

## Table of Contents

MESSAGE FROM THE CHAIR.....	3
ABOUT CAMPBELL UNIVERSITY.....	4
THE MISSION OF CAMPBELL UNIVERSITY.....	5
PURPOSE OF THE SOCIAL WORK PROGRAM.....	6
SOCIAL WORK AS A PROFESSION.....	10
GENERALIST PRACTICE .....	10
THE LIBERAL ARTS FOUNDATION.....	11
COURSES IN THE MAJOR.....	13
ADMISSION TO THE MAJOR.....	16
COURSE SCHEMA SHEET (Checklist of required courses).....	18
HOW TO CONTACT FACULTY.....	19
ACADEMIC ADVISEMENT.....	20
LIBRARY.....	21
SOCIAL WORK STUDENT ORGANIZATION.....	22
SOCIAL WORK BULLETIN BOARD.....	22
EDUCATIONAL RECORDS AND PRIVACY.....	23
NONDISCRIMINATION POLICY.....	23
DISABILITIES SERVICES.....	23
FINANCIAL AID.....	23
GRADING SCALE.....	24
PLAGIARISM.....	24
ATTENDANCE.....	24

<b>INCOMPLETES AND WITHDRAWALS.....</b>	<b>25</b>
<b>COURSE LOAD.....</b>	<b>25</b>
<b>INDEPENDENT STUDY.....</b>	<b>25</b>
<b>TRANSFER OF SOCIAL WORK CREDIT.....</b>	<b>26</b>
<b>PLACEMENTS IN EMPLOYING AGENCIES.....</b>	<b>26</b>
<b>TERMINATION FROM PROGRAM.....</b>	<b>26</b>
<b>GRIEVANCE AND APPEAL.....</b>	<b>27</b>
<b>PROGRAM ADVISORY COMMITTEE.....</b>	<b>28</b>

## MESSAGE FROM THE CHAIR

Dear Student,

We are pleased that you are interested in Social Work as a profession. This Handbook will answer your questions about the program and about course requirements. It contains information that will help you as you progress through your courses and in your field experiences.

The baccalaureate degree with a major in social work opens many career opportunities to you. Your social work degree provides you with many employment choices as well as diverse settings and types of clients with whom you may work. It also prepares you for advanced (graduate) education. In the future, you may decide to pursue your Master's Degree in social work. In addition to careers in social work, some of our graduates have gone into the ministry, military, into business, or into other professions and found social work training was excellent preparation for their career.

The faculty and I extend our best to you. We are available to you and look forward to working with you.

Welcome to our program. We take pride in our program and the profession it represents. We have a very active social work student organization and trust you will become quite active in the organization as well as in campus life. You will have many opportunities to work with others during your years here and to help create a better world for us all.

Sincerely,

Dr. Eugene Sumner  
Interim Chair

## ABOUT CAMPBELL UNIVERSITY

Campbell University is located in Buies Creek, North Carolina, a rural Community located approximately thirty miles south of Raleigh. It is one of seven colleges affiliated with the North Carolina Baptist State Convention.

Founded in 1887 as Buies Creek Academy by James Archibald Campbell, it achieved a wide reputation as a good, private secondary school. With the coming of public high schools in the mid-twenties, the role of the institution was changed to that of a junior college. The Baptist State Convention acquired title to the property in 1925 and authorized the transition and a change of name to Campbell College in honor of the founder, who continued to serve as its president until his death in 1934.

Continuing the work of his father, Dr. Leslie H. Campbell led the junior college to accreditation by the Southern Association of Colleges and Schools in 1941. In the Spring of 1958, the Baptist State Convention authorized another change of status. Campbell College added the work of the junior year in 1961-62 and the senior year in 1962-63, to become a four-year institution.

Under the leadership of its third president, Dr. Norman Adrian Wiggins, Campbell College launched four graduate programs: law, begun in 1976; education, begun in 1977; business administration, begun in 1978; and the School of Pharmacy in 1986.

## THE MISSION OF CAMPBELL UNIVERSITY

The mission of Campbell University is best summarized in the statement that the university is concerned with "both the art of making a life and the necessity of making a living." Campbell University is the second largest private university in the state of North Carolina, offering undergraduate degrees in the liberal and fine arts, sciences, and education. All students complete a 60-hour liberal arts core. Campbell also offers advanced degrees in law, pharmacy, business, and education, all of which, like the University, are fully accredited by the appropriate professional bodies.

Campbell seeks to prepare a graduate who possesses skills in critical thinking, independence of thought in intellectual inquiry, and an appreciation of the cultural, religious, and intellectual heritage of our society, as well as an awareness of the world and their place as contributors to society. Service to others and a commitment to excellence are traits the university community seeks to foster in its members.

