

# ***BSW STUDENT MANUAL***

**ALBANY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
BACHELOR OF SOCIAL WORK PROGRAM  
504 College Drive Albany, Georgia 31705 (229) 500-2384**



*Albany State- University recruits, admits and provides services, financial aid and instruction to all students without regard to race, religion, sex, disability or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff, and student employment positions are considered without regard to race, religion, sex, disability, or national origin.*

## Table of Contents

	<b>Page</b>
<b>PREFACE</b>	5
<b>INTRODUCTION</b>	6
<b>DEPARTMENT INFORMATION</b>	
History of Albany State University	7
Mission of Albany State University	8
Guiding Principles of Albany State University	9
College of Professional Studies	12
Department of Social Work	12
Bachelor of Social Work Program Mission	13
Bachelor of Social Work Program Philosophy	13
Bachelor of Social Work Program Goals	14
<b>BSW COMPETENCIES</b>	16
Definition of Measurable Social Work Practice Behaviors	19
<b>COURSE CURRICULUM</b>	35
BSW Check-sheet	36
BSW Program Map	39
Required Courses and Electives	39
<b>COURSE DESCRIPTIONS</b>	
Major Courses	41
Electives	43
<b>ACCREDITATION</b>	46
<b>ADMISSION AND RETENTION POLICIES</b>	46
New Freshmen	47
Application Process	48
<b>CHANGE OF MAJOR AND TRANSFERS</b>	
Change of Major	49
Transfer from Community College	49
Transfer from Another Social Work Program	49
<b>TITLE IV-E PROGRAM</b>	
Eligibility Criteria	50
Title IV-E Application Process	51
Requirements	51
<b>ACADEMIC ADVISEMENT</b>	
Academic Check-Sheet	52
About Full-Time Employment	52
Graduation Requirements	53
Academic Integrity	53
<b>PROGRAM TERMINATION</b>	54
<b>COUNSELING OUT</b>	55
Progressive Discipline	56
<b>GRIEVANCE PROCEDURE</b>	
Level I – Social Work Program	57
Level II – Department Chair	57

Level III – Dean of the College	59
Level IV – Provost	59
Level V – President	60
<b>LEVELS OF REVIEW FOR FACULTY</b>	61
<b>FIELD PRACTICUM</b>	
Placement Procedure	63
Required Volunteer Hours in the BSW Program	63
Application Process	64
Academic Clearance	64
Field Coordinator and Student Preparatory Meeting	66
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>	66
<b>CODE OF ETHICS</b>	67
Purpose	68
Ethical Principles	69
<b>APPENDICES</b>	
BSW Program Admission Application	72
Personal Data Form	76
Authorization for Release of Information	80
Consent Form	81
Academic Check-Sheet	82
Student Contract	85
What can you do with a Social Work Degree	86
Title IV-E Welfare Program	87
<i>Title IV-E Application</i>	88
<i>Title IV-E Student Agreement</i>	90
Staff Enrichment and Education Development (S.E.E.D.)	94
<i>S.E.E.D. Work Study Agreement</i>	95
<i>Request for Supplement for Degree Attainment</i>	100
<i>S.E.E.D. Program Semester Application</i>	102
Student Social Work Association (SSWA)	104
<i>SSWA Membership Application</i>	105
Phi Alpha Social Work Honor Society	106
<i>Phi Alpha Application</i>	107
Academic Probation Agreement Statement	108
<i>Academic Probation Agreement Form</i>	109
Grievance Cover Sheet	110
<i>Notice of Intent to File Grievance</i>	112
<i>BSW Grievance Form</i>	113
Non-Discrimination Policy Statement	117
Policy for Accommodating Persons with Disabilities	118
Sexual Harassment Policy	119
Drug and Alcohol Policy	120
Student Journal Listing	121
CSWE 2015 Educational Policy & Accreditation Standards [EPAS]	125
Helpful Telephone Numbers	138
Campus Map	139

## **UNIVERSITY ADMINISTRATION**

President of Albany State University:  
Provost/VP for Academic Affairs:  
VP for Student Affairs  
VP for Administration & Fiscal Affairs  
Chief Legal Affairs Officer  
Dean, College of Professional Studies

Ms. Marion Fedrick  
Dr. Rajeev Parikh  
Dr. Patrice Jackson  
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## **DEPARTMENT OF SOCIAL WORK ADMINISTRATION**

