

FOREIGN DEGREE EQUIVALENCY

Applicants who have obtained their education outside of the U.S. and its territories must have their academic degree(s) validated as equivalent to the Baccalaureate or Master's degree conferred by a regionally accredited college or university in this U.S. (Validation of a foreign degree does not eliminate the need for a Verification Statement of completion of Plan IV/V program for Nutrition positions).

There are several agencies, which perform this specialized service. Write directly to the organization(s) for current information, procedure and costs.

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HUMAN SERVICES DEGREES

Sample of North Carolina Programs and Coursework*

UNDER- TRANSCRIPT

DEGREE GRADUATE GRADUATE COURSEWORK REQUIRED

Child Development and Family ECU Masculine-Feminine roles, infancy, human/ No

Relations child development and family relations,

gerontology and counseling, parent education

developmental evaluation, family therapy

Counseling & Guidance UNC-C Counseling theory and techniques, family No

counseling, individual assessment, human

services and systems, substance abuse and

treatment, learning development and environment, adjustment programs in children and youth, child

advocacy

Criminal Justice ECSU, NCSU UNC-C Government and criminal justice systems, Yes

UNC-C, UNC-W, criminology, juvenile delinquency, punishment

FSU, Pembroke and corrections, law enforcement, courts, crimes

without victims, social deviance, criminal law,

adolescent psychology, social work processes and

methods, effective human systems

Social Work ECU, FSU, ECU, UNC-C General courses; social problems , health care No

NCSU, Pembroke S. Bapt. Theo. delivery, minority groups, social institutions.

UNC-Ch Seminary also includes intro to SW and welfare systems,

human behavior and social environment, school

social work, marriage and family relations, crime

and delinquency, legal aspects of social work.

Specialization with practicum, developmental

disabilities, family centered practice, child and

family centered practice, child and family

Introduction

These guidelines were developed to assist personnel staff in evaluating the training and experience of applicants for the social work positions in local and state agencies and facilities operating under North Carolina State Government. The recruitment standards for the Social Work class series were approved by the State Personnel Commission in December, 1987. The standards are a part of the class specification document.

Policy on Minimum Qualifications

Before discussing the specific training and experience guidelines for the Social Work series, the State Policy on minimum qualifications is included below for background information.

The employee or applicant must possess at least the minimum training and experience requirements, or their equivalent, set forth in the class specification of the vacancy being filled. This shall apply in new appointments, promotions, demotions, transfer and reinstatements.

The training and experience requirements serve as indicators of the possession of the skills, knowledges and abilities which have been shown through job evaluation to be important to successful performance, and as guide to primary sources or recruitment. It is recognized that a specific quantity of formal training or number of years experience does not always guarantee possession of the necessary skills, knowledges and abilities for every position. Qualifications necessary to perform successfully may be attained in a variety of combinations. In evaluating qualifications, reasonable substitutions of formal training and job-related experience, one for the other, will be made.

Management is responsible for determining the vacancy-specific qualifications that are an addition to minimum class standards. Such qualification requirements must bear a logical and job-related relationship to the minimum standard. Management shall be responsible for the adverse effects resulting from the use of qualification standards that are unreasonably construed.

The final determination of qualifications in questionable selection situations rest with the Office of State Personnel.

Evaluating the Applicant's Training

This section will assist personnel staff in evaluating the educational coursework and continued training of applicants for social work positions in local and state agencies and facilities operating under North Carolina State Government. The training guidelines were developed in conjunction with program management representatives throughout North Carolina. While many managers prefer to hire individuals who are social work majors, statewide employment practices indicate that individuals with related degrees continue to be employed. In the absence of a statutory requirement for the social work degree, other alternate patterns of training are included in the Minimum Education and Experience Section of the class specifications for the Social Work series. The alternative patterns contain the phrase "or Bachelor's degree in a human services field or related curriculum including at least 15 semester hours in courses related to social work or counseling".