Campbell University was founded with the goal of developing the moral, intellectual, social, emotional, and spiritual capacities of its students and seeks to do so through an integrated curriculum and by cultivating a warm and nurturing environment marked by close and cordial faculty, student, and community relationships.

## **SOCIAL WORK PROGRAM**

The Social Work Program has a long history at Campbell University. Social Work became a separate department in the School of Education in 1992. The program offered its major in 1986. It received Candidacy Status in 1990 and was initially accredited in 1995.

### **PURPOSE OF THE SOCIAL WORK PROGRAM**

The purpose of the Social Work Program at Campbell University is to prepare generalist practitioners for entry-level practice with individuals, families, groups, organizations, and communities. The program also seeks to provide service to the community and to the denomination of which it is a part.

Educational objectives of the program are based on the belief that effective generalist practice includes the ability to problem-solve, to conduct interventions at macro and micro levels, to practice within a framework of professional ethics and values, and to utilize research. This practice is based on a body of knowledge and possession of specified skills, concern for the needs of vulnerable and oppressed peoples, and involves work toward the ends of social and economic justice.

Students in the program are prepared to assume multi-level roles and to make use of basic techniques suitable for intervention with individuals, families, groups, organizations, and communities. Students are expected to develop a professional identity manifest in the professional use of self, in the ability to draw on professional values and ethics in decision-making throughout the helping process, and in their sensitivity to the needs of people of diverse backgrounds who are institutionally oppressed, minorities of color, differently abled, female, poor, or otherwise vulnerable. This sensitivity should be evident in the ability to empathize appropriately with the client, willingness to understand the client's culture, and in the way in which practice is conducted.

## Program Mission

There are two areas that define the program's mission. The mission of the Department of Social Work interfaces with the University's mission which values liberal arts and professional education as a joint academic endeavor. The mission of the University is to prepare individuals to "make a life" and "make a living." In addition to the University's mission, the purpose of the School of Education is to prepare professionals with the requisite knowledge, skills, and values to be of service to others. Students prepare to make a life through the sixty hours of core requirements in the liberal arts and fine arts. They prepare "to make a living" through professional training in fields such as education, business, social work, and pharmacy. The liberal arts provide the student with a broad background of knowledge about themselves and the world around them. Professional training prepares the student with the requisite knowledge, skills, and professional values to serve their denominations, communities, and nation.

The mission of the Social Work Department is to first educate students to learn, with the intent to develop and use critical skills and the desire to become responsible contributors to the profession, which seeks quality life experiences for humanity. The second part of the mission affirms the major purpose of social work education to serve client systems, both small and large sizes, based on the knowledge of human interactions through the integration of values, practical skills and ethical behaviors. The program's overarching mission is to graduate generalist practitioners who will enter the field of social work. Some BSW graduates will pursue graduate studies in social work.

The mission is derived from the historic and professional commitment to baccalaureate social work education. It is meant to instill in each social work student a grounded education in social work as a profession founded on long-standing values that concern all manner of service to lift up human dignity in communities that often forget or neglect the rights of individuals. Through skillful and ethical practice which encompasses a strengths perspective and emanates into a vision of a better world, the mission evolves into program goals that result in competent generalist workers.

## Centrality to Mission

The Social Work Department incorporates into its curriculum the values of service, social and economic justice, respect, dignity of the individual, human diversity, and professional competence. These values are also embedded in the University's mission and purpose. These seek to prepare students to actualize the Judeo-Christian concept of social caring by maximizing human development, human dignity, social justice, and social equality for diverse populations.

## Program Goals

1. To prepare students for entry-level generalist professional social work practice with individuals, families, groups, and communities.
2. To provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
3. To prepare graduates who are aware of their responsibility to continue their professional growth and development within the context of professional social work practice.

The generalist practitioner must have basic knowledge and skills to work with a wide variety of different-sized systems including individuals, families, groups, organizations, and communities.

The program teaches the problem-solving process of data collection, assessment, evaluation, and termination.

Generalist practitioners are well grounded in the system's perspective as well as social work values. Generalist practitioners play many roles ranging from enabler to community organizer.

Generalist practitioners must be prepared to work with a diversity of people from different ethnic groups, cultures, economic statuses, genders, ages, and religious and sexual orientations. An expected objective of the program is that students demonstrate an understanding and respect for diversity. The liberal arts curriculum of the program, as well as the professional foundation curriculum, offers the students the opportunity to examine diversity throughout their course of study.

