



**CAMPBELL**  
UNIVERSITY

Social Work

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# **BSW STUDENT HANDBOOK**

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**SOCIAL WORK DEPARTMENT**

**2021-2022**

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## MESSAGE FROM THE BSW COORDINATOR

Dear Student,

Congratulations to you and your family for being accepted into the Social Work Program. We are pleased that you have chosen the profession of social work. Within four years, you will join the ranks of over 715,000 social workers in the United States alone. Many find social work to be a gratifying and fulfilling profession.

Please read this Handbook carefully as it will answer your questions about the program and about course requirements. It contains information that will help you as you progress through your courses, field experiences, and student involvement in the profession.

The Bachelor of Social Work (BSW) opens many career opportunities to you. Your Social Work degree provides you with a wide array of employment options, addressing the needs of diverse populations across practice settings. A Bachelor of Social Work fully prepares you to enter practice directly or to pursue the Master of Social Work (MSW) as an Advanced Standing Student. Others may choose graduate degrees in law, divinity, education, health care, or another field.

We take pride in our program and the profession it represents. We have an active Social Work Club and trust you will engage in the many opportunities for learning, service, and community that this club provides. You will have many opportunities to work with others during your years here and to help create a better world for us all. The faculty and I extend our best to you. We are available to you and look forward to working with you.

Sincerely,

Susie Mallard Barnes, PhD, MSW  
Associate Professor & Social Work Coordinator  
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## ABOUT CAMPBELL UNIVERSITY

Campbell University is in Buies Creek, North Carolina, a rural community located approximately thirty miles south of Raleigh. The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina.

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 the title to the property in 1925 and authorized the transition and a change of name to Campbell College in honor of the founder, who served as 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 first a junior year in 1961-62 and then a 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 Pharmacy in 1986.

Since then, Campbell has continued to grow and has added programs of study including Divinity, Doctor of Osteopathy, Physician Assistant, Physical Therapy, Nursing, Engineering, Homeland Security, and Public Health.

### Mission

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

### To fulfill its mission, the University:

1. presents a worldview informed by Christian principles and perspectives;
2. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
3. influences development of moral courage, social sensitivity, and ethical responsibility;
4. gathers a diverse community of learners;

5. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
6. transfers to students the vast body of knowledge and values accumulated over the ages;
7. encourages students to think critically and creatively;
8. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
9. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
10. provides students with servant leadership opportunities;
11. cooperates with other educational institutions to expand learning opportunities for students;
12. offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

## THE SOCIAL WORK PROGRAM

### Accreditation

Campbell University is fully accredited by SACS, the Southern Association of Colleges, and Schools.

The Campbell University Social Work Program is fully accredited by the Council on Social Work Education (CSWE) to offer the Bachelor of Social Work Degree (BSW). The program received full accreditation in 1995, and its accreditation was reaffirmed in 2015 to last until 2023, a regular cycle of accreditation. CSWE is the only organization in the U. S. officially recognized to accredit baccalaureate and masters programs in social work.

### Purpose

The purpose of the Social Work BSW 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 voluntary cooperative.

Educational objectives of the program are based on the belief that effective generalist practice includes:

- the ability to problem-solve,
- the ability to conduct interventions at macro and micro levels,
- the ability to practice within a framework of professional ethics and values, and
- the ability to conduct and consume research.

The courses are grounded 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.

Graduates from 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,
- draw on professional values and ethics in decision-making throughout the helping process,
- show sensitivity to the needs of people of diverse backgrounds who are experiencing oppression or other difficulties with life's challenges. This sensitivity should be evident in the ability to effectively utilize professional knowledge, values, and skills, as well as a commitment to cultural competence and lifelong learning.

### **Mission**

The mission of the Campbell University Social Work Program is to prepare students for culturally competent, evidence-based practice in both large and small client systems across practice and geographic areas. The program prepares students for ethical professional practice with emphases on social justice, diversity & inclusion, and community engagement. Our graduates are generalist social workers prepared to enter practice or graduate education.

### **Program Relevance to Mission of Campbell University**

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 values 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, the dynamics of communities, and the nature of change.
3. To prepare graduates who are aware of their responsibility to continue their professional growth and development within the context of changing social, cultural, and economic needs of clients.
4. To improve the quality of social welfare services by providing graduates who will practice in social welfare agencies serving elevated risk populations in surrounding counties.

5. To promote the routine habits of and lifelong commitment to personal and professional self-care.

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

### **Program Assessment**

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. A senior survey and the field instrument are part of the assessment process.

### **Program Objectives Derived from Goals**

Social Work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### **Program Learning Outcomes (Objectives) Based on CSWE**

Upon completion of the BSW (Bachelor of Social Work), graduates will be able to:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The objectives for the program are organized in sequential learning modules. The learning model includes survey courses on 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 (State Legislature), career-related events on-and-off campus, demonstrate the breadth of educational experiences in the undergraduate Social Work Program at Campbell University.

