><input type="checkbox"/></p>

<p>10 Student exhibits general communication skills to be used in a variety of social work situations and contexts(individual, client, colleagues, communities).</p>	<p>Successful Completion of SW courses: 362, 364, 365, 367, 464, 470</p> <p>Completion of English 111, 311, 315, completion of a computer on-line course.</p> <p>Positive evaluation of students ability as a competent and effective communicator, and professional social worker for generalist practice and Christian service with individuals, groups, families, communities and society as evaluated by field work instructor and field work program coordinator</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<input type="checkbox"/>
<p>11 Student uses consultation and supervision appropriate to social work practice.</p>	<p>Successful evaluation of student in field work practicum/internship by field instructor and program field work coordinator relative to use of consultation and supervision in social work field work agency.</p>	<p>Yes No</p>	<input type="checkbox"/>
<p>12 Student develops the knowledge skills and leadership to effectively work with organizations and social systems, and to seek necessary change.</p>	<p>Successful Completion of SW courses: 362, 364, 365, 367, 400, 465, 466, 470.</p> <p>Successful evaluation of the students ability to evaluate, provide leadership to and work effectively with social policy, social service delivery systems to enhance social functioning for groups, families, communities, society and provide social justice. The field instructor and field work program coordinator assess the knowledge, skill and ability to apply systems theory, ecological theory, social policy and community organizations skills to a diverse population in the students social work field placement.</p>	<p>Yes No</p>	<input type="checkbox"/>

13 Student applies and integrates generalist Social Work practice and Christian service.	Successful Completion of SW courses: 362, 364, 365, 367, 400, 466. Completion of 14 credits of General Education religion requirement.	Yes No	<input type="checkbox"/>
14 Student has explored in greater depth a field of Social Work practice... for professional social work employment.	Successful Completion of SW course 362, 364, 365, 367, 400, 463 (child welfare), 465(mental health), 466, 470.	Yes No	<input type="checkbox"/>

Policies and Procedures

Life or Work Experience Policy: (Student handbook).

The Social Work department at BYU-Idaho does not grant social work course credit for life experience or previous work experience.

In foundation curriculum where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

The generalist method of social work practice is applicable to all foundation curriculums.

Course descriptions and content are unique to each course. There may be an overlap and interface between courses, to provide opportunities for integration, but the core course content is specific to each class. One way to avoid repeat of content is to have faculty dialogue about the content in the courses they teach, share that with other faculty and visa-versa, this type of collaboration goes far to let the right hand know what the left hand is doing. Faculty meetings are the mechanism to accomplish this dialogue. Another mechanism that will be employed is student feedback on courses and content, students will be encouraged to voice their perception about the repeat of course content from course to course. This can be done directly by the student to the instructor or via the social work student council that will meet with faculty to voice concerns and feedback about the social work program. Corrective action will be monitored once a problem with repeating course content has been identified. This will be accomplished via student assessment the later in the course or the next semester the course is taught. Another mechanism is the course evaluation process itself, in which the course is evaluated by students to assess the course and instructors success in meeting the course and overall program objectives. (See "Class and Instructor Evaluation-Appendix E)

General Policy on Transfer to BYU-I:

"Brigham Young University - Idaho accepts college level course from all regionally accredited schools. Courses are applied to specific general education and major requirements when it is determined by the transfer evaluation office that they are equivalent to BYU-I courses. Students attending regionally accredited colleges from Utah and Idaho who complete the associate transfer degree will be considered as having completed the general education requirements. If they have not completed the transfer degree their credit will be evaluated on a course by course basis." 2003-2004 BYU-I general catalog, pg. 51.

Sociology/Social Work Department: transfer credit

The Department chair makes final decisions about the evaluation of transfer credit for (Sociology/Social Work) major classes. This is done in consultation with the BYU-Idaho Sociology & Social Work faculty who teach the same or similar course/s as the transfer course/s. If the course was taught from a regionally accredited institution of higher education, and is found to be equivalent to the course taught at BYU-Idaho, transfer credit will be granted except for upper division social work degree program foundation courses. Upper division social work foundation courses expected to fulfill social work program requirements, in addition to being taken at a regionally accredited institution of higher education, must also come from schools that have Council on Social Work Education accreditation. The Sociology/Social Work Department Chair also oversees substitution, waiver, exceptions to major requirements and graduation applications. This is done on a case by case, course by course basis. Since the social work program at BYU-I are implementing C.S.W.E. (E.P.A.S.) social work courses will reflect this standard.

The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

Institutional Advising:

The BYU-I Career and Advising Center (CAC) has full time specialists and peer advisors available to help students with decisions about careers. An excellent career library containing extensive career and university transfer information is available at the CAC for student use. The center utilizes a helpful computerized career decision making program to assist in making career choices.

Students are assigned a faculty advisor who assists them in individualizing their education. The advisor helps students keep on track for graduation from beginning to end. Advisors will receive copies of grades at mid-term and at the end of the semester. After the student applies for graduation the advisor will also complete a graduation evaluation (BYU-I, 2003-2004, general catalog, pgs. 62-63).

Social Work Program Advising:

Each student admitted to the social work program will have a faculty advisor. Students meet with their advisor prior to registration each semester, they cannot register without seeing their advisor. This provides an opportunity to discuss progress on program requirements, goals, objectives etc. and any impending personal or academic problems that might impact the student's progress and graduation. Students in social work will have ongoing interaction with Social Work faculty in practice related courses and in progress evaluation. Senior social work students may act as peer advisors to junior, sophomore students as needed and determined by the student council and/or faculty. This supplements, but does not take the place of their faculty advisor. The Social Work Department

has an "open door" policy so that social work faculty are available to social work major students on an as-needed basis. BYU-I has always had a reputation for being student friendly and the relationship between faculty and students is one of mutual respect. The faculty tries to avoid "a one up- one down" mentality and avoid authoritative bureaucratic relationship. A spirit of cooperation and synergy is cultivated, as well as a "strengths perspective" is sought in the relationship between students and faculty rather than an adversarial "one-up" mentality. This does not mean that correction and feedback do not occur in advising practices, they do, (students will be expected to fulfill all program goals and objectives), it simply means we seek a building focus rather than a "power look who's in control here" focus. Collaboration and cooperation are key social work roles we hope to model in relationships with our students.