Chair, Department of Social Work:  
MSW Program Director:  
MSW Field Coordinator :  
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Dr. Barbara Nowak  
Dr. Barbara Nowak  
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It is the policy of Albany State University to assure that each member of the University Community be permitted to work or attend class in an environment free from any form of discrimination including that based on race, religion, age, disability, gender, marital status, national origin, veteran status, sexual orientation or political orientation, as prohibited by state and federal statutes. This shall include applicants for admission to the University as well as to employment. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors, masters and educational specialist degrees. Albany State University is also accredited by the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the Association of Collegiate Business Schools and Programs, the National League for Nursing, the Georgia Board of Nursing and the Council on Social Work Education. Individual colleges and departments also hold memberships in the regional and national professional organizations associated with their respective disciplines.

The Bachelor of Social Work (B.S.W.) program of the Department of Social Work is fully accredited by the Council on Social Work Education (C.S.W.E.). The Master of Social Work (M.S.W.) program entered Initial Accreditation status in February of 2014 from CSWE and remains in full accreditation status. Please contact the Social Work Department for further accreditation information.

***The BSW Student Manual is for informational purposes only and is not an official publication of Albany State University. For official rules, regulations, and degree requirements, please refer to the ASU Graduate Student Catalog.***

## PREFACE

Welcome to the Baccalaureate Social Work Program (BSW) at Albany State University! You have made an important decision in entering this program and we congratulate you on your decision. You are about to embark on an exciting and stimulating educational journey. Learning will begin with the information we have carefully prepared for you in this Handbook. The *Albany State University Undergraduate Catalog* will acquaint students with University policies and procedures, rules and regulations, and responsibilities and rights that will affect students during the junior and senior years of their professional education. All students are responsible for observing the policies and regulations governing Albany State University as published in the **Undergraduate Catalog**, the **BSW Student Manual**, the **BSW Field Manual**, and all other official publications of the University.

The *BSW Student Manual* is provided to new social work students (majors and pre-majors) at the BSW Student Orientation and is intended to be a working document. It is the result of the contribution of administrators, faculty, staff, advisory councils, field instructors, community stakeholders, and students. It is designed to help you understand the BSW program, its structure, and its curriculum, as well as the policies and procedures governing the Department of Social Work. While every reasonable effort has been made to ensure the accuracy of the handbook, students should recognize that certain policies and procedures may change, as conditions demand. Where policies are already under review, this has been noted. The social work curriculum must be followed because it must be completed in sequential order. It is imperative that students who are matriculating in the program use this Handbook to complete the program curriculum and follow the policies and procedures until their prescribed graduation date. You will find that social work will not only be an exciting profession, but a challenging one as well. Social Work is a profession that is concerned with the transactions between people and the institutions of societies that affect the ability of people to meet their responsibilities of activities of daily living, achieve their goals and minimize negative stress. The purposes of social work are (a) to help people solve their problems; (b) to develop their coping capacities and obtain needed resources; (c) to work to improve the operation of social institutions; and (d) to contribute to the development of social policies to more effectively meet the needs of people in various socio-economic, cultural and ethnic settings.

Professional social workers adopt certain common professional values that pervade all aspects of their helping activities and pledge to follow a Code of Ethics. Regardless of the setting and/or function of social workers they tend to view the person-and-situation (PAS) or person-in-environment (PIE) as the basic unit of attention and the enhancement of social functioning as the overriding purpose of practice. To become a professional social worker, one must earn a baccalaureate degree (BSW), a master's degree (MSW), and/or a doctoral degree (PhD) in Social Work.

Social work is unlike other professional disciplines. The experience you are embarking upon is very structured. The information provided in this student manual may help you understand why. Our goal in developing this manual is to:

1. provide a brief historical overview of the BSW program at Albany State University (ASU) as a means of connecting you with our roots;
2. educate you concerning the broader picture of social work education and the social work accreditation process as a way of developing your understanding of our program and curriculum;
3. orient you by presenting the structural components of the BSW program and some basic lines of authority and accountability; and
4. provide some useful information that will help you become a more informed consumer of your educational experience at ASU.