Please give careful consideration to the requirement of 15 semester hours of specific coursework. A human services degree, in itself, is not acceptable without 15 semester hours of social work/counseling courses. Evaluation of coursework should go beyond consideration of course titles into the actual content of the courses as described in college catalogues or by the applicant. The training should provide relevant knowleges and skills in direct social work

services such as intake assessments, counseling and other functions, which are listed on Pages 8-11, and in the class specifications.

Documenting the Applicant's Training

A copy of the applicant's college transcript should accompany the application. The personnel office will indicate on the transcript which courses are relevant (underline, check mark, etc). In the case of questionable coursework, a course description should be obtained from the college catalogue or applicant and retained in the personnel office.

Examples of Coursework

The example of courses, which follow, will assist in identifying the *15 semester hours of specific coursework*. These examples are divided into the following categories:

1. Social work courses offered in accredited schools of social work or courses which clearly offer counseling skills count as courses related to social work or counseling.
2. Courses which are offered outside of schools of social work in other departments, generally human services programs, but which offer similar principles and skills count as courses related to social work or counseling if the content documented provides appropriate knowledges, skills and abilities. Documentation on applicant's courses may be provided by agency management in recruiting for a specific vacancy or by the applicant applying for vacancies in general.
3. Courses that may be offered in various human services departments, but which are not directly related should not be counted as social work/counseling coursework.

Examples of Social Work/Counseling Courses

Social Work/Counseling Courses from Accredited Schools of Social Work (count)

SOW 271 Human Relations Training

This course provides students with an opportunity to learn how to be helpful to people in presenting different needs in a variety of settings. The main focus is on the helping relationship and its use in counseling, psychotherapy, supervision and personnel settings. Class work is accomplished in small groups and requires active participation.

SOW 301 Social Work Methods I: Individuals

This course helps beginning social work students become skilled and comfortable in assuming the helping role in personal and professional settings and in applying the values, knowledge and skills presented in Introduction to Social Work students explore the problem-solving method in depth and cover topics including the helping relationship, interviewing skills and written skills in the expression of professional theory and practice contacts.

PSY X02 Applied Group Counseling

Applied group counseling teaches Transactional Analysis and Gestalt Therapy through personal experience. Six to eight students work with leader to develop individual contracts for personal change. The participants work with the group and with the leader to effect the desired changes. Throughout the course the participants keep a journal, do outside reading on group therapy and submit a final paper summarizing the experience of the group.

Related Courses from Human Service Programs (documentation required)

PSY 340 Drugs and Behavior

This course is an overview of drug-behavior interactions. Topics include the physiology of drug effects, drug classification and drug-related changes in perception and memory. The course considers “drugs” broadly defined to include common substances of abuse, therapeutic drugs and toxic substances such as pesticides and heavy metals.

PSY 212 Abnormal Psychology

This course provides a detailed review of the various types of emotional/behavioral disorders seen in therapeutic situations. The course includes descriptive information, etiological theories and current treatment approaches.

CSLG 5100 Counseling Needs of Women

Topics include women’s development and needs, the problems they bring to counselors, strategies for helping with them, myths about women and biases in psychological research.

Unrelated Courses from Human Services or Other Programs (no credit)

SOC/HIS 224 Folklife in Modern America

This course explores the processes through which certain ethnic and cultural groups in America have maintained folk traditions in contemporary contexts. Students examine materials such as stories, songs, regional architecture, religious rituals and foodways. Specific groups students consider include Indians,

Japanese Americans, rural and black Americans and two North Carolina subcultures—Waldensians and Moravians.

SOC/LIS 230 Folk Tales and Storytelling

This course reviews major perspectives on folk tales and storytelling in comparative literature, anthropology, folklore and psychology. The course uses materials from college collections for first-hand experience with different modes of performance in different cultures.

SOC 120 Anthropology

This course is an introduction to the study of humans and their ways of life. Students use ecological and evolutionary approach to understanding biology, archaeology and present day diversity in modern cultures from

tribes to cities. Students also examine different patterns of economics, social relations and religion and consider contemporary issues as poverty, population, war, racism, energy and the role of men and women.