## **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 diverse 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 MSW and PhD/DSW degrees are administrators of programs, professors in colleges and universities, and licensed clinicians. Career opportunities in social work are expected to grow 12% by 2030 (Bureau of Labor Statistics, 2021) as the United States addresses the task of helping those who have are experiencing challenges that relate to issues including access to health care, addiction and recovery, aging, abuse, reentry, racism and oppression, immigration, poverty, behavioral health, environmental safety, grief and loss, and the list goes on. 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 of Social Work (BSW) degree is designed to prepare students for entry-level generalist practice or graduate education.

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.

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 are prepared to work with people from different ethnic groups, cultures, economic statuses, genders, ages, and religious and sexual identities. 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 practice consistently within 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 LIBERAL ARTS FOUNDATION & SOCIAL WORK CURRICULUM

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 inclusion and concern for others. The liberal arts foundation provides the student with an opportunity to develop 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.

Requirements for the BSW degree, including general college liberal arts and specific requirements for Social Work, are listed in the following chart.

### Course Curriculum

<b>Freshman</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 201 Intro to Social Work	3	SOWK 290 Early-Field Experience	3
ENGL 101 Writing	3	ENGL 102 Writing & Literature	3
Foreign Language 101	3	Foreign Language 102	3
MATH 111 or above	3	BIOL 101* or 111 Biology w/lab	4
PE 185 Lifetime Wellness	2	HIST 111 or 112 Western Civilization	3
CUF 100 Freshman Seminar	1	CUC 100* Connections	.5
<b>Total hours</b>		<b>Total hours</b>	<b>16.5</b>

<b>Sophomore</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 350* HBSE I	3	SOWK 351* HBSE II	3
PSYC 222 General Psychology	3	SOWK/SOCI 345 Human Diversity	3
SOCI 225 Principles of Sociology	3	SOWK Elective	3
MATH 160 Statistics	3	ENGL 200-level Literature	3
Foreign Language 201	3	Elective(s) or Minor	4
CUC 200 Connections	.5		
<b>Total hours</b>		<b>Total hours</b>	<b>16</b>

<b>Junior</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 320* Practice Methods I	3	SOWK 321* Practice Methods II	3
SOWK 330* Research Methods w/lab	4	SOWK 341* Systems & Services	3
SOWK 340* History & Systems	3	Humanities/Fine Arts Elective	3
SOWK Elective	3	CHRS 125 Intro to Christianity	3
Art/Music/Theater 131 or Aesthetic Creation Honors 205	3	Elective or Minor	3
<b>Total hours</b>	<b>16</b>	<b>Total hours</b>	<b>15</b>

<b>Senior</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 480* Practice Seminar I	1.5	SOWK 481* Practice Seminar II	1.5
SOWK 490* Field Practicum I	6	SOWK 491* Field Practicum II	6
EXER 275 Stress and Wellbeing	3	Elective or Minor	3
Elective or Minor	3	Elective or Minor	3
Elective or Minor	3		
<b>Total hours</b>	<b>16.5</b>	<b>Total hours</b>	<b>13.5</b>

\*Courses are offered once a year in the semester indicated.

**Total Credit Hours = 124**

**Summary:** BSW Degree Requirements (124 semester hours)  
 Total Credit Hours: Required General College (GCC): 44 hours  
 Social Work (SOWK) Courses: 61 hours  
 Free Electives: 19 hours

*Note: GCC and elective credits may vary depending upon placement in English, Math, or Foreign Language.*

## DESCRIPTION OF SOCIAL WORK COURSES IN THE MAJOR

### SOWK-201 INTRODUCTION TO SOCIAL WORK (3 Credits)

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 and groups, organizations, and communities are presented, and a generalist problem-solving perspective is introduced.

### SOWK-290 EARLY FIELD EXPERIENCE IN SOCIAL WORK (3 Credits)

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: SOWK 201.

**SOWK-320 SOCIAL WORK PRACTICE METHOD I (3 Credits)**

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 individuals and families.

Prerequisite: Formal admission to the major.

**SOWK-321 SOCIAL WORK PRACTICE METHOD II (3 Credits)**

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 and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of SOWK 320.

**SOWK-330 RESEARCH MTHS-BEHAV/SOC SCI (4 Credits)**

A course introducing 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: Formal admission to the program and completion of MATH 160.

**SOWK-330L RESEARCH METHODS LAB (0 Credits)**

Research Methods (SOWK-330) Lab

**SOWK-340 SOCIAL WELFARE HISTORY/SYSTEMS (3 Credits)**

The origins of social welfare and the 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 Judeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied.