The BSW faculty is committed to continually improving upon *what* we do and *how* we do it, as well. It is our hope that you will join with us in the continuing process of critical study, change and refinement so that together we can strengthen the BSW program and educate effective social work professionals and leaders. We welcome you to the BSW program and look forward to helping you achieve your academic and professional goals over the next few years.

*The BSW Faculty and Staff*

## INTRODUCTION

The BSW Program is a part of the Department of Social Work, housed in the College of Arts and Humanities. It reflects the mission and goals of the University and the College of Arts and Humanities.

The Albany State University, BSW degree program is an employment-preparation and a professional education curriculum sequentially structured from a liberal arts generalist perspective with one course linked to another. The complete curriculum requires a minimum of 125 semester hours and can be completed within four years of study. Social Work majors may choose electives, which augment the social work foundation and focus more directly on a special population group and/or service needs. The Social Work Program is a major concentration offered primarily to students at the upper division level (juniors and seniors).

Bachelor level social work programs educate (1) individuals who have the desire to "help people," (2) individuals who want to become "service providers," and/or (3) individuals who want to continue their education at a higher level. The BSW program is designed for the undergraduate who wishes to major in social work and acquire the requisite professional skills, which prepares the generalist practitioner to serve diverse consumers in public, private and voluntary settings. Additionally, the BSW program meets the needs of students who want to continue their education at the MSW level, as well.

The program recognizes that Social Work students must learn to relate to diverse populations and develop cultural competency through their learning processes. It also has assumed a special obligation to increase social work students' understanding of life experiences, and to provide educational experiences, which enhance the interaction of students with institutions at all levels of the American society and the world. The Social Work Program's mission, program goals and objectives are interrelated. The objectives are the expectations for the BSW graduate, as outlined by the Council on Social Work Education (CSWE).

The Social Work program is dedicated to providing a quality, competency-based baccalaureate education program which prepares students to work effectively with and advocate for the underserved, at-risk and economically disadvantaged children, youth and adults, and to attract students in Southwest Georgia—many of whom are single heads of households and residents of communities that have a significant population of underserved individuals and families. In that most of our students are non-traditional heads of household, the program does schedule classes to meet the needs of the University consumers. The BSW program provides limited supervised practice experiences for juniors, and 540 hours of supervision for seniors to help students improve their social functioning in a culturally diverse, technologically complex and rapidly changing society and prepares them to assist clients/consumers who are served by the city, county, region, and state social welfare agencies in which they are placed. Students are also empowered to become more self-determining, accountable and responsible for their own actions.

Generalist social workers are change agents; they are problem-solvers who are empowered and prepared to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by (a) a broad body of knowledge derived from a liberal arts foundation; (b) a code of ethics; and (c) professional values. The focus is on the person in the environment.

The BSW Program shares a commitment with the professional social work values, including the creation of order and enhanced opportunities for people in an increasingly complex world. The Social Work profession charges practitioners with the ethical responsibility of promoting competent human functioning and fashioning a responsive and just society (Miley, O'Melia & DuBois, 1991).

The Bachelor of Social Work (BSW) curriculum, accredited 2003, and reaffirmed 2007 by the Council on Social Work Education (CSWE), is offered in the College of Arts and Humanities, in the Department of Social Work. The Program has four full-time faculty members, and two Title IV-E Coordinators. The BSW degree is awarded to students who have completed the prescribed curriculum in social work. The curriculum prepares students as generalist practitioners, thus preparing them for entry-level social work positions, as well as preparation for graduate school. Students are required to complete the core curriculum in sequential order, followed by a supervised field practicum.

### *History of Albany State University*

Albany State University, established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Joseph Winthrop Holley. The Institute provided religious and manual training for African Americans of Southwest Georgia. The mission was to train teachers to reach basic academic skills and to train in the trades and industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institute became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the College viewed as its primary purpose the training of elementary school teachers. In 1932, the Board of Regents was established, and the college became a part of the newly-established University System of Georgia.

In order to meet the changing needs of society, the mission of the College was expanded in 1943, and the College was granted four-year status and authorized to confer the bachelor's degree in elementary education and home economics. At this time, the College assumed the name Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies.

Beginning in 1954, secondary-level programs were developed for teacher preparation in science, health and physical education, business, music, mathematics and natural sciences. The College continued to experience growth and development and was authorized in 1961 to offer a four-year degree program in nursing.