The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

A Social Work student council will be organized to represent the interests of social work students. Essentially there will be four students on the social work student council, one from each group of admission. (One class of students is admitted in fall, another class of students in winter semester), so there will be two students from the Junior class. The same is true of the Senior class, there will be two students on the social work student council. These student representatives will be chosen by the consensus of their class mates /peers. Students have the right and responsibility to share their concerns, feedback and grievances about academic and student affairs individually or through their student representative. Student council representatives should serve for at least one semester but can be replaced each semester, if students feel change is needed.

The social work student council will represent their class mates/peers and have access to social work faculty. Problems or concerns of the general social work student body can be addressed by the social work student council and they can have audience with the Social work faculty at regularly scheduled meetings or on an as needed basis. Modification of social work program policies and procedures can be addressed first by informal mutual collaboration. If that is not sufficient or does not, in the eyes of the social work student council, address students needs grievance and/or formal written petition stating the proposed problem and change along with suggestions of proposed change and alternatives for improvement should be submitted by the student council to the social work faculty at the next scheduled meeting or on an as needed basis. Modification of existing policies and procedures will be based on the new suggestions or modifications contrasted with the overall mission of BYU-I and existing institutional policies and procedures. Institutional policies and procedures and the overall mission of BYU-I override any policies and procedures proposed changes that conflict with the accomplishment of institutional mission and goals. Secondly, modification of existing social work program policies and procedures is compared with overall social work mission, goals, and objectives. If the proposed changes in policies and procedures improves the accomplishment of the social work program mission, goals and objectives they will be considered by the student council and faculty and weighed as to the measure of merit to the overall social work program. Should changes be considered and weighed as having merit, as determined by consensus of social work student council and social work faculty, the proposed changes will be given to the social work program director for submission to the Department Chairman and from there to other appropriate administrators, if necessary, for institutional approval. If they are (in house social work program/ departmental changes), the Social Work program director and Sociology/Social Work chairman approve and there is ample substance to the proposal, (a written proposed change, plan for change, mechanisms for change, evaluation of change etc.) then the proposed changes will be implemented on a trial basis, and made permanent when proven effective.

The over-riding standard is-- will proposed changes to the social work program policies and procedures contribute to the overall mission and goals of BYU-I; the mission, goals and objectives of the Social Work Program at BYU-I; is it in the best interest of the social work program and students in the program?

Student Social Recreational Organization:

Campus wide, BYU-I has a massive student association and activities program that addresses the following areas: home, arts, enrichment, physical and social. The BYU-I student activities program has an emphasis of learn by doing. To get a better feel for the variety and scope of the BYU-I student activities programs go to the BYU-I web site at www.byui.edu, the menu at the bottom of the page will have an area called "activities", click on that and follow the menu. Numerous special interest groups and student associations on campus have been integrating, assimilating and participating in the massive BYU-I Activities Program to meet educational, service, social and recreational needs. **Students in the BYU-I Social Work program in addition to having a representative academic student council, are encouraged to organize their common interests and form a student group that can interface with and participate in the massive BYU-I student activities program. The activities program at BYU-I is a unique feature of "Rethinking Education" on the BYU-I campus. A social work student group also exists for collaboration, support, and professional socialization.**

The program informs students of its criteria for evaluating their academic and professional performance:

Requirements, objectives and evaluative standards for completion of social work

program foundation courses can be found in syllabi for each class. All foundation courses reflect program objectives. Overall criteria for evaluation of students academic and professional performance culminates with SW 497/498 Senior field work practicum. The Evaluative criteria is listed in the field work education section.

The student must complete all social work professional foundation course work with at least a C grade; no D grades are acceptable in the major. Students must have completed their portfolio and successfully passed the SW 497/498 senior practicum fulfilling all program goals and objectives listed above in assessment. (See "Field Work Education assessment" Appendix F).

Student Academic Grievance Policy

University Student Grievance:

General Definition: Grievance is generally defined as "a cause for distress affording reason for complaint or resistance". The complaint may be the result of an alleged action or omission by the University acting through its faculty. Thus, act or omission perceived by the student as unfair, inappropriate, or which adversely affects the student's academic standing may serve as a basis for grievance.

Guidelines:

The student generally must initiate a grievance no later than the end of the semester following the semester in which the alleged grievance occurred. This policy considers two summer terms as a semester.

If conditions beyond the student's control prohibit filing a grievance during the time indicated above, the student should file as soon as reasonably possible in order to be eligible for the grievance process. The burden of persuasion to allow for the filing of a late grievance is upon the student.

The student should initially address the grievance to the faculty member involved unless that person is unavailable or the student believes in good faith that such individual will not deal with the grievance fairly or may respond by retaliating. In such cases the student may initiate the grievance process with the dean of the college in which the faculty member is assigned.

Every reasonable effort should be made to resolve any alleged grievance at the lowest organizational level possible. In the event that it cannot be resolved to the satisfaction of the parties involved, the student may seek resolution at a higher level according to the Grievance Form procedure.

Procedure for Resolution of Grievance:

Obtain a Grievance Form from the academic dean. Read and carefully follow the outlined procedure on the back of the form.

Explain the nature of the grievance, giving specific information—dates, time, witnesses, etc. Also, indicate the desired outcome. Any additional information and/or supporting documentation should be attached to the form.

Begin at the appropriate organizational level and if the grievant is satisfied, she/he should sign the form in the place showing that resolution was achieved and return it to the college dean's office.

If the grievant is not satisfied, she/he may take their grievance to the next administrative for review with the final review being the dean of the college.

In the case the affected student or faculty is not satisfied with the resolution of the grievance at the college dean level, a different dean, selected by the Academic Council, shall convene an impartial Grievance Review Committee to make a final determination. The Grievance Review Committee shall consist of the designated dean, serving as committee chair, a faculty member from the area subject of the grievance, a representative from the Faculty Association and two students from the Honor Code Council. All members of the committee should be impartial and without prior substantial knowledge of the facts and circumstances of the matter.

After a fair opportunity to be heard is provided the parties, the grievant and the person subject of the grievance are excused and the grievance is discussed by the committee. The decision will be by majority vote.

All pertinent evidence or material collected during any previous review of the matter shall be given to the committee chair. The committee may invite the parties involved in the grievance to make oral or written statements to the committee. The student making a complaint and the person being grieved will be permitted to be present during verbal presentations or discussions between any of the parties involved in the grievance and members of the committee prior to the committee deliberation.

Sources

"Student Academic Grievance Policy," draft copy of June 17, 1998 policy under consideration by Brigham Young University-Provo.