Students are expected through their curriculum to understand the social context of social work practice as well as the behavior of organizations and the dynamics of change.

The generalist practitioner must be well grounded in the values and ethics of the profession. The program stresses the values of respect for the dignity and uniqueness of the individual, the client's right to self-determination, and the right of clients to needed resources to survive and function in the community. The program strives to make social institutions more humane and responsive to human need and to demonstrate respect for the acceptance of the unique characteristics of diverse populations.

The program has an assessment plan and procedure to ensure that linkages between the mission, goals, and objectives are maintained. The outcomes, or results, provide the data for assessment. Multiple assessments of the program ensure that the program maintains a high degree of quality, responsiveness, and visibility.

Program Learning Outcomes  
Based on CSWE: EPAS 2008

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments,
4. Engage with diversity and difference in practice.
5. Advance human rights, and social and economic justice.
6. Engage in research informed practice and practice informed research.
7. Apply basic knowledge of human behavior and the social environment.
8. Engage with policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The learning outcomes for the program are organized in sequential learning modules. The learning model includes: a survey of the professional history, policy history and analysis, human behavior and social environment, practice (methods), research, and two field practice experiences. The use of written examinations, research papers, role play and simulation, professionals in the community, campus events, the student Social Work Club, professional conferences, visits to the North Carolina General Assembly (Legislature), career-related events on-and-off campus, demonstrate the breadth of educational experiences in the undergraduate social work program at Campbell University.

Expectations of Students:

1. To uphold the values and ethics of the profession
2. To learn about and deal with cultural diversity
3. To learn about working toward social and economic justice
4. To abide by the University Honor Code of Conduct
5. To attend classes, participate and contribute to the learning in the classroom, and turn in assignments when they are due
6. To pursue their education with openness to learning about new ideas, diversity, and themselves in relationship to others
7. To inform the Department about barriers, academic and personal, that may interfere with their ability to effectively practice social work
8. To pursue their social work education in an active manner taking primary responsibility for their learning. This requires movement toward self-directed learning in which faculty are viewed as guides, facilitators, and collaborators in the learning process and students view themselves as responsible beginning professionals
9. To participate in the ongoing development of the Social Work Program

## **SOCIAL WORK AS A PROFESSION**

"Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals." (National Association of Social Workers)

Social workers provide many different kinds of services to individuals, families, groups, organizations, and communities. Social workers serve clients and the community in public welfare agencies, hospitals, mental health centers, and many other settings. Social workers with master's and doctoral degrees are administrators of programs, teachers in colleges and universities, and independent practitioners. Career opportunities in social work are expected to grow in the years ahead as our country addresses the task of helping single-parent families, the homeless, displaced homemakers, abused children, and many others who are disadvantaged or oppressed.

The Campbell University student who embarks on a career in social work can be proud of his or her choice and look forward to many and varied opportunities for service to others in the years ahead.

## **GENERALIST PRACTICE**

The bachelor's degree with a major in social work is designed to prepare practitioners for entry-level positions in public welfare and other agencies. The generalist practitioner is prepared with requisite knowledge, values, and skills to provide a range of services and to take on a variety of roles on behalf of the client or client system. Generalist practitioners work with a variety of individuals and client systems of varied sizes, ethnic and racial backgrounds, social statuses, needs and strengths. The generalist practitioner is prepared to develop a working relationship with a client which is non-judgmental, accepting, and permits the client or client system maximum independence in the decision-making process. The social work program at Campbell University strives to prepare a generalist practitioner skilled in a problem-solving approach to client concerns, and who can work with a variety of clients and sizes of client systems with sensitivity and respect for their unique cultural and ethnic heritages.

## THE LIBERAL ARTS FOUNDATION

The liberal arts foundation is provided by the general university curriculum, the purpose of which is to give students the opportunity to acquire the historical, scientific, and aesthetic foundation and skills necessary to understand and evaluate human experience and to enjoy a life motivated by tolerance and concern for others. The liberal arts base attempts to provide the student with an opportunity to develop the basic competencies in communication, critical thinking, contextual understanding, aesthetic sensibility and ethical awareness. It is upon these competencies that the professional knowledge, values, and skills of the social work major are developed. General university requirements include courses in:

### Number of Courses Required

#### **Fine Arts**

*Art 131, Music 131, or Theatre 131* 1

#### **Humanities**

*English 100, 101, 102* 1-3

English 100 may be waived for students with an SAT verbal score of 450 or higher.

English 101 may be waived for students with an SAT verbal score of 700 or higher and a “B” average in high school English.

*British and/or American Literature* 2

One course in foreign literature may be substituted for one literature course. This may be either a course in the language or in English translation, provided the student’s advisor approves it in advance.