Always striving to address the educational needs of the time, the graduate program, a cooperative effort with Georgia State University, was added to the curriculum in the fall of 1972. Under this program, master's degrees were offered in business education, mathematics education, elementary education, English education, health, and physical education. In the Spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

During the decade of the 1970s, the number of faculty earning the doctorate degree increased by more than fifty percent, and in September of 1981, the College began offering a graduate program designed and delivered solely by the faculty and staff of Albany State College. Master's degrees in business administration and education were offered. Since then, graduate degrees in social work, criminal justice, nursing and public administration degrees have been added.

Albany State College was granted university status in July of 1996, and the name of the institution was changed to Albany State University. During this period of impressive growth and development, the University has been guided by the following five presidents: Dr. Aaron Brown (1943-1954); Dr. William H. Dennis (1954-1965); Dr. Thomas Miller Jenkins (1965-1969); Dr. Charles L. Hayes (1969-1980); and Dr. Billy Black (1980-1996). Dr. Portia Holmes became the first female president in 1996. Her tenure was followed by the university's eighth and president, Dr. Everette J. Freeman, on September 7, 2005.

In November of 2015, the Georgia Board of Regents voted to continue their consolidation of the Georgia university system by consolidating Albany State University with Darton State College, a community college in Albany offering associate degrees and certificate programs. The consolidation was seen as a way to increase the educational attainment levels and success of students in the region. The consolidated institution retained the name of Albany State University, maintaining its commitment to serve the HBCU mission, while serving an increasingly diverse student population and community. Albany State University's Interim President, Dr. Arthur Dunning, was appointed to serve as the permanent President of the consolidated institution.

### *The Mission of Albany State University*

A new mission statement and guiding principles were unanimously approved by the Board of Regents of the University System of Georgia on March 9, 2016, following the consolidation of Albany State University and Darton State College. The new ASU mission statement and Guiding Principles are as follows:

*Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany as well as at strategically-placed branch sites and online. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on the historical roots of its institutional predecessors with its commitment to access and a strong liberal arts heritage that respects diversity in all its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for the citizens of southwest Georgia and beyond.*

### ***The Guiding Principles of Albany State University***

#### ***1. Aspire to Excellence***

*Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.*

#### ***2. Embrace Diversity***

*As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.*

#### ***3. Expand Access to Higher Education***

*As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.*

#### ***4. Elevate Historically Underserved Populations***

*Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.*

#### ***5. Promote Economic Development***

*As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and*

*enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.*

A leader in teacher education, nursing, criminal justice, business, public administration, social work, and the sciences, Albany State University provides a comprehensive educational experience with quality instruction as the hallmark of all its academic programs. The University embraces the concept of “student first” as a core institutional value. The University advocates the total development of students, especially the underserved, and provides a wholesome academic environment in which students can study, learn and develop through their interaction with fellow students, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

- a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- cultural, ethnic, racial and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic and global society;
- technology to advance educational purposes, including instructional technology, student support services and distance education; and
- collaborative relationships with other Georgia System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and collegeprepared student body, promotes high levels of student achievement, offers academic assistance, and provides developmental studies programs for a limited student cohort;
- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate levels, with selected Master’s and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University’s scope of influence; and

- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for under-served populations and is committed to the following distinctive purposes:

- providing quality educational experiences for under-served populations in the region, state and nation;
- promoting and preserving the historical and culturally distinctive traditions of Southwest Georgia, including those which define African American culture;
- offering of a comprehensive array of programs in health care services, community development, social services, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship; and
- graduating marketable students, not only through technologically advanced academic programs, but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences

An exemplary university, Albany State University is noted for its excellent curriculum, teaching, research and service. Committed to the educational, economic, cultural, physical and social development of the region and state in an increasingly technological society, the University welcomes the opportunity to expand its scope of leadership in the University System of Georgia. The following seven desired outcomes for student growth are implicit in the general mission statement of the University:

1. *social consciousness* which will enable one to assume responsibility, to think critically about moral, economic, cultural and political problems, and to contribute to the improvement of society by becoming a catalyst for change, thereby fostering the growth and development of the Southwest Georgia region, the state and the nation through teaching, research, creative expression and community service;
2. the *ability to communicate effectively*, orally, in writing and technologically;
3. an understanding of *the nature of one's physical and social environment*, thereby strengthening human relationships through research and community service;
4. an understanding and acceptance of the maturing *personal and professional self*;
5. an appreciation of one's own ethnic and cultural heritage, along with a more positive understanding and appreciation of the similarities and differences inherent in a *global, diverse and multi-cultural society*;
6. the ability to *analyze, synthesize, and evaluate ideas and data* using logic and quantitative reasoning, thereby identifying and responding to the needs of all of its consumers and stakeholders and improving the quality of life in Southwest Georgia; and

7. *attainment of marketable skills* and the ability to demonstrate them successfully for the purpose of obtaining and maintaining rewarding employment while improving the quality of life for the consumers of the services provided, thereby becoming outstanding contributors to society.

### ***The College of Professional Studies***

Within the context of its three-fold mission of teaching, research and service, the College of Professional Studies seeks to provide the general education background that enables all university students to acquire the written, oral, analytical, historical, cultural and scientific skills and knowledge requisite for their programs of study. In addition to teaching nearly all of the courses leading to the completion of the general education requirements of the University's Core Curriculum, the College of Professional Studies offers five programs in: (1.) Business Administration; (2.) Counseling and Educational Leadership; (3.) Criminal Justice; (4.) Social Work; and (5.) Army Reserve Officers' Training Program. The College of Professional Studies offers a program in Educational Specialist in Educational Leadership as well as the master's degree program in Business Administration, Educational Leadership, Public Administration and Social Work. The faculty of the College of Professional Studies are committed to the pursuit of research to advance knowledge in their respective disciplines and to the provision of services that respond to the needs and enhance the lives of the university's various constituents.

### ***The Department of Social Work***

The Department of Social Work is housed in the College of Professional Studies. Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social work in September of 1981. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Bachelor of Social Work (BSW) Program received accreditation status from CSWE in February of 2003 and is fully accredited through the 2022-2023 academic year when it will go through its next required self-study review.

The BSW program is offered at the upper division level and is a major concentration within Albany State University. It is planned for undergraduates who will become generalist social workers. Some will immediately engage in practice upon graduation, while many others will go on to attend a Master of Social Work (MSW) program. Further, the BSW program is designed to enhance the on-the-job experiences and skills of practitioners' through its strong theoretical and practice bases. Since the Fall semester of 2003, the BSW program has attracted over 40 students to actively participate in its Title IV-E program. Over 25 of its BSW students have acquired employment in the Georgia Department of Family and Children Services (DFACS). The number of students in the program continues to grow each year.

The University received approval from the Georgia Board of Regents (BOR) to develop a Master of Social Work program in March of 2008. The Georgia Department of Families and Children Services (DFACS) awarded a Curriculum Development Grant to the Social Work Department for the purpose of meeting the need for clinically-trained MSW's in Southwest Georgia. The program was developed and received the full approval of the Georgia BOR on May 27, 2010. On August 13, 2010, the MSW received approval from the Southern Association of Colleges and Schools (SACS), the accrediting body of all colleges and universities in the Southeastern United States. The Master of Social Work achieved Candidacy status in February of 2012 and was granted Initial Accreditation status in February of 2014. The next reaccreditation review of the MSW program will occur in the 2017 – 2018 academic year and then every eight years thereafter, in compliance with CSWE accreditation standards.

### **BSW Mission Statement**

The mission of the Bachelor of Social Work program is to advance social and economic justice by preparing students for competent, empowering generalist social work practice to individuals, families, groups, communities and organizations. The Baccalaureate Program, uniquely connected to Albany State University's mission, shares a common goal of preparing students to become outstanding social workers and, thereby, contributors to society through service to the underserved as well as commitment.

The mission of the BSW program is to prepare students from a generalist practice perspective to become knowledgeable and competent in the practice areas related to diverse populations who are oppressed, marginalized, and underserved in rural Southwest Georgia and catchment service area. This mission is in keeping with the Social Work profession's commitment to promote social justice, economic stability, and the enhancement of the quality of life for individuals, families, small groups, organizations, and communities within the surrounding areas of the City of Albany. The mission further prepares bachelor level social workers, specifically non-traditional heads of household, for entry-level positions, and/or admission into an accredited graduate program.

In that most of our students are non-traditional heads of household, the program adjusts its class hours to meet their needs.