"Student Academic Grievance Policy," Brigham Young University-Provo web page.

"Student Grievance Statement," Cal State L.A. - Student Handbook/Eagle guide - part 4, page 50, taken from Cal State L.A. web site at

<http://www.calstatela.edu/univ/handbook/p50.html>.

ACADEMIC STANDARDS "Academic Grievance Procedures," University of Michigan, Horace W. Rackham Graduate School Handbook, Appendix C, taken from University of Michigan web site at <http://www.manc.edu/stulife/grievance.html>.

"Student Grievance Process," MidAmerican Nazarene University, web site

<http://www.manc.edu/stulife/grievance.html>.

Social Work Program student grievance and appeals procedure:

Informal grievance Procedure:

Students are first encouraged to discuss their grievance with the faculty member or department member against which the grievance is brought. An attempt should be made to resolve the grievance through informal and personal communication with the persons involved.

If this attempt at resolution is not successful, a faculty member, not initially involved, is asked to mediate the situation. Both parties involved with the grievance, must agree on the selection of the mediating faculty member.

If resolution is not reached, an appeal may be made using the formal procedure listed below.

Formal Grievance Procedure:

If the student's grievance is not resolved by informal and personal communication, the student should file a written grievance, as soon as possible, but in no case longer than two weeks from the time of dispute or dissatisfaction with program, faculty or course assessment. The written grievance should state the exact nature of the grievance or cause of dissatisfaction and the parties involved and the nature of the situation.

This grievance will be submitted to the social work program director and the department chair. An Ad Hoc formal grievance committee will be established by the Department Chair and Social Work program director, to hear the appeal. The Ad Hoc formal grievance committee will consist of one undergraduate student and two faculty members. Both parties involved in the dispute or grievance must approve of the appointments made by

the program director and the department chair. The faculty member who tried to resolve the dispute or grievance in the “informal attempt” cannot be appointed to the Ad Hoc formal grievance committee. One of the faculty appointed to the ad hoc committee serves as chair of the committee, and votes only in a tie breaking situation.

The ad hoc formal grievance committee will hear any information listed in the formal written grievance, and any other information related to the formal written grievance presented by the parties involved in the grievance.

After hearing all the information presented the formal grievance committee’s conclusions and recommendations will be submitted in writing, within five days, to all parties involved and to the program director and the department chair, unless the program director and/or the department chair is the individual against whom the grievance is filed. In the event the grievance is directed toward the program director, the complaint is handled by the department chair. If the complaint is directed toward the department chair, and or both the chair and the program director, then it is forwarded to the Dean of the College of Religion and Social Science.

The program director and the department chair will notify, in writing, the complainant(s), the faculty involved, and the college dean, of their decision within thirty days. All written material will be held in confidence in the department chairs office.

If students are dissatisfied they can appeal not later than thirty days after the date of the program director and department chairs notification letter of the Departments decision.

Appeals can be made through formal University channels of Administration.

(See Student Academic Grievance Policy - University)

The Sociology/ Social Work Department Chair

The Dean of the College of Religion and Social Science

Assistant Academic Vice President of Instruction

Academic Vice-President

Academic and Professional Termination from the Program

The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

University Standards:

Failing to meet University Academic Standards and the University suspends or dismisses the student.

Probation, Suspension, Readmission, and Dismissal

Students' academic standing at Brigham Young University-Idaho is determined by two measures of their work. One is their GPA (grade point average) and the other is the satisfactory progress toward graduation they make in completing those courses for which they have registered. Grades are considered to be either "progress" grades or "non-progress" grades. "Progress" grades range from a D- to an A; "non-progress" grades are F, W, and UW.

Satisfactory Academic Standing

Students are making satisfactory academic progress when their cumulative GPA is 2.0 or above and when more than 75 percent of their final grades in their most recent semester are "progress" grades. The 75 percent policy is tracked only for full-time (12 or more credits) students; it is not tracked for Second Block students or non-track Semester students.

Academic Probation

Students will be placed on academic probation when their cumulative GPA (including transfer courses) is between 1.00 and 1.99 or when their progress is below 75 percent in their most recent semester.

If, while on probation, students complete the next semester/term with a 2.0 or better (calculated on 12 earned semester credits/6 block or Summer Term credits), but do not raise their cumulative GPAs to a 2.0 or better, they will continue on probation rather than being placed on suspension. Students will be removed from probation only when their cumulative GPA reaches 2.0 or higher.

When students are placed on probation, they should contact their faculty advisor immediately. It is also recommended that they take advantage of the resources in the Study Skills Lab, Reading Lab, Writing Center, and Tutoring Center. They should also plan to repeat those courses in which they received a D or an F grade.

If students are receiving university or federal financial aid, they should check with the Financial Aid Office to see if they are still eligible. If they have an on-campus job, they should check with the Student Employment Office to see if they are still eligible.

Academic Suspension

One or more of three situations will cause students to be placed on academic suspension:

- 1 When their first semester/term, or any subsequent semester/term, GPA is below 1.0.
- 2 When on academic probation, they fail to bring their cumulative GPA to 2.0 or above, or they fail to receive at least a 2.0 GPA for the semester/term (with 12 credits/6 credits).

- 3 When they fail to achieve 75 percent satisfactory progress in two consecutive semesters.

Suspended students are denied continued enrollment at Brigham Young University-Idaho. Therefore, if students are suspended and desire to return to Brigham Young University-Idaho, they must meet the provisions for re-admission as explained below. Students may petition suspension decisions to the Academic Standards Committee.

If they have pre-registered and/or paid any tuition for a subsequent semester/term, they must withdraw from school and arrange for a tuition refund.

Readmission

After being placed on academic suspension, two conditions for readmission must be met:

1. Students on academic suspension are not be allowed to return to BYU-Idaho for twelve months (two major semesters and all Summer Terms). Students may not apply for readmission until the entire twelve months have been completed. For example, if a student was suspended in December 2003, the earliest application for readmission is Winter Semester 2005. Reapplication must coincide with assigned tracks.
2. Students will be allowed to return only if they have completed 12 semester (18 quarter) credits with a 2.0 GPA at another college or university; or if they have completed a full-time mission for the Church. (BYU-Idaho Continuing Education credits do not meet the above criteria.)