**SOWK-341 SOCIAL WELFARE SYSTEMS/SERVICE (3 Credits)**

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 the legislation and regulations pertinent to social work generalist practice.

**SOWK-345/SOCI-345 HUMAN DIVERSITY (3 Credits)**

A study of the biological, psychological, social, and cultural dimensions of human diversity.

**SOWK-350 HUMAN BEHAVIOR - SOCIAL ENVIRONMENT I (3 Credits)**

The first of 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, diverse social environments, contexts that support or inhibit human development, 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.

**SOWK-351 HUMAN BEHAVIOR - SOCIAL ENVIRONMENT II (3 Credits)**

The second of 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, diverse social environments, contexts that support or inhibit human development, 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: SOWK 350.

**SOCIAL WORK ELECTIVES (6 Credits)**

Courses are offered in rotation. Students choose six credits. By Fall 2022, it is expected that Hunger and Homelessness, currently offered as a special topics course, will have a unique course number.

- SOWK-360 SPECIAL TOPICS IN SOCIAL WORK
  - AGING (3 Credits)
  - WOMEN IN SOCIETY (3 Credits)
  - SOCIAL JUSTICE (3 Credits)
  - FAITH-BASED SOCIAL WORK (3 Credits)
  - HUNGER AND HOMELESSNESS (3 Credits)
  - INDEPENDENT STUDY (1-3 Credits)
- SOWK-361 CHILD WELFARE (3 Credits)
- SOWK 362 ADDICTIONS AND RECOVERY (3 Credits)
- SOWK-500 ADVANCED SPECIAL TOPICS IN SOCIAL WORK
  - MEDICAL SOCIAL WORK IN THE CU COMMUNITY CARE CLINIC (3 Credits)
  - MEDICAL SOCIAL WORK WITH MIGRANT FARM WORKERS (3 Credits)

**SOWK-480 PRACTICE SEMINAR I (1.5 Credits)**

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.

**SOWK-481 PRACTICE SEMINAR II (1.5 Credits)**

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.

**SOWK-490 FIELD PRACTICUM I (6 Credits)**

Social work practice in an approved agency under MSW 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 director by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Completion of all Social Work courses.

**SOWK-491 FIELD PRACTICUM II (6 Credits)**

Social work practice in an approved agency under MSW 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 director by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Completion of all Social Work courses.

**REQUIREMENTS FOR A BACHELOR'S DEGREE IN SOCIAL WORK**

To obtain a bachelor's degree in Social Work, a student must meet the following requirements:

1. Obtain formal admission to the Social Work Program
2. Complete the Pre-Field and Senior Field Practicums
3. Obtain a grade of "C" or better in all Social Work courses
4. Maintain an overall GPA of 2.25
5. Complete General College Curriculum and all other degree requirements

**ADMISSION TO THE MAJOR**

Declaration of intent to major in Social Work does not constitute formal admission to the major.

**Formal admission to the Social Work Program**

1. Requirements
  - a. Completion of at least 30 semester hours toward a degree
  - b. Completion of SOWK 201 and SOWK 290 with a C or better
  - c. An overall GPA of 2.25
  - d. Adherence to NASW Code of Ethics
2. Application (available on the Campbell Social Work website)

- a. Application for Admission to the Social Work Program form
  - b. Resume, with particular attention to volunteer work, professional activities, etc.
3. Criteria for acceptance into the Social Work Program
  - a. Submission of complete application packet by deadline date each semester
  - b. Judgment of satisfactory essay by Social Work admissions committee
  - c. Faculty consensus – Two full-time and one part-time faculty members' judgment of suitability for professional social work. Faculty members base this evaluation on the application, resume, and faculty input forms. Faculty members consider the student's potential for graduating with a BSW degree, and the student's interest and commitment to the pursuit of a career in the field of social services.
4. Time frames for submitting the admission application. Students may apply in the fall or spring.

Deadline for Students to Submit Application	Department Notifies Students of Decision
March 15	April 15
October 15	November 15

5. The admission decision
 

The Social Work admissions committee has responsibility for making decisions for acceptance into the program. The committee will review the application and will make one of the following decisions. The student will be notified in writing of the committee's decision.

  - a. Approve as a Social Work major
  - b. Provisional Acceptance - Approve on satisfactory completion of specified conditions
  - c. Deny
6. Appeal of admission decision
 

If the decision is "deny," the student may request a second review and may provide additional information for review by the committee. This request must be made within 30 days of the original decision. If the committee's decision is still "deny" after the second review, the student may appeal in writing to the assistant dean of Psychology and Social Work. The assistant dean may convene a committee of the entire Social Work faculty to further review. Their decision will be final.