*Foreign language* 1-3

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

*Religion* 2

Religion 125 and one of the following: RELG 202, 212, 222, 224, 236, or 251.

Social work majors take Religion 125 and one other Religion course. It is suggested that Social Work students take either 224 – Christian Ethics or 251 – World Religions.

**Mathematics and Computer Science**

*Math and Computer Science* 1-2

1. Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department. (One course may be either CSC 101 or Philosophy 221).
2. Students pursuing the B.B.A. degree are required to complete Math 160.

**Natural Science**

*Natural Science* 2

Two laboratory science courses (four hours each) from Biology, Chemistry, Environmental Science, or Physics  
Social work majors take BIOL 111 and Human Anatomy 221

**Exercise Science (Physical Education)**

2

*Exercise Science 185 (2 hours) and any activity course (1 hour)*

**Social Science/Philosophy/Religion**

2

Students are required to complete only two courses and may take any combination, with the approval of the major department. Courses in Economics, Geography, Psychology, Government, History, Criminal Justice, Sociology, Religion, or Philosophy may be used to complete this requirement.

**Campbell University Worship (CUW)**

4

**Total General Education Hours** 45-65 semester hours

Social work majors take Sociology 225, Psychology 222, Psychology 461, Human Diversity 345, and four semesters of CUW. Programs represent an attempt to facilitate communication within the University, to contribute to the cultural and educational opportunities of the campus, and to stimulate religious search and commitment. Programs feature lectures, fine arts programs, and history.

## COURSES IN THE MAJOR

**SOCIAL WORK 201: INTRODUCTION TO SOCIAL WORK.** A course offering students who think they would like to work with others, an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs and services in the U.S. Problems which social workers encounter in their practice with individuals, families, groups, organizations, and communities are presented, and a generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall and spring. (3 credits)

**SOCIAL WORK 290: EARLY EXPERIENCE IN SOCIAL WORK.** A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, completion of or enrollment in SOWK 201, and permission of the Field Coordinator. Students must apply by February 15 for the fall semester and by September 15 for the spring semester. Offered spring (3 credits)

**SOCIAL WORK 350, 351: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT.** Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, on diverse social environments and contexts that support or inhibit human development and functioning, and variations in development and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: Sociology 225 and Psychology 222. Offered in the fall and spring respectively. (3,3)

**SOCIAL WORK 340: SOCIAL WELFARE HISTORY AND SYSTEMS AND SOCIAL WORK 341: SOCIAL WELFARE SYSTEMS AND SERVICES.** Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins and history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of

discrimination in American history is assessed, with a consideration of how societal inequities might be remedied.

In SOWK 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to legislation and regulations pertinent to social work generalist practice. Prerequisite: Sociology 225. Offered in the fall and spring respectively. (3, 3)

**SOCIAL WORK 330: RESEARCH METHODS IN SOCIAL WORK.** A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Mathematics 160 (Statistics). Offered in the fall and spring. (4)

**SOCIAL WORK 320: SOCIAL WORK PRACTICE METHODS I.** A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with emphasis on work with individuals and families. Prerequisite: Formal admission to the major. Offered in the fall. (3)

**SOCIAL WORK 321: SOCIAL WORK PRACTICE METHODS II.** A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth with an emphasis on work with groups, organizations and communities. Skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major, and completion of SOWK 320 and SOWK 350. Offered in the spring. (3)

**SOCIAL WORK 490 AND 491: FIELD PRACTICUM I AND II.** Social work practice in an approved agency under Social Work supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and must possess a valid North Carolina driver's license and motor vehicle insurance. A completed request for placement must be turned in to the Field Coordinator by February 15. All practicum placements begin in the fall. Prerequisites for SOWK 490: 2.25 GPA, completion of SOWK 320, SOWK 321, SOWK 340, SOWK 341, SOWK 350 and SOWK 351. Offered in the fall and spring respectively. (6,6)

**SOWK 480 AND SOWK 481: PRACTICE SEMINAR.** A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the fall and spring respectively. (3,3)

**SOWK 360: TOPICS IN SOCIAL WORK.** An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. There is one topic required for all majors in the senior year. Students take Topics in Social Work Research (3 s.h.) both semesters of the senior course. This course is an integrative seminar in conjunction with SOWK 490/491 (senior field practicum) and SOWK 480/481 (field seminar). Students expand on their research and critical skills and do a research project evaluating their practice in the senior field internship.