Academic Dismissal

Students who have been academically suspended from BYU-Idaho for a second time are usually placed on academic dismissal. A student's academic history will be carefully reviewed by the Academic Standards Committee, and school officials may determine that a student has exhausted any opportunities to study and progress academically at BYU-Idaho. If wishing to continue a formal education, the student will need to seek other options. (2003-2004 BYU-I, catalog 47-48)

Students may also be suspended or dismissed from the University for issues related to honor code violations.

BYU-Idaho is committed to the protection of student rights and to fair treatment of all students as a result of any grievance or charges brought against them. If the Dean of Students determines that a student has violated the Honor Code and the appropriate sanction is suspension, the student may request a review before the Honor Code Council.

The council is composed of a chairperson, three faculty, staff or administrator members, three students, a secretary (nonvoting), and the Dean of Students or his representative as an ex-officio member of the council. The ex-officio member will serve as a nonvoting advisor to the council.

The students are recommended by the ASBYUI President and approved by the Student Life Vice President or his designee. Decisions of the council are by simple majority.

A student who has received a major sanction may, within two school days of receiving oral or written notification of that sanction, petition the Dean of Students to review the procedure of the Honor Code Council decision to determine if there should be mitigation of the sanction imposed. If the dean

determines that there are grounds for the Vice President to review the case he will review the case with the Student Life Vice President. Consideration for mitigation by the Dean of Students or Vice President will be based on the following: (a) the student establishes to the satisfaction of the Dean or Vice President that he or she was denied a fair council meeting; or (b) the student establishes to the satisfaction of the Dean or Vice President that since the council meeting, new and material evidence has been discovered which, had it been introduced at the council meeting, may have changed the decision.

Social Work Program - Termination from Program

A student may be terminated from the social work program for the following reasons:

Failing to meet University Standards and the University suspends or dismisses the student.

Academic and Professional:

If a student fails to maintain a 2.0 grade point average in Social Work course work they will be placed on academic probation in the Social Work Program. When progress is below 75% in completing those social work courses in which they have registered in the most recent semester, they will also be placed on academic probation in the social work program. If the student fails to bring their Social Work grade point average to a 2.0 or above, or fails to achieve 75 percent progress in two consecutive semesters, they will be suspended from the social work program.

Informal Process:

The student will be contacted by their social work advisor to schedule an interview to discuss alternate options to probation and/or termination. If another option is possible, a contract will be drawn up by the student and the advisor which will specify steps to be taken to resolve the problem(s) and will establish a time frame for the accomplishment of the plan. If the social work student and advisor cannot resolve the issues or need a third party to help with the plan or negotiations the social work program director will be included in the process. The burden of showing they have fulfilled the contract will be upon the student. At the end of the time frame stipulated by the contract another meeting will be held to assess if the contract has been fulfilled and rather they will be on further probation or terminated from the program.

A student may voluntarily withdraw from the social work program when the student acknowledges that they are unqualified for the social work major, or if they have personal psychological issues that would interfere with their performance (see Statement of Psychological well-being in the Social Work Program Application).

Termination from Social Work Program: Criteria

Students may be terminated from the Brigham Young University-Idaho Social Work Program if, in the professional judgment of the social work faculty, violations of professional codes have occurred or there are other professional violations. Violations include but are not limited to:

Mental health /psychiatric disturbance that, in the professional judgment of the social work faculty, could impair effective professional social work services to future clients (see statement of psychological well-being).

Unresolved personal issues that, in the professional judgment of the social work faculty, could impair effective professional social work services to future clients.

Evidence of chemical dependency documented as occurring during the course of study.

Failing to meet University standards and the University suspends or dismisses the student.

Failure to meet Academic standards of the University and/or the Social Work Program.

Behavior judged to be in violation of the NASW Code of Ethics.

Criminal activity (documented evidence) occurring during the course of study.

Inappropriate behavior and/or an inability to develop interpersonal skills necessary for effective social work practice. This includes relationship with field instructors, faculty, clients, and peers.

Brigham Young University-Idaho seeks to prepare students to be highly professional social workers. This requires an ability to develop and exhibit all of the goals and objectives in the social work program. Maturity, emotional well-being, good coping skills, sound judgment, good common sense, responsible decision making supported by social work ethics and values must be exhibited. Obviously, evaluations and opinions of professors, outside organizations such as field placements agencies and field work instructors, are important in assessing your ability to perform as a professional social worker.

Termination Process: Formal Process

If a student is suspended or dismissed from the university, they will be terminated from the social work program.

For reasons other than University suspension or dismissal, prior to termination, the student will be provided with verbal and written notification of impending termination from the social work program.

Termination Appeals Procedure:

The student will submit a written statement of appeal to the social work program director and the Sociology/Social Work department chair within two weeks of notification regarding areas that she/he feel need clarification or re-evaluation. The procedure/process of appeals follows the same procedure as the formal grievance procedure (See Formal Grievance Procedures).

Licensing Requirements and Useful Websites for Social Workers

Idaho Licensure Application Process:

Idaho Law requires the licensure of all persons who practice or offer to practice as a social worker in the State of Idaho. Licensure is available through both endorsement and examination, and is issued for Social Work, Master Social Work, and Clinical Social Work. All applicants for clinical licensure must pass the ASWB clinical level examinations upon completion of the supervision requirements. Applicants pre-approved by the Board may schedule their examination in Boise, Pocatello, or at test sites located in other states.

You may download an application at:

<http://www2.state.id.us/ibol/SWO/swo%20licensure.htm>

Or request an application for licensure by writing to:

Board of Social Work Examiners
Bureau of Occupational Licenses
1109 Main St., Suite 220
Boise, ID 83702-5642

Websites of use to Social Workers:

National Association of Social Workers: www.naswdc.org Information on structure and purpose of NASW, current policies, lobbying, and other activities. Legislative alerts, documents such as the revised Code of Ethics, links to NASW chapter sites. **It is a requirement that each student read and understand the Code of Ethics.** It is located on this site by going to "ABOUT NASW" on the top bar of the screen, then scrolling down to the Code of Ethics icon.

Council on Social Work Education: www.cswe.org Information on structure and purpose of CSWE, accreditation, Annual Program Meeting, publications. Directory of accredited MSW and BSW programs.

Association of Social Work Boards: www.aswb.org Information on social work licensing and certification in all fifty states. Descriptions of ASWB licensing exams, study materials, applications.

**Social Work Program
Faculty & Staff
Appendix A**

Social Work Program Faculty and Staff

Department Chair

Wray, Grover Louis, B.S.W., M.S.W., Brigham Young University, 1986, 1989.