Evaluating the Applicant's Experience

Qualifications in the social work series may be difficult to evaluate because the positions are used in a variety of setting with many different roles, such as mental health, medical settings, correctional facilities, etc. Generally this has resulted in two rather distinct definitions of social work.

The traditional definition of social work refers to a trained professional who provides social histories and assessments, counseling, casework and referral services for their caseloads, who is usually called a social worker, in a department of social services, a mental health clinic, a hospital or other recognized setting for social workers. Full credit is given for this type of social work.

A second definition involves counseling or social work-like assignments in such settings as the ministry, drug abuse programs, OEO programs such as Head Start. These positions also utilize casework techniques, group work or community organization. Partial credit may be allowed based on the evaluation of a detailed description of duties/responsibilities and specific percentages of time. Experience in paraprofessional work such as Social Services Aides, Mental Health Aides, etc. is not acceptable.

Evaluating the experience of social work applicants will often require detailed information on specific duties and percentages of time spent in social work duties. A proper evaluation of experience goes beyond consideration of the job title into the content of the duties and responsibilities. Be sure to read very carefully the description of duties performed and request additional information if there is any question if the applicant is performing social work duties. Some questions that are helpful in making this determination are:

Did the applicant:

- Gather information about the client's background, their needs and problems, determine if the client's situation is a crisis or chronic situation and ways of dealing with it, investigate what the client has done or could do to remedy the situation?
- Development a service plan, discuss with the client/client's family, the goals, objectives and procedures involved in the service plan, modify service plan as needed?
- Discuss problems with client or groups of clients, defining needs, articulating problems, answering questions and offering alternatives when indicated?
- Counsel clients regarding crisis situations, specific or undefined personal problems, defining needs, articulating problems in order to resolve problem or begin resolution of problem?
- Explain the service program, its methods, rules and expectations to the client, general behavioral expectations of the program and the consequence of failure to comply?
- Discuss with parents their responsibilities and the consequence of failure to comply?
- Encourage clients to follow through on referrals?
- Talk with clients or relatives to reduce client tension/anxiety?

6 Examples of Experience

1. In-Take/Interviewers – If the experience includes a professional assessment and limited crisis intervention, this counts as social work. If merely taking a call and referring to another program is considered clerical or paraprofessional experience.

NOTE: Some DSS Intake Social Workers are responsible for interviewing individuals and referring for services, but are performing an assessment to determine if services other than those requested by client are also appropriate, are developing a brief service plan, and may provide supportive counseling and limited crisis intervention. This is considered basic social work and is acceptable experience.

3. Head Start Social Workers - Requires an addendum with specific, detailed information and percentage of time spent performing “social work/counseling” in comparison to other duties. Limited to a maximum of one-year credit.
4. School Social Workers – This is acceptable experience, if involving social work and not guidance counseling. Need an addendum with specific, detailed information and % of time.
5. Marriage and Family Counselors – Will qualify as social work/counseling experience if it involves dealing with emotional and behavioral problems as they relate to social relationships.
6. Habilitation Specialist II, III – Full credit given. No credit given for Hab. Spec. I.
7. Minister - Need to provide an addendum with percentage of time spent doing social work/counseling in comparison to other duties and must be clinical pastoral counseling in nature. Examples are martial counseling, in-depth, counseling dealing with grief, terminal illness, etc. dealing with emotional and behavioral problems as they relate to social relationships.
8. Probation/Parole Officers – Are given one-half credit up to the maximum of one year.
9. Rehabilitation Therapist – Must provide a detailed description of job duties. Most are not doing social work duties but feel that they qualify because they carry a caseload. If they are performing some social work, they must provide details & % of time performing those duties in comparison to other duties.
10. Military Experience – Some military experience may include a considerable amount of counseling, but this should be evaluated very carefully and should reflect specific social work functions and not disciplinary type of counseling that is seen in a supervisory role. Applicants need to provide an addendum with specific, detailed information and % of time.
11. Juvenile Court Counselors – Full credit towards SW
12. Employment Counselors – This is not recognized as social work; however, some agencies now have programs, which provide employment services in conjunction with more typical social work duties, i.e. Work First. Partial credit may be given for this experience in these specific positions and should be dealt with on an individual basis.
13. Vocational Rehabilitation Counselors – One-half credit
14. Substance Abuse Counselor II – One-half credit. No credit for SAC I.
15. Psychologist – Must provide % if time in social work/counseling activities and detailed job description.

- 716. Correctional Case Analyst – Treat same as Probation/Parole Officers – 50% credit up to maximum of one year. (this experience applies only to positions found in the NC Dept. of Correction).
- 17. Correctional Program Assistant/Supervisor – This position provides general counseling to inmate population and does very little case management. Give credit for % of time in SW functions. No maximum credit. (this experience applies only to positions found in the NC Dept. of Correction).
- 18. Youth Program Assistant III – No credit is given for YPA I, II. YPA III experience will be reviewed on a case-by-case basis. Applicant will need to provide detailed information and % of time on the assessment role, case management, intervention, etc.
- 19. Job Corps Counselors – 20% credit towards SW.

Definitions of Social Work Functions

These are definitions of some of the more common functions noted in social work positions in agencies and institutions of North Carolina State Government.

Case Manager – The activity of developing, implementing and monitoring a social service plan to meet the needs of an individual or family. It involves conceptualizing the client system in its social environment(s); identifying, providing, or referring to other social, legal or health services, etc., representing or advocating on behalf of the client with other providers to assure that needed services are given.

Psychosocial Assessment/Diagnosis – The activity of identifying, gathering, comparing and evaluating information and data about a client in order to determine the type and nature of problems involved, the capacities and resources of the client, and the services needed to assist the client or group. Example: Intake interviewing, social history preparation and service plan development.

Assessment is distinguished from Psychosocial Diagnosis by being primarily concerned with the basic, personal social characteristics of the client and significant social and cultural environmental factors, rather than internal or unconscious psychological elements, more complex sociocultural evaluations or the analysis of individual or community needs. Psychosocial diagnosis organizes facts about an individual/family and analyzes to determine the causes and course of the problem(s), the interactions among different aspects of the problem, potential interventions and goals that will affect a solution. Examples might be found in adoptions, protective services, and comprehensive mental health services.

Information and Referral – Activity of helping people identify and secure needed services, relying either on client's own definition of services needed or on psychosocial assessment. Service ends once an effective referral is completed.

Therapy – The direct personal engagement with an individual, group or family for the purpose of systematically impacting the interpersonal and/or intra psychic functioning of a client in order to resolve, contain or provide symptomatic relief of a developmental, behavioral, interpersonal and/or situational problem.

Psychotherapy – Specialized patterns of verbal and non-verbal interactions with specific purposes that go deeper into self-exploration and self-disclosure than counseling.

Supportive Psychotherapy – A form of psychotherapy that reinforces the client's defenses and helps him to suppress and control disturbing thoughts and feeling by such measures as reassurance, suggestion, inspiration and persuasion; it focuses primarily on present difficulties and avoids probing into the past or the unconscious. (Contrast this with supportive counseling).

Classical Behavior Therapy - A form of therapy, which deals with a single problem, primarily, and uses well-defined techniques, i.e., assertive training, systematic desensitization or aversion conditioning. The therapist must invent and continually modify, as necessary, a composite of treatment techniques based on continuing behavioral base-line study.

Supportive Counseling – A process whereby the individual provides the client with physical, emotional, or psychological input to buffer, reinforce or nature; it involves giving individual attention to the client on his own terms; it is directed toward sharing real-life tasks and/or providing guidance and information.
Intervention – Refers to the helping professional's function in remediation, prevention of maladaptive behavior and the stimulation or positive development of individuals through direct service, consultation and training.

9 Summary of Social Work Functions/Tasks

These functions and tasks are listed from the standards of the National Association of Social Workers (Sept., 1981)

Function

1. Assessment
 - a. Observe and identify verbal and non-verbal behavior.
 - b. Communicate, listen, elicit expression to understand why situations are regarded problems.
 - c. Identify elements involved in a social situation and their relationship to the client.
2. Diagnosis
 - a. Evaluate the client's behavior with sensitivity to the life style and culture.
 - b. Interview the client to understand why situations are regarded as problems.
 - c. Perceive social and personal interactions and inter-relationships.
 - d. Perceive symbolic and distorted meanings in attitudes and behavior.
 - e. Examine the interrelationships of persons and their social environment.
 - f. Probe the significance of relationships or facts that affect the client's needs.
3. Detection/
 - a. Identify individuals, community, and social problems.Identification
4. Support /
 - a. Determine the client's need/eligibility, various economic, social or other services Assistantce
 - b. Open new possibilities for increased choices by the client.
 - c. Encourage, stimulate and motivate clients who require long-term care.
 - d. Maximize potential support networks.
 - f. Monitor service plans for clients to ensure care and treatment.
 - g. Teach people skills that help them deal with their social roles and responsibilities.
4. Advice/
 - a. Intervention appropriate to alleviate crisis or vulnerable conditions.Counseling
 - b. Support the client in experimenting with problem situations.
 - c. Determine the emotional relationships of persons to the problem.
 - d. Use constructively the perceived meaning of symbolic and distorted attitudes or behavior.
 - e. Analyze with the client the factors relating to the problem.
 - f. Help the client grasp the relationship between the current situation and desired goals.
 - g. Formulate a plan of action to accomplish social services goals.
 - h. Engage clients in problem solving.

- i. Ascertain and relate changes in a situation to care and treatment.
 - j. Quiet, dilute or transform feelings that thwart or distort social functioning
- 6. Advocacy
 - a. Teach the client how to use services or resources.
 - b. Mediate problems between the client and community resources.
 - c. Work to remove obstacles to the client's needs.
 - d. Argue on behalf of the client's needs.
 - e. Manipulate environmental factors on behalf of the clients.
 - f. Raise questions to assure consideration of the client's interests.
 - g. Train people in self-help skills.
- 7. Referral
 - a. Refer client to and inform client about services or resources.
 - b. Negotiate and facilitate the use of resources.
- 10c. Coordinate services to accomplish the client's goals.
 - d. Establish communication links between clients and community services.
- 8. Case Management
 - a. Performs assessments to identify needs and services and pulls together information from other agencies regarding client and family.
 - b. Develop plan to include all services needed including those provided by other community agencies.
 - c. Interpret plan to client and family and serve as advocate for client when gaps in service are evident.
 - d. Establish communication links between clients and community services.
 - e. Monitor progress of client and modify plan if other services are required.

EXAMPLES OF SOCIALWORK EXPERIENCE

- Intake-interviews
- Head Start Social Workers
- School Social Workers
- Marriage and Family Counselors
- Parent Trainers or Habilitation Specialist III
- Habilitation Specialist II
- Ministers
- Probation/Parole Officers
- Income Maintenance Caseworkers
- Rehabilitation Therapists
- Military Experience
- Child Support Agents
- Juvenile Court Counselors
- Employment Counselors
- Vocational Rehabilitation Counselors
- Psychologists
- ADAP Coordinators
- Youth Program Assistant III or Group Home Workers
- Human Resource Placements Specialist
- Community Employment Case Manager
- Job Corps Counselor

SOCIAL WORK FUNCTIONS

- Case Management
- Psychosocial Assessment/Diagnosis
- Information and Referral
- Therapy
- Psychotherapy
- Supportive Psychotherapy
- Classical Behavior Therapy
- Supportive Counseling
- Intervention