## ADMISSION TO THE MAJOR

Students may apply for formal admission to the major in social work after completing the general university curriculum requirements and Social Work 201 and Social Work 290 with grades of C or better. Admission is based on academic achievement of a total grade point average of 2.25 or better, and demonstration of motivation and aptitude for the profession. Intended majors are required to take Introduction to Sociology 225, Introduction to Psychology 222, Human Anatomy 221, Mathematics 160 (Statistics), Math 111 (College Algebra) or Math 118 (Mathematics for Liberal Arts).

Application to the major involves:

- a. Completion of the Application
- b. Preparation of a written statement of reasons for wanting to enter the social work profession
- c. Review by the Social Work Department Admissions Committee, composed of two social work program faculty and one outside faculty member when necessary. Students will be notified by letter of acceptance into the major, or requested to make an appointment to meet with the committee if questions arise about eligibility for the major. Students may also request a personal interview with the committee. Students with personal or situational problems which interfere with their ability to work in a professional helping capacity with others may be asked to enter counseling and/or give evidence that their difficulties are resolved to the extent they are able to perform satisfactorily in a professional helping relationship. Students whose skills in oral or written expression are deficient or students who earn less than a grade of C in English 101 and 102 may be asked to complete remedial work prior to being accepted into the major, since the ability to express oneself in both written and oral form are crucial to the practice of social work.

On occasion, the Admissions Committee may find that a particular individual simply is not suited to social work, and may recommend that admission to the major be denied. In such cases, students will be counseled about the decision and assisted in selecting and transferring to another major. Students may appeal this decision to the Chair of the Department of Social Work. If the student is not satisfied with the outcome, a grievance may be filed with the Dean of the School of Education. The appeals process must be completed at each level before proceeding to the next.

Appeals should be made in writing within 30 days of the Admissions Committee's response by letter to the student's application for admission to the Major. Reasons for denial of entry into the major include

Error! Unknown **switch argument**.

demonstration of attitudes which are not congruent with social work values and ethics, personality characteristics which render the individual unsuited to professional social work, overwhelming personal or situational problems which interfere with their ability to perform as a professional social worker, or failure to meet the academic requirements for admission to the major. In all instances, the University code of behavior applies, and students should be aware they can be dismissed from the University and program for violation of university rules and regulations specified in the Campbell University Student Handbook.

- d. On acceptance into the major, the student will be assigned a social work faculty advisor if they do not already have one. The student should make an appointment with the advisor to ensure that all necessary documents and records are in order, and to plan their curriculum. University requirements for transfer of advisor, etc., apply.

**Only students who are formally admitted to the major can take social work courses beyond the introductory courses (SOWK 201 and SOWK 290).**

Other courses required of social work majors include Human Diversity (345), Psychology of Human Relations (364) and Abnormal Psychology (461).

Students must have a cumulative GPA of 2.25 and complete their required courses to take SOWK 490 and SOWK 491. Students must earn grades of "C" or better in all social work courses to remain in the major. Declaration of intent to major in social work does not constitute formal admission to the major.

SOCIAL WORK PROGRAM  
SEQUENCE OF COURSES

I			
FALL		SPRING	
English 101	3	English 102	3
Foreign Language 101	3	Foreign Language 102	3
History 111	3	History 112	3
Religion 125	3	Human Anatomy 221	4
Biology 111	4	Math 160	3
CUW	.5	CUW	.5
	16.5		16.5
II			
English 201 or 203	3	English 202 or 204	3
Physical Educ. 185	2	Religion**	3
Foreign Lang. 201	3	Fine Arts 131	3
Math 111 or Math 118	3	P.E. Elective	1
Psychology 222	3	Soc. 225	3
SOWK 201	3	SOWK 290 Early Exper.	3
CUW	.5	CUW	
.5			
	17.5		16.5
III			
APPLICATION TO MAJOR			
SOWK 320 Methods I	3	SOWK 321 Methods II	3
SOWK 340 Hist. & System Serv.	3	SOWK 341 System & Serv.	
SOWK 350 HBSE I	3	SOWK 351 HBSE II	3
Psy 364 Psy. of Human Relations	3	Psy 461 Abnormal	3
Soc 345 Diversity	3	SOWK 330 Research	4
	15		16
IV			
APPLICATION TO FIELD			
SOWK 490 Field Prac. I	6	SOWK 491 Field Prac. II	6
SOWK 480 Seminar I	3	SOWK 481 Seminar II	3
*Elective restricted (Topics in Res.)	3	Elective	3
Elective	3	Elective	3
	15		15

\*\*It is suggested the SOWK students take Religion 224-Ethics or 241-World Religions

## HOW TO CONTACT FACULTY

Dr. Kledaras            210 Taylor Hall  
893-1642

Dr. Sumner            209 Taylor Hall  
893-1650

Dr. Stone            228 Taylor Hall  
893-1657

### Administrative Assistant

Shirley Hearn        211 Taylor Hall  
893-1638

Messages may be left on the faculty member's voice mail system or with the department secretary who is authorized to contact the individual faculty members in field locations or at home if the matter is sufficiently urgent. Faculty are not generally available during times when the university is closed, and are occasionally out of town at professional meetings, but otherwise check their voice mail on a regular basis.