Field Work Director:

McDonell, Martin, B.A., San Diego State University, 1993; M.S.W. California State University, Long Beach, 1995.

Director

Hay, Steven D., B.A., Idaho State University, 1981; M.S., M.S.W., Brigham Young University, 1983; Ph.D., Brigham Young University, 1995.

Field Work Coordinator

Roberts, Paul, B.S., Brigham Young University, 1992; M.S.W. University of Texas, Austin, 1997.

Faculty

Sociology:

Meeker, Nathan J., B.A. Idaho State University, 2001; M.A. Idaho State University, 2004.

Whiting, Richard, B.S., Brigham Young University, 1987 ; M.S.W. Brigham Young University, 1989

Stokes, Stephen W., B.A., Boise State University, 1973; D.A., Idaho State University, 1990.

Staff

Tingey, Karri; Office Manager, B.S., Idaho State University, 1987.

Course Descriptions
Appendix B

Course Descriptions for Non-Social Work Classes

Required Courses from Other Major Areas

Sociology 111: Introduction to Sociology (3 credits)

This course focuses on the social and cultural foundations of human life. Its basic concepts enable the students to appreciate the degree to which they and others are molded and shaped by society, and to understand the complexity of the social forces in their environment.

OR

Sociology 112: Social Problems (3 credits)

This course is designed to acquaint the student with current social problems and suggests possible means of prevention and/or solution.

Math 221: Statistics (3 credits) (prerequisites: At least 30 credits and a passing grade on an algebra skills test.)

Frequency distributions; measures of central tendency and dispersion; elementary probability; regression and correlation; sampling, statistical inference and estimation involving the normal, t- and chi- square distributions.

Biology 264: Anatomy and Physiology (4 credits) (prerequisites: Recommended: one biology course.)

First part of a two semester course to prepare students for further study in the health and medical fields. Specifically designed for students of nursing and the allied health professions. Includes basic biochemistry, structure and function of the cell, tissues, skeleton, muscles and nervous systems of the body.

OR

Biology 230: Human Biology (4 credits)

An introductory course in human anatomy and physiology for non-science and non-health professions majors.

Psychology 111: General Psychology (3 credits)

This is an introductory course in Psychology. A survey of the various fields of psychology and application of selected psychological principles to life situations. Topics will include the biological basis of behavior, sensation and perception, learning, emotion, memory, social thinking, IQ, personality, therapy, stress, motivation, developmental, and abnormal psychology.

Psychology 342: Abnormal Psychology (3 credits) (prerequisites: Psych 111)

Dynamics of maladjustment, major psychological disorders and therapeutic procedures.

Health Science 460: Drugs of Use and Abuse (3 credits)

The nature and effects of alcohol and other drugs on human beings, considered from physiological, psychological, and sociological viewpoints as well as the educational and legal aspects.

English 311: Advanced Writing and Critical Reading (3 credits) (prerequisites: Completion of English 111 or 111C and 22 credit hours or sophomore standing.)

Emphasizes writing expository and argumentative essays and the literal, analytical, and critical interpretation of college-level reading. Requires analytical essays including summaries, a research paper, critical analyses, and arguments. (Recommended for General Studies Majors)

OR

English 315: Advanced Writing in the Social Sciences (3 credits) (prerequisites: Completion of English 111 or 111C and at least 22 credits or sophomore standing.)

Emphasizes writing in the social sciences by focusing on correspondence, resource reports, critiques, and arguments. (**Recommended for Social Science majors.**)

OR

English 316: Advanced Writing/ Technical Communication (3 credits) (prerequisites: Completion of English 111 or 111C and at least 22 credit hours or sophomore standing.)

Emphasizes accuracy and skill in writing scientific pamphlets, articles, reports, and memoranda. (Required for Computer Engineering, Computer Science, and Biology majors.)

Adolescent Studies:

Child 320: Middle Childhood and Adolescent Development (3 credits) (prerequisites: Grade of B- or above in CHILD 210 and CHILD 100 or ECSE 100)

Advanced theory and development of elementary school aged children and adolescents, including physical, social, and cognitive development. Biological and environmental conditions affecting development and learning. Emphasis on application of current research.

Sociology 383: Juvenile Delinquency (3 credits)

The nature, extent, causes, treatment and prevention of delinquency as well as the adjudication process will be considered. Social causes and solutions are emphasized.

Enrichment Courses:

Arabic 101: Arabic I (4 credits)

Beginning Arabic. Introduction to the Arabic Alphabet and grammar, plus extensive discussions of the culture.

Arabic 102: Arabic II (4 credits) (prerequisite: Arab 101)

Continued study of the alphabet and grammar. Selected readings and an in depth look at the culture.

Child 210: Child Development (3 credits)

A theoretical, academically oriented course focusing on the physical, cognitive, emotional, and social development of the child from conception through adolescence. Influences of family, peers, and social institutions on the child's development. Observations in the child lab may be required.

Child 330: Parent Education and Child Guidance (3 credits) (prerequisites: Child 210)

In-depth study of adult-child relationships and their application to child guidance in a variety of home and professional settings. Emphasis on principles and practices child scholars can apply and teach when working with or teaching about children's unique growth and developmental issues.

Child 440: Administrative Issues (3 credits) (prerequisites: ECSE 100, CHILD 310, CHILD 320, and CHILD 430; Junior or Senior Standing)

Fundamental principles for administration of service-delivery programs for children, youth and families. Covers staff and program administration, test/assessments/research, health/safety/nutrition.

Chinese 101: Beginning Mandarin I (4 credits)

Basic language skills: listening, speaking, reading, writing.

Chinese 102: Beginning Mandarin II (4 credits) (prerequisite: Chin 101 or consent of instructor)

Communications 150: Interpersonal Theory and Practice (3 credits)

Examines basic elements and theory of human communication in a practical, relevant setting. Explores varied facets of interpersonal process, with emphasis on improving communication skills.

Communications 350: Group Dynamics (3 credits) (prerequisites: Comm 150)

Analysis of theory and practice of human communication in a small group setting, focusing on leadership, participation and evaluation, with emphasis in group norms, roles, cohesion and conflict.

Family 360: Family Stress and Coping (3 credits)

An overview of various family stressors over the life cycle. Exploration of the origin and nature of stress. Theories, programs and practices related to understanding and coping with these experiences.