Only students who are formally admitted to the major may take Practice and Senior Field courses beyond the introductory courses. Other courses required of Social Work majors include Human Diversity (345), Math 160 Statistics, and EXER 275 Stress and Well-Being. 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. Graduation from the program requires a 2.25 GPA.

## CREDIT FOR LIFE AND/OR WORK EXPERIENCE

The Campbell University Social Work Program does not grant credit for life or work experience for Social Work courses required for the BSW degree.

## 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 coordinator and with the exceptions noted below. 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.**

The following courses must be taken at Campbell University:

- SOWK 320 Social Work Practice I (3 credits)
- SOWK 480/481 Practice Seminar (1.5/1.5 credits)
- SOWK 490/491 Field Practicum (6/6 credits)

## INTERNSHIPS AT THE STUDENT'S PLACE OF EMPLOYMENT

The Social Work Department recognizes that the personal economic situation of some students makes it necessary for them to explore field placement opportunities in their agencies of employment. Although professional activity and learning are not inconsistent, there is a difference in emphasis between the goals of educational development and those of a job description. The focus of the field placement must be on the student's learning.

In the interest of assisting students and agencies, the Social Work Department has adopted basic policy guidelines for the development of a field placement in the place of employment. These policies are designed to ensure the accomplishment of the educational goals and objectives of the BSW Program.

**The agency of employment can be used as a placement setting only when the following conditions are in place:**

1. When the agency has available either different units or distinctly different learning opportunities that will provide the student with non-routine social work practice experiences. Thus, the student will be taken out of her/his current job description activities for the number of required hours per week that constitutes the field placement to ensure that specific BSW learning objectives may be accomplished.
2. When the agency has available a qualified supervisor who can serve as the field instructor and who is a different person from the student's job supervisor. This is to ensure, in part, that the field instructor is free to focus on educational aspects of the

placement rather than workload issues. The agency and the field instructor are expected to provide professional supervision.

3. When the agency and the Social Work Department can agree that the assignments given to a paid placement student are consistent with the educational objectives of the Department, and that the assignments (client caseload, administrative duties, etc.) are designed and planned to enhance the student's professional development. This may mean lighter caseloads, planned and varied assignments for educational purposes, and additional hours above the normal workweek to achieve placement requirements.

### **Students eligible for a placement in their place of employment**

All students employed by an agency meeting the criteria outlined above are eligible to request a placement in their place of employment. Agencies must meet the Social Work Department standards and procedures for the selection and appointment of field agencies and field instructors. If the agency is not already an approved field agency, the process for gaining such approval should begin with the student notifying the BSW field director in the semester prior to the placement semester that the student wants to begin her/his field placement at the place of employment. Applications submitted late may not allow enough time for the approval process to occur. Field credit will not be given until an agency meets Department approval.

In addition, any student who is offered employment by the field agency to begin before the completion of their placement must also adhere to the Policy for Field Placement in Place of Employment. Should this occur, the student must consult with the field director for approval. The timeline for steps 1 and 2 below may be shortened at the discretion of the field director.

## **REQUIREMENTS FOR FIELD**

### **Vaccination**

Per the Academic Vaccination Policy of Campbell University, Social Work students are required to be fully vaccinated against COVID-19 in order to enter field.

*Students currently enrolled, or seeking to enroll, in degree programs in the university requiring clinical or other experiential education components provided by external (non-university) partners must provide proof of being fully vaccinated in accordance with the requirements generally outlined below or have an approved exemption on file within the timeframe set by the university. While an exemption may be approved by the university, it does not guarantee that the exemption will be accepted by the clinical or other educational site.*

The COVID-19 Vaccine is one of the policy's listed vaccinations required for Social Work students before placement in a field setting:

- *COVID-19 Vaccine according to current CDC guidelines or as specified by clinical education partners in general or for specific sites.*



**Transportation**

Field students are expected to have a car for their use during senior year. There is no public transportation in Harnett County.

**MINOR IN SOCIAL WORK****Requirements for a Minor in Social Work (18 semester hours)**

The minor in Social Work provides students from other disciplines the opportunity to develop a social welfare orientation to supplement the perspective of their chosen majors.

The Social Work minor has four required courses (12 semester hours) from the Social Work curriculum.

SOWK 201	Introduction to Social Work (3)
SOWK 341	Social Welfare Systems and Services (3)
SOWK 350 or 351	Human Behavior in Social Environment I or II (3)
SOWK 3XX, 4XX, or 5XX	Social Work Elective (3)

Two elective courses (6 semester hours) are chosen from the following:

SOWK 3XX, 4XX, or 5XX	Social Work Elective (3)
SOWK 290	Early Field Experience in Social Work (3)
CRIM 411	Race and Ethnicity (3)
EXER 275	Stress & Well-Being (3)

**The minor in Social Work does not prepare students for beginning level social work practice.**

**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. Students have made numerous contributions to the University and community through their work in the Relay for Life, Hunger Banquet, Poverty Simulation, fund-raising activities, letter writing campaigns, clothing drives, volunteer work, field trips, and other activities. Social events are held each semester to offer students further opportunities to network, socialize, and take for self-care. These include cookouts, picnics, bowling, and movies. The club sponsors guest speakers on social work topics including practice area and graduate education.