Office hours for each faculty member are posted on their office door. Students who are planning a trip from off-campus to meet with or contact a member of the faculty are advised to check by telephone in advance to see if office hours have been changed or are not being held at the scheduled time. The administrative assistant's hours are 8:00-12:00 and 1:00-4:30.

## ACADEMIC ADVISEMENT

Students who **declare** an intent to major in social work will be assigned a social work program faculty advisor. Students may transfer to a social work advisor at any time by completing an application for a change of major.

Academic advisement follows the policies described in the University Catalog and Student Handbook of the University, as well as Procedures and Policies of the School of Education. Students should make an appointment to meet with their advisor prior to registration during the advisement period scheduled on the University calendar. Social work program faculty post schedules and appointment sheets outside their offices for this purpose, but students may telephone or leave a message if these times are not convenient. Faculty will return the call and set up an alternative time convenient to the student and advisor.

Students are **solely** responsible for ensuring that they meet all requirements for graduation and for the major in social work. Questions about substitution of courses, transfer of credit, or the like should be referred to the University Registrar. Students wishing to transfer credit for social work courses should meet with their advisor and the Department Chair prior to meeting with the University Registrar. A course checklist is included in this manual on page 20 and additional copies are available from the social work faculty or the program secretary, Mrs. Shirley Hearn, in Taylor Hall, Room 211.

Students should come to the advisement conference with a proposed course schedule. Forms for registration are available through the Office of the Registrar or in the social work program office from Mrs. Shirley Hearn.

Students are encouraged to meet with their advisors throughout the semester to discuss concerns about their academic work, career plans or life situations which may be interfering with their academic performance. Advisors are not permitted to offer on-going psychotherapeutic services, but will refer students to the university counselor, local community mental health center, spiritual advisor of the student's denomination, or to a private counselor. Most offer a sliding-fee scale.

## **LIBRARY**

Campbell University has a well-equipped library containing numerous volumes and periodicals for social work research and reference purposes. A number of computerized data bases are available. Materials are also available through inter-library loan, and several large university research libraries are located in the Raleigh-Durham-Chapel Hill area. An orientation to accessing and using social work research and reference materials is provided in several courses, including SOWK 340 and SOWK 330. Students are referred to the Campbell University Library staff for more detailed information about library holdings and usage.

## **SOCIAL WORK STUDENT ORGANIZATIONS**

### Social Work Club

The social work student organization is actively involved in a variety of on-campus and off-campus events. The organization has consistently won awards for Best Small Student Organization. Students have made numerous contributions to the University and community through their work in the bone marrow drive, fund-raising activities, letter writing campaigns, clothing drives, contributions of Christmas gifts for patients at state hospitals, volunteer work with the Beacon Rescue Mission, and a host of other projects. Activities include time for fun through social events such as barbecues, picnics, and pizza parties. The Club sponsors guest speakers, including representatives from the graduate schools of social work at East Carolina University and the University of North Carolina at Chapel Hill.

Membership is open to anyone interested in social work. Officers are elected annually and include a President, Vice-President, and Secretary-Treasurer. Meetings are held bimonthly and are posted on the Calendar of Events on the Social Work Webpage and the Social Work Bulletin Board.

### Phi Alpha Eta Kappa Chapter

The concept of a national social work honor society came from a group of undergraduate social work students at Michigan State University in 1960. Local chapters existed at three schools which formed a National Honor Society Committee in November, 1960. The constitution and formal organization were completed in 1962, and six chapters qualified to become "charter chapters." Phi Alpha offers membership to social work students, faculty, and practitioners. Each chapter is free to develop a program to meet local needs.

The membership application of the Eta Kappa Chapter was approved by Phi Alpha Honor Society in February, 1998. The first induction ceremony was held on April 8, 1998, and nine students were inducted at that time. Since then, 61 students and eight honorary members have been inducted. The honorary members were recognized for having made significant contributions to social work education and practice.

## **SOCIAL WORK BULLETIN BOARD**

Students should check the department bulletin board on the second floor of Taylor Hall regularly for messages and information.