Family 460: Family Change (2 credits) (prerequisites: Junior or Senior standing)

Societal changes impacting the meaning and function of families and marriages. Influences of media, government, education, economy, and religion on the family. Implications for responsible civic involvement aimed at strengthening the family in society.

French 101: Beginning French I (4 credits)

Acquisition of basic language skills, listening and speaking first, followed by reading and writing.

French 102: Beginning French II (4 credits) (prerequisite: Fr 101 or consent of instructor)

A continuation of French 101.

German 101: Beginning German I (4 credits)

Acquisition of basic language skills, listening and speaking first, followed by reading and writing.

German 102: Beginning German II (4 credits) (prerequisite Ger 101 or consent of instructor)

A continuation of German 101.

Hebrew 101: Biblical Hebrew (3 credits)

Beginning Biblical Hebrew emphasizing reading and grammar. This course assumes no prior knowledge of the Hebrew language.

Hebrew 102: Biblical Hebrew II (3 credits) (prerequisite: Hebrew 101 or equivalent)

The study of Biblical Hebrew through reading and translating various chapters from the Hebrew Bible. This course assumes some knowledge of the Hebrew language.

Health Science 280: Medical Terminology (2 credits)

An introductory course in the language of medicine. Medical language must be understood by all members of the health care team. Those involved with law, office education, insurance and other related fields to the health professions will appreciate the knowledge of how medical words are formed and the meaning of these words.

Health Science 351: Gerontology (2 credits)

This class is designed to include the scientific study of the biological, psychological, and social aspects of aging.

Information Systems 140: Micro-applications for Business (3 credits) (prerequisites: Basic computer literacy including the use of a word processor and file management. Be able to type at least 35 words a minute.)

Introduction to the use of microcomputers in business. Emphasis is on learning how to use spreadsheet and database applications to solve business problems.

Psychology 201: Development Psychology Lifespan (3 credits)

The study of biological, affective, social and cognitive aspects of behavior through the life span.

Psychology 235: Psychology of Stress (2 credits)

An applied course covering the nature and management of stress, with focus on understanding and altering or enhancing student's environment and behaviors as they pertain to stress.

Recreational Leadership 320: Program Management (3 credits)

Organization and administrative skills necessary for the planning and development of recreation programs in commercial, public, and non-profit settings. Theoretical concepts with a practical application emphasis.

Recreational Leadership 370: Therapeutic Recreation (3 credits)

Introduction to the field of Therapeutic Recreation. Clinical interventions for individuals with special needs or problems.

Russian 101: Beginning Russian I (4 credits)

Development of speaking, understanding, reading, and writing the Cyrillic alphabet.

Russian 102: Beginning Russian II (4 credits) (prerequisite: Russ 101 or consent of instructor)

Development of speaking, understanding, reading, and writing the Cyrillic alphabet.

Sign 101: American Sign Language I (3 credits)

Development of basic conversational-level skills, general overview of the deaf culture and current issues of interest to the deaf community.

Sign 102: American Sign Language II (3 credits) (prerequisites: SIGN 101 or consent of Instructor)

Continuation of SIGN 101. Teaches increased conversational skills and further knowledge of culture of the deaf.

Sociology 111: Introduction to Sociology (3 credits)

This course focuses on the social and cultural foundations of human life. Its basic concepts enable the students to appreciate the degree to which they and others are molded and shaped by society, and to understand the complexity of the social forces in their environment.

Sociology 112: Social Problems (3 credits)

This course is designed to acquaint the student with current social problems and suggests possible means of prevention and/or solution.

Sociology 300: Sociological Theory (3 credits) (prerequisites: Soc 111 and 112)

Survey and appraisal of major schools of sociological thought at present, with an examination of areas of change and controversy emphasizing recent significant sociological contributions.

Sociology 301: Administration of Justice (3 credits)

Purpose, function, and history of the courts, dealing with the administration of justice. A seminar approach will be used.

Sociology 323: Race and Ethnic Relations (3 credits)

This course considers historic as well as present day relationships of racial and ethnic groups. The students analyze prejudices and discriminatory practices, their causes and influences.

Sociology 330: Criminology (3 credits)

A study of crime and its causation with an overview of the crime problem from a theoretical approach.

Sociology 357: Human Relations and Leadership (3 credits)

The basic knowledge and skills necessary to lead and participate effectively in small groups are presented. Leadership skills are enhanced through understanding self, interpersonal relations and small groups. Students are expected to participate in small group experiences.

Sociology 360: Religion's Impact on Society (3 credits)

A study of the major religions in the US and their impact on human behavior.

Sociology 365: Sociology of Health (3 credits)

A survey of the sociology of health, covering topics of: the influence of the social environment on health and illness, health and illness behavior, health care practitioners and their relationships with patients, and the health care system.

Sociology 370: Social Stratification (3 credits) (prerequisites: Soc 303.)

A sociological approach to the dilemma of power, economic and status differentiations in American society.

Sociology 390: Population and Environment (3 credits)

A basic course in the problems and issues surrounding population and ecology. Global trends in mortality, fertility and migration as well as the impact of the aging of the population and urbanization will be considered. Also, the major issues of the sociology of the environment will be studied – the impact of dwindling food and energy resource as well as proposed solutions to environmental problems.

Sociology 420: Drugs and Society (3 credits)

This course explores the place drugs have in American Society. It includes society's use of and attitude towards drugs as it explores the history of drugs. The power and influence of drugs, the acceptance and rejection of drugs, and understanding of the classification of drugs, legal responses, and treatment programs for drug abuse are also addressed.

Sociology 440: Corrections (3 credits)

An overview and critical analysis of contemporary correctional theory and practice. Historical, traditional, innovative, and future aspects of corrections as well as critical issues such as prisoners' rights, death penalty, unions, and institutions, and correctional careers will be discussed.

Sociology 443: Victimology (3 credits)

This course focuses on victims rather than offenders in the justice system. The history and philosophy of development of victimology theories.

Sociology 450: Social Inequalities (3 credits)

An examination of social inequality in the United States and comparisons to other countries. Focus on the sources of and consequences of inequality for both individuals and social institutions.

Sociology 460: Urban Sociology (3 credits)

The changing nature of social life as it has moved from predominantly rural to urban patterns. Significant events that have led to urbanization.

Spanish 101: Beginning Spanish I (4 credits)

Emphasis on basic language skills of listening, speaking, reading, and writing.