Membership is open to anyone interested in social work. Officers are elected annually and include a president, vice-president, secretary, treasurer, social media coordinator, and NASW-NC liaison. Meetings are held bimonthly and are announced on the University calendar, via the listserv, social media, the Social Work bulletin board, and campus flyers.

**Phi Alpha Honor Society**

The Phi Alpha honor society recognizes declared Social Work majors who have completed nine hours in Social Work courses with a GPA of 3.25 and an overall GPA of 3.0. An induction ceremony is held in the fall semester.

## **SOCIAL WORK STUDENT RIGHTS AND RESPONSIBILITIES**

Students have the right:

- to share with faculty members and administrators the responsibility for academic integrity.
- to free and honest inquiry and expression in their courses. These freedoms do not include expressions which are significantly disruptive or harmful to the rights of others or to the integrity of the academic process.
- to know the requirements of their courses and to know the way they will be evaluated and graded.
- to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives.
- to have professors who teach and mentor with professional and personal integrity.

Students have the responsibility:

- to make reasonable efforts to prevent the occurrence of academic dishonesty. They shall encourage academic integrity, honesty, and respect for others.
- to report situations when a classmate or colleague is impaired or otherwise unable to ethically work with clients (Field only), due to substance use, mental health, or other issues.

### **Expectations of Students:**

1. To uphold the values and ethics of the profession
2. To embrace cultural diversity and difference
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 innovative ideas, diversity, and themselves in relationship to others
7. To inform the Social Work 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

### **Professional Performance**

Social Work students are expected to strive for the highest level of professional behavior. To assist in this endeavor, the Social Work Department has the following expectations (performance, conduct/behavior, self-awareness/self-control, and communication skills) for its students.

#### **1. Performance**

##### **a. Standards**

- Plans and organizes work effectively
- Turns in assignments that are complete and on time
- Makes arrangements for special needs in a timely manner
- Attends class regularly
- Maintains at least a 2.25 overall grade point average

##### **b. Indicators of concern**

- Poor organizational skills
- Repeated requests for extensions on assignments and exams
- Late or incomplete assignments
- Multiple absences from class or field placement
- Failure to notify a field instructor when late or absent
- Academic misconduct

#### **2. Conduct/Behavior**

##### **a. Standards**

- Demonstrates ability to work cooperatively with others
- Actively participates in class
- Shows respect for others
- Open to positive or negative feedback from peers and faculty
- Demonstrates a willingness to understand diversity in people regarding age, class, color, culture, disability and ability, ethnicity, family structure, gender, gender identity and expression, immigration status, marital status, political ideology, spirituality, national origin, race, religion, sex, sexual orientation, or tribal sovereign status
- Conducts himself or herself according to the NASW Code of Ethics

##### **b. Indicators of concern**

- Creates conflict in class
- Uncooperative or unwilling to participate in class activities
- Consistently late for class or field placement or leaves class or field placement early
- Sleeps during class

- Disrupts class by talking to others
- Uses derogatory language or demeaning remarks
- Appears unwilling or unable to accept feedback from faculty or peers
- Monopolizes class discussion
- Unwilling or unable to develop an understanding of people different from oneself
- Discriminatory behavior or harassment towards other based on age, class, color, culture, disability and ability, ethnicity, family structure, gender, gender identity and expression, immigration status, marital status, political ideology, spirituality, national origin, race, religion, sex, sexual orientation, or tribal sovereign status
- Unethical professional behavior
- Academic misconduct
- The use of cell phones including text-messaging in class

### **3. Self-Awareness and Self-Control**

- a. Standards
  - Uses self-disclosure appropriately
  - Able to engage in discussion and processing of uncomfortable topics
  - Deals appropriately with issues that arouse emotions
  - Demonstrates an awareness of one's personal limits
  - Understands the effects of one's behavior on others
  - Able to form positive working relationships with clients, faculty, supervisors, and peers
  - Able to work toward resolving one's personal issues that may impair performance in the classroom, field placement, or the profession
- b. Indicators of concern
  - Unable or unwilling to work through unresolved personal issues
  - Unable or unwilling to control emotional reactions
  - Demonstrates behavior consistent with impairment because of using alcohol or drugs
  - Demonstrates emotional problems that interfere with his or her ability to work effectively with clients, faculty, supervisors, or peers
  - Demonstrates impaired judgment, decision-making, or problem-solving skills
  - Unable to form effective relationships with clients, faculty, supervisors, or peers