## **EDUCATIONAL RECORDS AND PRIVACY**

All information in records are private and in concordance with Federal, State, and University regulations. Information contained in the records may not be released without the student's written consent. Students may see their individual folders at any time by making an appointment with their advisor, the Chair of the Social Work Department or Dean of the School of Education.

Folders contain copies of: student high school records, college transcripts, transfer of credit approvals, application to the major, admission to the major, applications for field placements (SOWK 290, SOWK 490/491), field evaluations, correspondence, grade reports, individual curriculum planning sheets, and conference notes.

## **NONDISCRIMINATION POLICY**

Campbell University does not discriminate in admissions on the basis of race, ethnicity, color, or creed. The social work program admits students who are qualified for a career in social work, based on academic achievement, demonstration of requisite values and skills essential to social work practice, and demonstrated interest in and motivation for the profession. The social work program does not discriminate in admissions to the major on the basis of race, ethnicity, color, national origin, religion or creed, sexual preference, or physical limitations. This policy is in accordance with accreditation requirements of the Council on Social Work Education. The program promotes a learning context through its curriculum, faculty, field instruction, projects, and extracurricular activities on campus and in the community whereby students understand and respect diversity and can promote social and economic justice.

## **DISABILITIES SERVICES**

Students with documented disabilities who desire modification or accommodations should contact the Office of Student Support Services.

## **FINANCIAL AID**

Information about financial aid and applications for financial aid should be made to the Financial Aid Office, Campbell University, Box 36, Buies Creek, North Carolina, 27506, or by calling the toll-free number 11-800-334-4111, extension 1313. Approximately ninety percent of students receive some type of financial aid from Campbell University. Campbell University makes special recruitment efforts to attract and retain minority students and financial aid packages are available for qualified minority and other students who could not otherwise attend Campbell University.

## **GRADING SCALE**

The social work program provides in each course syllabus the schedule of course assignments, course requirements, and grading scale for that course.

## **PLAGIARISM**

The University has an Honor Code to which social work program students are expected to subscribe. Please see the [Campbell University Student Handbook](#) for a description of plagiarism. Students should be scrupulous in quoting and citing sources and documenting references to avoid plagiarism. A student guilty of plagiarism may receive a grade of "F" for his or her work. Use of spell-checks and other computer software packages to edit, spell check, or correct original work are encouraged. A student who is unsure about the provisions of these important University rules which permit a community to engage in mutual scholarly inquiry and learning should discuss concerns with a faculty member or their advisor.

Students are encouraged to consult with faculty on work in progress such as term or research papers, presentations and projects, community studies, or the like. The staff of Carrie Rich Memorial Library and the Law Library will assist students in their library research. Field faculty and community agency staff have been especially helpful to students engaged in the preparation of reports and presentations on area agencies and human service organizations and usually welcome student inquiries and requests for interviews.

## **ATTENDANCE**

Regular class attendance is correlated with academic achievement, and there is a University attendance policy to which the social work program subscribes. Students are referred to the University catalog and student handbook for this policy. Social work courses require active class participation and students whose absences are excessive may find their grade lowered as a result of their lack of participation. Students in the field are referred to the section on field placement for information about attendance expectations in field settings. Excessive absenteeism can result in termination from the field placement or the major.

Students are expected to attend all classes and to consult with or notify their instructors if they plan to be or are absent, late, or need to leave prior to dismissal of the class. Social work program faculty require that work be made up in a timely fashion contracted between the instructor and student on the day of the student's return to classes. Assignments which are turned in late may be penalized according to the individual instructor's policies on late work. Work that was due on the date the student was absent must be turned in at the next class session.

## **INCOMPLETES AND WITHDRAWALS**

A student may receive a grade of incomplete, with permission of the instructor, based on need. A grade of WP (withdraw passing) can not be given after the 5th week of the semester. The grade of IC (incomplete continued) is reserved for use when students can not complete course work in the field within specified university schedules because of the nature of the field assignment and agency functioning. The grade of IC does not carry a penalty. A grade of IC or I must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an "F".

## **COURSE LOAD**

The recommended course load is 15-17 semester hours. Students with academic deficiencies are required to take a lighter academic load until the deficiencies are remedied. A student may not enroll for more than 18 hours a semester (not including CEP) without permission of their advisor, the Chair of the Department, and the Dean of the School of Education. This permission is obtained by filling out and obtaining approval on a course overload form available in the Office of the Dean of the School of Education. Approval from other university departments may also be required for courses outside the social work major. A student must have a grade point average of 3.0 in all academic work to date to obtain permission for a course overload. School of Education policies prohibit students from taking more than 21 hours a semester under any circumstances.