Social Work Program Worksheet
Appendix C

Prerequisite Classes for application to Social Work Program:

Second semester Sophomore class standing, completion of most General Education classes.
Soc 111 Introduction to Sociology or Sociology 112 Social Problems with a B grade or better.
SW 260 (360) Introduction to Social Work with a B or better.
Math 221 Statistics with a C grade or better.
Biology 264 Anatomy and Physiology or Biology 230 Human Biology with a C grade or better.
Psych 111 General Psychology with a C grade or better.
Students should take English 315.

Being a self declared Social Work Major does not automatically admit you into the Social Work Program. Ask your advisor about the application process as well as the program's progress toward accreditation. BYU-I Social Work Web Site has applications and program goals & objectives on it. www.byui.edu/socialwork/

Social Work

Required Courses: 48 credits; take these 16 required courses
SW 362-470 require admission to SW program & consent of instructor to take.

HS 460	Drugs and Use of Abuse <i>Effects of drugs on human beings from physiological, psychological, and sociological viewpoints</i>
Psych 111	General Psychology <i>A survey of the various field of psychology and application of selected psychological principles</i>
Psych 342	Abnormal Psychology <i>Dynamics of maladjustment, major psychological disorders, and therapeutic procedures.</i>
SW 260	Introduction to Social Work <i>Social welfare as a social institution and the emergence of social work as a profession.</i>
SW 311	Family Interaction <i>Analyzes the effect of modern American society on successful marriage.</i>
SW 340	Research Methods and Statistical Analysis <i>Qualitative and quantitative designs: problem formulation, data collection, analyze, writing.</i>
SW 362	Social Service Practice I – Individuals <i>To introduce, explore and blend knowledge, values, and skills used by social workers</i>
SW 364	Social Service Practice II – Group <i>Knowledge, value, skill, and ethics as applied to small group work social work practice.</i>
SW 466	Social Welfare Policy <i>Social legislation processes; analysis of social policy and the knowledge available to social workers.</i>
SW 367	Human Behavior and Social Environment <i>Introduces social work's perspective on human behavior and the social environment.</i>
SW 400	Values/Ethics <i>Use of ethics in social work protection and privacy, confidentiality, etc.</i>
SW 365	Social Service Practice III – Community/Macro <i>Knowledge, skills, values, and ethics for macro level generalist social work practice.</i>
SW 463	Child Welfare Services <i>Theory and Practice of child protection, adoption, foster care, etc</i>
SW 464	Intervention Diverse Clients <i>Develops competency for generalist social work practice; self-awareness, ethic relations, cultural realities.</i>
SW 465	Mental Health <i>Mental health issues; institutions, treatments, family relationships</i>
SW 470	Populations at Risk <i>Groups within our society that have increased likelihood of victimization.</i>

Adolescent Studies

3 credits: choose 1 course

Child 320	Middle Childhood & Adolescent Development <i>Advanced theory and development of school-aged children; physical, social, and cognitive.</i>
Soc 383	Juvenile Delinquency <i>The nature, extent, causes, treatment, and prevention of delinquency and the adjudication process.</i>

Practicum – Intern for students of Senior status

10 credits: take each of these courses twice

SW 497R	Internship Practicum <i>Classroom experience to be taken consecutively with SW 498R</i>
SW 498R	Internship <i>Supervised field experience in a social service agency.</i>

Enrichment Courses: 9 credits: choose 3 courses.

No double counting in the major.

Arab 101	Arabic I <i>Beginning Arabic, Introduction to the Arabic alphabet and grammar, plus discussions of the culture</i>
Arab 102	Arabic II <i>Continued study of the alphabet and grammar. Selected readings and an in depth look at the culture</i>
Child 210	Child Development <i>Physical, cognitive, emotional and social development of the child; conception through adolescence.</i>
Child 330	Parent Education and Child Guidance <i>In-depth study of adult-child relationships and their application to child guidance</i>
Child 440	Administrative Issues <i>Fundamental principles for administrative of service-delivery programs for children, youth and families.</i>
CHIN 101	Beginning Mandarin I <i>Basic language skills: listening, speaking, reading, writing.</i>
CHIN 102	Beginning Mandarin II <i>Continued emphasis on basic language skills.</i>
Comm 150	Interpersonal Theory and Practice

Comm 350	Small Group Communication <i>Learning basic elements and theory of human communication in a practical, relevant setting.</i> <i>Analysis of theory and practice of human communication in a small group setting</i>
Faml 360	Family Stress and Coping <i>An overview of various family stresses over the life cycle.</i>
Faml 460	Family Change <i>Societal changes impacting the meaning and function of families and marriages.</i>
FR 101	Beginning French I <i>Acquisition of basic language skills, listening and speaking first, followed by reading and writing</i>
FR 102	Beginning French II <i>A continuation of French 101</i>
GER 101	Beginning German I <i>Acquisition of basic language skills, listening and speaking first, followed by reading and writing</i>
GER 102	Second Semester German <i>A continuation of German 101.</i>
HEB 101	Biblical Hebrew <i>Beginning Biblical Hebrew emphasizing reading and grammar.</i>
HEB 102	Biblical Hebrew II <i>The study of Biblical Hebrew through reading and translating various chapters from the Hebrew Bible</i>
HS 280	Medical Terminology <i>An introduction course into the language of medicine.</i>
HS 351	Gerontology <i>The scientific study of the biological, psychological, and social aspects of aging</i>
IS 140	Micro-application for Business <i>An introduction to the use of microcomputers in business; spreadsheets and databases</i>
Psych 201	Developmental Psychology Lifespan <i>The study of biological, affective, social, and cognitive aspects of behavior through the life span.</i>
Psych 235	Psychology of Stress <i>Nature of Stress; understanding, altering, and enhancing student's environment and behaviors.</i>
RL 320	Program Management <i>Organization and administrative skills necessary for the planning and development of recreation programs.</i>
RL 370	Therapeutic Recreation <i>Recreation program clinical intervention for individuals with physical and developmental disabilities</i>
RUSS 101	Beginning Russian I <i>Development of speaking, understanding, reading, and writing the Cyrillic alphabet.</i>
RUSS 102	Beginning Russian II <i>Development of speaking, understanding, reading, and writing the Cyrillic alphabet.</i>
Sign 101	American Sign Language I <i>Development of basic conversational –level skills, general overview of the deaf culture, and current issues.</i>
Sign 102	American Sign Language II <i>Teacher increased conversational skills and further knowledge of the culture of the deaf</i>
Soc 111	Introduction to Sociology <i>Focuses on the social and cultural foundations of human life</i>
Soc 112	Social Problems <i>Designed to acquaint students with current social problems and suggest possible means of prevention</i>
Soc 301	Administration of Justice <i>Purpose, function, and history of the courts dealing with the administration of justice.</i>
Soc 323	Race and Ethnic Relations <i>Considers historical as well as present-day relationships of racial and ethnic groups</i>
Soc 330	Criminology <i>A study of crime and its causation with an overview of the crime problems from a theoretical approach</i>
Soc 357	Human Relations and Leadership <i>Basic knowledge and skills necessary to lead and participate effectively in small groups</i>
Soc 360	Religion's Impact on Society <i>A study of the major religions in the US and their impact on human behavior</i>
Soc 365	Sociology of Health <i>A survey of the sociology of health</i>
Soc 370	Social Stratification <i>An examination of the forces that "divide" or stratify society</i>
Soc 390	Population and Environment <i>A basic course in the problems and issues surrounding population and ecology</i>
Soc 403	Sociological Theory <i>Survey and appraisal of major schools of sociological thought at present</i>
Soc 420	Drugs and Society <i>An exploration of the role of drugs in the American Society</i>
Soc 440	Corrections <i>An overview and critical analysis of contemporary correctional theory and practice</i>
Soc 443	Victimology <i>Focuses on victims rather than offenders in the justice system</i>
Soc 450	Social Inequalities <i>An examination of social inequality in the U.S. and comparisons to other countries</i>
Soc 460	Urban Sociology <i>The changing nature of social life as it has moved from predominantly rural to urban patterns.</i>
Span 101	Beginning Spanish I <i>Emphasis on basic language skills of listening, speaking, reading, and writ</i>