### **4. Communication Skills**

- a. Standards
  - Demonstrates ability to follow the conventions of writing in written documents
  - Demonstrates good organization of writing that follows a logical sequence
  - Demonstrates use of critical thinking skills in communication
  - Able to clearly articulate ideas, thoughts, and concepts
  - Able to communicate clearly with clients, supervisors, peers, and faculty
- b. Indicators of concern
  - Unable to express information clearly and concisely either verbally or in writing

- Unable to master the convention of writing in written documents
- Unable to communicate clearly with clients, supervisors, peers, and faculty
- Use of incorrect grammar in verbal and written communication

*Adapted from Student Handbook, Slippery Rock University, Slippery Rock, PA, pp. 11-13*

### **Professional Performance Grievance**

In most instances, professional performance is within the context of a specific course or field, in which case the Academic Grievance Appeals Process remains applicable. In other circumstances, such as a faculty member speaking to a student about their professional behavior at a club event, the student is encouraged to meet with the faculty member and to request clarity on the concern and discuss it further. If the student feels they are not being heard, they should consult with the Social Work coordinator. If the grievance is with the coordinator, the assistant dean for Psychology and Social Work should be involved.

## **DEPARTMENTAL INFORMATION**

To keep abreast of current events in the Social Work Program, students should check their email daily. Most student information is sent out over the listserv. Other sources of information include social media, the Social Work bulletin board in Taylor B-24, and flyers posted in Taylor and around campus.

## **HOW TO CONTACT FACULTY**

Dr. Susie Mallard Barnes, Coordinator  
210 Taylor Hall  
910-893-1650 (office)  
919-412-3230 (mobile)  
barness@campbell.edu

Prof. Carmellia Webb, Field Director  
211 Taylor Hall  
910-893-1642  
cwebb@campbell.edu

Prof. Kristine Johnson, MSW  
Adjunct Faculty  
910-893-1638  
kjjohnson@harnett.org

Prof. Shaquasha Williams, MSW, LCSW  
Adjunct faculty  
910-893-1638  
swilliams@campbell.edu

Irene Rice, Administrative Assistant  
209 Taylor Hall  
910-893-1638  
irice@campbell.edu

Please check with individual faculty members to learn their preferred communication methods and times of availability. This information is posted on syllabi, office doors, and can be obtained from Ms. Rice. Her hours are 9:30 am to 5:30 pm.

## ACADEMIC ADVISEMENT

The Office of Academic Advising serves in the capacity of academic advisor for first-time/full-time undergraduate students (students with no college credit or with credits earned exclusively while still enrolled in high school) entering degree programs in the College of Arts & Sciences, School of Education, and those electing to enter with an “undeclared” academic program. Students are advised within the Office of Academic Advising until they have accumulated forty-five (45) credit hours and a GPA sufficient to meet graduation standards in their respective academic program, at which point their advisor assignment changes to faculty associated with their academic program. The Office of Academic Advising also offers major exploration advisement and programming for all undergraduate students, regardless of academic program or advisor assignment.

Currently, all transfer students (previously enrolled full-time at another post-secondary institution) are advised by the academic department beginning in their first term of enrollment, regardless of credit earned.

Students with a 2.25 GPA may change their major to Social Work at any time by completing the form available on the Registrar’s website. If they have more than 45 credit hours, they will be assigned a Social Work faculty advisor. Students with fewer than 45 credit hours will be advised by the Office of Undergraduate Advising until this threshold has been met.

Academic advisement follows the policies described in the University Catalog and the *Campbell University Undergraduate Student Handbook*, 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 distribute their advising appointments scheduler via email. Students may request an alternate time if none of the available times are possible.

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, etc. should first be directed to the advisor, and then necessary paperwork will need to be completed and submitted to the registrar. Curriculum requirements can be found on the Campbell Social Work website, in CU Self-Service, or in this Handbook.

Students should come to the advisement conference with a proposed course schedule.

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 Counseling Center or will assist the student in finding a behavioral health practitioner in their insurance plan.

## **COURSE LOAD**

The recommended course load is 14-17 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 18.5 hours a semester without permission of their advisor, the assistant dean of Psychology and Social Work, and the dean of the School of Education. This permission is obtained by filling out and obtaining approval on a course overload form available on the Registrar's page of the Campbell University website, under "Important Forms." 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 21.5 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 18.5 credit hours under any circumstance. A course load of 13.5 hours is recommended during the senior year.

## **LIBRARY**

Campbell University has three state of the art libraries, containing physical, digital, and archival resources. Most of the periodicals, books, and media used for social work research are housed in the Wiggins Memorial Library on the main campus. Students may also request materials from the Law Library, the Medical Library, and through Inter-Library Loan. An orientation to accessing and using social work research and reference materials is provided in several courses, including SOWK 201 and SOWK 330. Students are referred to the Campbell University Library staff for more detailed information about library holdings and usage.

## **GRADING SCALE**

The Social Work Program provides in each course syllabus the schedule of course assignments, course requirements, and grading scale for that course. The University's general grading scales with the assigned quality points are as follows:

Grade	Quality of Work	Quality Points per Credit Hour
A	EXCELLENT	4
B	GOOD	3
C	AVERAGE	2
D	PASSING	1
F	FAILING	0

## PLAGIARISM

The University has an [Honor Code](#) to which Social Work Program students are expected to subscribe. Please see the *Campbell University Undergraduate 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 Wiggins 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 Department subscribes. Students are referred to the University catalog and the *Campbell University Undergraduate Student Handbook* for this policy. Social Work courses require active class participation and students whose absences are excessive may find their grade lowered because 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 Department 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

### Grade of Incomplete

A student may receive a grade of incomplete (I or IC) with permission of the instructor. The “I” or “IC” grade will designate the date by which course work must be completed. If work for the course is not completed by the designated date, the incomplete grade will automatically be recorded as a grade of F.

### Course Withdrawal

The University calendar indicates deadlines for withdrawal from a course without a grade, with a grade of “W,” and with a grade of “F.” Courses for which a student withdraws by the date for withdrawal with a “W” will not be listed on the transcript. For courses dropped between the dates for withdrawal and dates for a “W” grade, the transcript will show a grade of “W” with no penalty. For courses dropped after the designated date for a “W” grade, the student will automatically receive a grade of F. The automatic grade of “F” can only be removed for medical reasons with permission of the vice-president for Student Affairs & Spirituality.

## TERMINATION FROM PROGRAM

Grounds for termination can include but are not limited to:

- Violence or threats of violence
- Substance use or abuse which interferes with performance
- Engaging in illegal behaviors which reflect negatively upon the profession
- Sexual contact with clients
- Sexual harassment
- Discrimination (race, ethnicity, religious beliefs, gender, age, sex, disability, identity)
- 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 coordinator or 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 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 written notice from the Social Work Department coordinator 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 department coordinator or chair.

Students may appeal the termination decision by applying in writing to the assistant dean of Psychology and Social Work.

The Social Work Department has no obligation to allow the student to continue in the program, including the field placement/internship, if the decision is to terminate the student, nor any obligation to allow the student to apply for re-admission to the Social Work Program, including the field placement/internship. In general, a decision to terminate the student will be permanent.

## **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 Department faculty and this discussion does not result in a conclusion satisfactory to the student, he or she may direct their appeal to the Social Work Department coordinator or chair 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 Undergraduate 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.

## **SOCIAL WORK ADVISORY BOARD**

The Social Work Advisory Board consists of 6-10 members. These are an approved group of representative field instructors, alumni, 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. Efforts are made to recruit members who also represent diversity in age, gender, sexual identity, and race/ethnicity.

The advisory board meets at least once per year. At present, the group has elected to maintain an informal structure, with program faculty chairing meetings. The purpose of the advisory board is to offer support and advice to the program regarding placements, policies, and curriculum. The board acts in a purely advisory capacity and has no administrative function with respect to University program operations, student grades, selection of placements, or other internal operations of the University. The board may suggest other activities to benefit the program, community, or social service agency/school relationship.

Prior to COVID-19, meetings were held in-person. As such, most of the membership consisted of field instructors. With the accessibility of virtual meetings, the program is actively recruiting alumni and former field instructors who are no longer local to the area.

## **EDUCATIONAL RECORDS AND PRIVACY**

All information in student records is private and is maintained in concordance with FERPA (Family Educational Rights and Privacy Act). Information contained in the records may not be released without the student's written consent. Students may see their departmental records at any time by making an appointment with their advisor or Social Work coordinator.

Records contain copies of application to the major, admission to the major, applications for field placements (SOWK 290, SOWK 490/491), field evaluations, documentation submitted to the registrar by Social Work faculty, and letters of recommendation.

## **NONDISCRIMINATION POLICY**

Campbell Social Work does not discriminate in admissions because of race, ethnicity, sexual orientation or gender identity, religion, country of origin, gender, age, size, or another factor. 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. 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 located in the University's Hight House.

## **FINANCIAL AID**

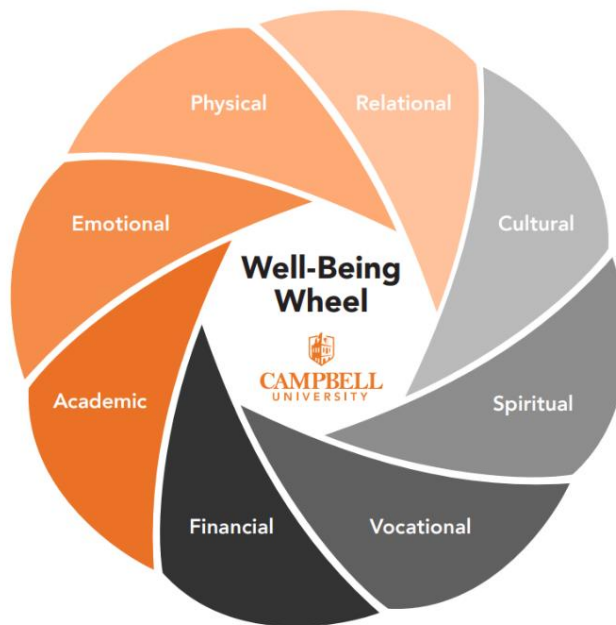
Information about financial aid and applications for financial aid can be found on the [Campbell University Financial Aid Office website](#). Over 90% of students receive some type of financial aid from Campbell University. Campbell University makes special recruitment efforts to attract and retain a diverse and inclusive student body, and financial aid packages are available for qualified students who could not otherwise attend Campbell University. Financial aid options are available through the federal government, state programs, Campbell scholarships, work study programs, and loans.

### Paying for Education Loans

A variety of options are now available to college graduates for repaying educational loans. These options are designed to enable students to pay for educational loans based on a modest percentage of monthly income or to receive Public Service Loan Forgiveness of some loan amounts based on services (such as teaching and/or social work), while employed by U.S. federal, state, local or tribal government or not-for-profit organization. More information about this program can be found at <https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>. **Since each person's financial situation is unique, Social Work students should contact the Campbell Office of Financial Aid for information related to their specific financial situation.**

### THE WELL-BEING WHEEL

The eight dimensions of well-being encourage the development of mind, body, and spirit in alignment with Campbell's mission to lead purposeful lives and engage in meaningful service. The Well-being Wheel supports the personal, social, and professional growth of the campus community.



### Spiritual

**Spiritual well-being is the process by which a person finds truth, meaning, and purpose in life through their relationship and understanding of God. What you believe about God shapes who you are, how you engage with others, and how you see your place and purpose in the world. A commitment to spiritual well-being is a practice that helps a person find meaning**

and hope in what life brings, connects them to a community of faith and grace, and should empower them to explore and discover God through scripture, tradition, reason, and experience.

## **Relational**

Relational well-being involves being in authentic relationships and having a sense of engagement, connection, and respect toward others. Having strong relational well-being includes engaging in strong, supportive, interdependent relationships where each person genuinely cares for the other and values what they contribute.

## **Academic**

Academic well-being involves encouraging critical and creative thinking, while supporting Campbell's mission to prepare students with academic and professional skills. Striving for academic well-being includes building confidence around learning, managing academic workload and priorities, and developing a positive relationship with available academic resources.

## **Vocational**

Vocational well-being lives at the intersection of identity (who we are called to be) and purpose (what we are called to do). Vocation, especially in the framework of faith, refers to the active, creative, and embodied response to Christ's call on the world. Striving for vocational well-being includes working toward a clearer understanding of who God has called you to be, what God is calling you to do, and how that shapes the way you live, work, and lead.

## **Financial**

Financial well-being involves understanding how spending and saving work together to create a balanced state of financial security. Financial security is a state in which a person is aware of expenses and earnings, can budget to work towards financial goals, is able to plan for life's unexpected financial burdens, and has financial freedom to enjoy life.

## **Emotional**

Emotional well-being involves resilience, grit, and the mental capacity to both thrive and contribute to personal growth. Striving for well-being in this dimension involves identifying personal emotions, understanding their value, and regulating them constructively. Strong emotional well-being means feeling safe, supported, and mentally well.

## **Physical**

Physical well-being involves engaging in healthy lifestyle behaviors that contribute to the health of the body. This includes maintaining physical capacity, bodily strength and function, and disease management and prevention. Striving for well-being in this dimension includes having healthy nutrition and exercise habits, adequate sleep, and recovery, attending annual physicals and limiting harmful habits. Creating and maintaining these lifestyle habits directly

affects other areas of well-being, as the physical health of the body is related to the health of the brain and the ability to participate in other areas of life.

## **Cultural**

Cultural well-being involves education and understanding of the roots, values, and history of where you live and work. It also involves understanding, respecting, and valuing other individuals' experiences of culture as they contribute to the global perspective. Having well-being in this dimension means you feel like you belong as an individual and as part of group, as well as having awareness and embracing individuals from other groups that may have differences in roots and history but embrace a shared humanity.