Students enrolled in Field Practicum 490 and 491 are advised to plan their schedules so that they can give their field assignment the essential time and energy required. Students in SOWK 490 and/or SOWK 491 will NOT be permitted to register for more than 18 credit hours under any circumstance. Students with less than a 3.0 cumulative GPA should consider carefully with their advisors whether they can carry more than 13 to 15 credit hours during field semesters.

## **INDEPENDENT STUDY**

Independent studies are available when a student wishes to pursue study not otherwise available through scheduled courses. Students interested in independent study should discuss their needs with their academic advisor and the faculty member with whom they wish to pursue a course of study. Various university requirements attend these courses and students should consult with their advisor and the University student handbook and catalog for specific information. The number of independent studies which may be pursued is subject to university regulations and approval of the Registrar.

## **TRANSFER OF SOCIAL WORK CREDIT**

Social work courses taken in approved programs accredited by the Council on Social Work Education may be transferred toward the major in social work, with permission of the Program Chair. Courses from programs not accredited by CSWE will not be accepted in lieu of social work program major courses (SOWK 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 490, or 491). However, transferred courses may be used as electives or to fulfill university general requirements. **Academic credit for life or previous work experience will not be given in lieu of social work courses, including the Early Experience course and the field practicum.**

## **PLACEMENTS IN EMPLOYING AGENCIES**

Students who are employed in an agency may not utilize that setting for the senior field practicum.

## **TERMINATION FROM PROGRAM**

Grounds for termination can include but are not limited to:

1. Violence or threats of violence
2. Substance use or abuse which interferes with performance
3. Engaging in illegal behaviors which reflect negatively upon the profession
4. Sexual contact with clients
5. Sexual harassment
6. Discrimination (race, ethnicity, religious beliefs, gender, age, sex, disability, lifestyles)
7. Serious violations of the Code of Ethics

Students with problems that interfere with their ability to act in a professional capacity will be asked to meet with their advisor and/or the Department Chair to discuss concerns. A program for remediation of the concerns will be drawn up jointly in the form of a written contract, signed by faculty and student, and specifying timelines for remediation of the difficulties. This contract may require a student to give evidence of having entered into counseling, having completed remedial work for serious academic deficits (in written or oral expression), or having resolved life situations which impede the student's ability to act in a professional capacity for others. A student may be denied into, or continuance in, SOWK 490 or 491 until the difficulties are remedied. The student may receive a "WP" or grade of "I" in the field at this time.

Failure to remedy the problem or meet the terms of the contract in a timely fashion will result in the student being asked to withdraw from the major on a voluntary basis. The student will be assisted in selecting and transferring to a more suitable major. Students who fail to meet the terms of the contract, and who refuse voluntary withdrawal, may be terminated from the program involuntarily on

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written notice from the Chair of the Social Work Department and notification of the Dean of the School of Education. Written records of all legal proceedings will be kept in a confidential file, which is available to the student on written request to the Chair of the Department.

Students may appeal the termination decision by applying in writing to the Education Council of the School of Education and then to the Dean of the School of Education. Appeal must be exhausted at each level before continuing to the next level.

### **GRIEVANCE AND APPEAL**

Students may appeal their grade by first discussing the concern with the faculty member involved. If the instructor is a member of the social work program faculty and this discussion does not result in a conclusion satisfactory to the student, he or she may direct their appeal to the Chair of the Social Work Department in writing. If the dispute is with the chairperson, or if this level of appeal is unsatisfactory, the student may address their concern to the Education Council of the School of Education, and thereafter must follow regulations on grievance and appeal of the School of Education, and the Campbell University Student Handbook. The process for appeal of decisions regarding admission to the major and continuance in or termination from the major in social work are contained within the sections of this Handbook on Admission to and Termination from Major, respectively.

## **PROGRAM ADVISORY COMMITTEE**

A Program Advisory Committee consists of an approved group of representative Field Instructors, graduates, and students. Selection will be determined each year with consideration of having a group which represents the range of community agencies, clients, client systems, students and graduates of the program. The president of the social work student organization and the president of the Social Work Honor Society serve on the advisory committee. The advisory committee meets at least once each semester. At present, the group has elected to maintain an informal structure, with program faculty chairing meetings. The purpose of the advisory committee is to offer support and advice to the program regarding placements, policies, and curriculum. The committee acts in a purely advisory capacity and has no administrative function with respect to university program operations, students' grades, selection of placements, or other internal operations of the university.

The committee participates in evaluation of the program and assists in developing training and orientation activities for Field Instructors and field students. The committee may suggest other activities to benefit the program, community, or social service agency/ school relationship.

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