**BSW Fieldwork Application
Appendix D**

BSW Fieldwork Application-Social Work 498

Background Information:

Name: _____ Date: _____

Local Address: _____ U.S. Citizenship? [] Yes [] No

_____ Drivers License? [] Yes [] No

_____ Access to Vehicle? [] Yes [] No

Local Phone: _____ Have taken Child [] Yes [] No
Emergency Contact: _____ Welfare [] Concurrently

_____ Expected Graduation Date? _____

Permanent Address/ Phone: _____

Language/Cultural Expertise: _____

Prior Agency Experience: (employment, volunteer, ect.) _____

Prior Field Placements: _____

Current Employment: _____

Hours and Days Working: _____

Will you continue this employment during your internship? [] Yes [] No
*(If your employment changes during your internship, please let us know)

Prerequisites Completed?

Accepted into Social Work Major? [] Yes [] No

Senior class standing [] SW 362 [] SW 364 [] SW 365 []

SW 367 [] SW 400 []

During what time period do you wish to do your fieldwork?

<u>Semester</u>	<u>Year</u>	<u>Clock Hours</u>	<u>Credit Hours</u>
Fall	_____	_____	_____
Winter	_____	_____	_____
Summer	_____	_____	_____

Internship Preferences: (Sum-Summer, F-Fall, W-Winter)

Geographical Preferences: _____ Madison County _____ Jefferson County
 _____ Bonneville County _____ Fremont County
 _____ Other (specify _____)

You may be asked to pass a criminal background investigation to work in a social work/social service agency.

Is there anything in your background that may interfere with such an investigation?

If answered yes, student must understand that it may affect you eligibility qualify for a field work placement.

Please describe any physical limitations which should be taken into consideration in arranging for your field experience:

Please comment on anything about your experience or your special interests that might influence the placement selected for you:

Permission of Instructor []

**Class and Instructor Evaluation
Appendix E**

Class and Instructor Evaluation

Please consider the following questions as you attend your classes to help the instructor and the Social Work Program to improve:

Did the class focus on and help me to fulfill the course objectives that were on the syllabus? Yes No
comments or suggestions:

Did the course objectives in this class help me to focus on and fulfill the program objectives? Yes No
comments or suggestions:

Did this class directly repeat content from other social work classes? In other words, classes should correlate, but not be repetitive, was this the case? Yes No
comments or suggestions:

Did the instructor have excellent knowledge of the subject matter? Yes No
comments or suggestions:

Were the methods used in teaching appropriate to the subject matter? Yes No
comments or suggestions:

Your responsibilities as a student clearly defined? very poor poor fair good very good excellent exceptional
comments or suggestions:

What is your overall rating of the class? very poor poor fair good very good excellent exceptional

What is your overall rating of the instructor? very poor poor fair good very good excellent exceptional

What about this course was particularly good?

What about the instructor was particularly good?

What could be done to improve this course?

**Practicum Evaluation
Appendix F**

Evaluation of Practicum Setting By Student

Instructions: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree 7 = Very Strongly Agree NA = Not Applicable

Question 1 Multiple Choice

I received a minimum of one hour of supervision each week.

1 2 3 4 5 6 7 NA

Question 2 Multiple Choice

The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.

1 2 3 4 5 6 7 NA

Question 3 Multiple Choice

I consider that my field placement offered a good opportunity for learning.

1 2 3 4 5 6 7 NA

Question 4 Multiple Choice

The field placement provides an opportunity to integrate classroom theory and practice.

1 2 3 4 5 6 7 NA

Question 5 Multiple Choice

I was given individual responsibility for my own case(s).

1 2 3 4 5 6 7 NA

Question 6 Multiple Choice

The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving and evaluation).

1 2 3 4 5 6 7 NA

Question 7 Multiple Choice

The placement provided the opportunity to be appropriately involved and busy.

1 2 3 4 5 6 7 NA

Question 8 Multiple Choice

The world load expected by the agency was not too heavy.

1 2 3 4 5 6 7 NA

Question 9 Multiple Choice

I would recommend this agency placement to other students.

1 2 3 4 5 6 7 NA

Question 10 Multiple Choice

I would recommend this field instructor to other students.

1 2 3 4 5 6 7 NA

Question 11 Multiple Choice

I feel like I was treated as a valuable professional colleague in the agency.

1 2 3 4 5 6 7 NA

Question 12 Multiple Choice

Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.

1 2 3 4 5 6 7 NA

Question 13 Short Answer / Essay

Are there any unique requirements relating to this agency that should be known to students before being placed here?

Question 14 Short Answer / Essay

What improvements should be made in this placement?

Other comments:

