

Continuing Education Rubric

Table 1A

The following is the **MINIMUM STANDARD** for courses submitted to the Continuing Education Collaborative for review. You are welcome and encouraged to provide course work at a more advanced level than listed, but all courses must **at least** include information from one of the Content Areas AND the Required Information below. *Courses that do not meet at least one of the standards will not qualify for social work continuing education.*

Number	Content Area	Minimum Standard
1	Theories and concepts of human behavior in the social environment.	Course includes SKILLS OR KNOWLEDGE IN ONE OR MORE OF biological, psychological, sociological and spiritual approaches to Person-in-Environment and systems theory concerns.
2	Social work practice, knowledge and skills.	Course is characterized by presentation of either THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM with individuals, families, and groups without demonstration or assessment.
3	Social work research, program evaluation, or practice evaluation.	Course is characterized by presentation of practical skills in THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM of research, program evaluation, or practice evaluation without demonstration or assessment.
4	Social work agency management or administration.	Course is characterized by presentation of practical skills in THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM in supervision, management, and administration without demonstration or assessment.
5	Development, evaluation, and/or implementation of social policy.	Course is characterized by presentation of practical skills in THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM in social policy analysis and/or implementation without demonstration or assessment.
6	Social work ethics and standards or professional practice.	Course is characterized by explicit reflection on standards of professional practice in social work or related to social work ethics. Must be presented by a licensed social worker..
7	<p>Pain/Pain symptom management, including but not limited to, behavior management, psychology of pain, behavior modification and stress management.</p> <p>Pain is an unpleasant and emotional experience associated with actual or potential tissue damage. It is unpleasant and therefore is an emotional experience. Pain management, therefore involves helping the client cope with the emotions related to pain, as well as other activities such as advocacy, teaching skills, and using practice techniques to manage pain and it's emotional side effects</p>	<p>Course is characterized by presentation of practical skills in THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM in AT LEAST ONE of behavioral, psychological, and biological methods for pain and pain symptom management without demonstration or assessment.</p> <p>Course is characterized by presentation of practical skills in THEORETICAL FOUNDATION FOR SKILLS OR PRACTICE WISDOM in methods of behavior modification and stress management without demonstration or assessment.</p> <p>While there are emotional aspects for the client suffering from the pain of tissue damage, the topic of pain management does not apply to general practice of therapy related to problems of living or development, general relationship difficulties, etc. Pain management in social work relates directly to the physical and emotional consequences of pain. Must address Physical Pain.</p>
Required information	Required Standards on All Applications	
	Presenter credentials are relevant to the presentation.	Presenter credentials are relevant to the course presentation AT LEAST ONE of education, publication OR practice experience in the subject area, OR social work planning or consultation.
	Bibliography references are relevant to the presentation.	The bibliography consists of at least one reference from the last five years as well as seminal primary source works germane to the course.

Bibliography Citations

Follow the Color Coded Guide

APA Style

Author(s)	Date	Title of Book	Title of Article	Title of Periodical
Volume	Pages	Place of Publication	Publisher	Other Information

Journal Article: where the page numbering continues from issue to issue

Dubeck, L. (1990). Science fiction aids science teaching. *Physics Teacher*, 28, 316-318.

Journal or Magazine Article: that start each issue with page one
(for magazine articles, include the month and day - see below)

Wilcox, R. V. (1991). Shifting roles and synthetic women in Star trek: The next generation. *Studies in Popular Culture*, 13(2), 53-65.

Magazine or Journal Article from a Database
(for journal articles, do not include the month - see above)

Mershon, D. H. (1998, November/December). Star trek on the brain: Alien minds, human minds. *American Scientist*, 86(6), 585. Retrieved July 29, 1999, from Expanded Academic ASAP database.

Newspaper Article

Di Rado, A. (1995, March 15). Trekking through college: Classes explore modern society using the world of Star trek. *Los Angeles Times*, p. A3.

Book

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York: Pocket Books.

Book Article or Chapter

James, N. E. (1988). *Two sides of paradise: The Eden myth according to Kirk and Spock*. In D. Palumbo (Ed.), *Spectrum of the fantastic* (pp. 219-223). Westport, CT: Greenwood.

Encyclopedia Article

Sturgeon, T. (1995). *Science fiction*. In *The encyclopedia Americana* (Vol. 24, pp. 390-392). Danbury, CT: Grolier.

ERIC Document

Fuss-Reineck, M. (1993). *Sibling communication in Star trek: The next generation: Conflicts between brothers*. Miami, FL: Annual Meeting of the Speech Communication Association. (ERIC Document Reproduction Service No. ED 364932)

Website

Lynch, T. (1996). *DS9 trials and tribble-ations review*. Retrieved October 8, 1997, from Psi Phi: Bradley's Science Fiction Club Web site: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html>