### **The BSW Program Philosophy**

The philosophical base of the program is undergirded by the belief that people should live in a society that allows and promotes economic, political and social justice for all. The program's philosophy acknowledges and appreciates the uniqueness of each individual and respects the diversity of life experiences among people. This special focus gives students an appreciation of diversity and a greater awareness of who they are and how they fit into the global community. The program's philosophy recognizes the dynamic nature of all human systems and supports change at the micro (individual, family and small group), mezzo (family and small groups, including neighborhood groups), and macro (large

groups, the community and social policy) levels which enhance individual and social institutional functioning.

This philosophy incorporates the value of mutual aid and self-help in an interdependent world. As such, it recognizes the value of economic development as a critical component of a community's movement toward achieving economic justice, which must accompany social and political efforts. The Program recognizes that social work students must learn to relate to diverse population groups from all backgrounds (i.e., develop cultural competency). This program also has a special obligation to increase the social work students' understanding of the African American life experiences and to provide educational experiences that enhance the interaction of African American students with institutions at all levels of American society and the world.

The social systems theory is the conceptual framework for the program. It is used as the theoretical umbrella for the entire foundational curriculum. The program incorporates a dynamic assessment model using an ecological perspective in human behavior, a problem-solving approach to social work practice and research, and the application of the problem-solving method in the practicum experiences, especially during the senior field experience as well. The conceptual framework that undergirds the social work program, however, remains the systems perspective that is reflected in social welfare policy and services, human behavior and the social environment, social work practice, social work research, and the field practicum course syllabi, and course assignments and assessment.

### **Baccalaureate Social Work Program Goals**

The BSW program is aligned with CSWE core competencies and is designed to prepare students for responsible, professional generalist social work practice in entry-level positions as well as entry into a master level program. The goals of the program are to prepare social workers who will demonstrate:

#### **1. ETHICAL AND PROFESSIONAL BEHAVIOR**

With an understanding of the profession's historical development, ensure that BSW students, as representatives of the profession, its mission and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth. Ensure that BSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.

#### **2. DIVERSITY AND DIFFERENCE IN PRACTICE**

Ensure that BSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,

religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.

3. HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE

Ensure that BSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.

4. PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Ensure that BSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.

5. POLICY PRACTICE

Ensure that BSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its implementation at the federal, state, and local levels. Ensure that BSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change within those settings.

6. ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

7. ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.

8. INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that BSW students are able to identify, analyze, and implement theory-directed, evidenceinformed interventions to achieve client and constituency goals.

9. EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES

Ensure that BSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.

***The BSW Program’s Practice Competencies***

The BSW Program’s practice competencies are derived from the nine Social Work Competencies identified by the Council on Social Work Education that establish a shared view of competent professional social work practice. Thus, at the completion of the MSW Program, all students will be able to:

#	PROGRAM GOAL AREA	FOUNDATION PRACTICE COMPETENCIES
1	ETHICAL AND PROFESSIONAL BEHAVIOR	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context (1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication (1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes (1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior
2	DIVERSITY AND DIFFERENCE IN PRACTICE	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences (2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

3	HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	<p>(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice</p>
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4	PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	<p>(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research</p> <p>(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</p> <p>(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p>
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5	POLICY PRACTICE	<p>(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services</p> <p>(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services</p> <p>(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>
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6	ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	<p>(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>
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7	ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p> <p>(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>
8	INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	<p>(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p> <p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p> <p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed on goals</p>

9	EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	<p>(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes (9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>
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The BSW program further defines its measurable practice behaviors in the following way:

**DEFINITION OF MEASURABLE SOCIAL WORK PRACTICE BEHAVIORS**

**BSW PRACTICE COMPETENCIES**

#	Social Work Practice Competency Area	BSW Practice Competency	Definition of BSW Practice Competency <i>The Social Worker will:</i>
1	ETHICAL AND PROFESSIONAL BEHAVIOR	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	<ul style="list-style-type: none"> <li>• Recognize one’s feelings of ambiguity in resolving ethical conflicts and dilemmas</li> <li>• Refer to the relevant codes of ethics, laws and/or regulations when faced with an ethical dilemma</li> <li>• Apply principles of critical thinking to frameworks of ethical decision-making in practice, research and policy arenas</li> <li>• Articulate the thought process used to arrive at one’s decisions</li> <li>• Acknowledge faulty reasoning and take steps to correct it</li> <li>• Evaluate the impact of one’s ethical decision making and transfer that learning to new practice situations</li> </ul>
		(1b.) Demonstrate the ability to accurately use reflection and self regulation to manage personal values and maintain professionalism in practice situations	<ul style="list-style-type: none"> <li>• Regularly engage in the process of critical self appraisal of one’s personal values</li> <li>• Identify areas of strength as well as areas that require improvement</li> <li>• Recognize one’s personal biases and value system on interactions with clients</li> <li>• Refrain from imposing one’s personal value system on clients</li> <li>• Engage in the ongoing self assessment of one’s social work practice skills</li> <li>• Recognize ethical dilemmas involving conflicts between personal and professional values and address these in supervisory sessions</li> <li>• Modify any behaviors that impede professional relationships with clients</li> </ul>

		<p>(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication</p>	<ul style="list-style-type: none"> <li>• Demonstrate punctuality for all appointments with clients, colleagues and constituents</li> <li>• Comply with all scheduled practice hours</li> <li>• Complete assigned tasks within the designated time frame</li> <li>• Treat clients, supervisors, colleagues, staff and constituents with dignity and respect</li> <li>• Dress appropriately for agency standards</li> <li>• Clearly and concisely document all services provided to clients in a timely and professional manner</li> <li>• Refrain from using unprofessional, demeaning or derogatory language in all written and verbal communication</li> <li>• Utilize the professional relationship with clients for the sole purpose of enhancing the wellbeing of the client</li> <li>• Practice within the limits of one’s competence</li> <li>• Assume professional responsibilities compatible with the role of the generalist social worker</li> <li>• Collaborate effectively as a member of the multidisciplinary team</li> <li>• Display an attitude of willingness to assist colleagues</li> <li>• Demonstrate a willingness to take risks, leave one’s personal comfort zone, and engage in new experiences that will enhance one’s professional social work practice skills</li> <li>• Seek out the practice wisdom of seasoned practitioners within and outside of the agency</li> </ul>
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			<ul style="list-style-type: none"> <li>• Participate in in-service opportunities within and outside one's agency</li> <li>• As a career-long learner, attend professional training sessions and workshops that will enhance one's knowledge and skills in social work practice</li> <li>• Read and analyze journal articles relevant to one's practice setting</li> <li>• Formulate both short-term and long-term career goals and outline the steps required to achieve the goals</li> </ul>
		<p>(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes</p>	<ul style="list-style-type: none"> <li>• Act in an ethical manner to ensure professional competence, protect clients and uphold the values of the profession when providing electronic means of service</li> <li>• Take responsibility for becoming proficient in the technological skills and tools required for competent and ethical practice and for seeking appropriate training and consultation to stay current with emerging technologies used in social work</li> <li>• Abide by all federal, state, local and/or agency regulations of professional practice when utilizing telephone or other electronic means in the provision of services</li> <li>• Make every effort to verify correct client identity and contact information when using electronic means in the provision of services</li> <li>• Protect client privacy when using technology in one's practice, documenting all services and taking special safeguards to protect client information in the electronic record</li> </ul>

			<ul style="list-style-type: none"> <li>• Have knowledge of, and will adhere to, the security standards of applicable laws</li> </ul>
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			<p>such as the Health Insurance Portability and Accountability Act (HIPAA) and other laws when performing services electronically, including such issues as electronic transactions, patient rights and allowable disclosure to third party payers and others, data protection, firewalls, password protection, audit trails, etc.</p> <ul style="list-style-type: none"> <li>• Keep informed about technologies that will advance quality program operations and service delivery</li> </ul>
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		(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	<ul style="list-style-type: none"> <li>• Develop a timely working <i>Field Learning Contract</i> for each semester in the field practicum</li> <li>• Establish a clear work schedule and adhere to it</li> <li>• Regularly attend all supervisory sessions</li> <li>• Actively participate in establishing the agenda for each supervisory session</li> <li>• Prepare for all supervisory sessions by organizing one's presentations and formulating pertinent questions</li> <li>• Identify specific clients, issues, or situations that create personal discomfort to discuss in supervisory sessions</li> <li>• Engage in a respectful and professional relationship with one's supervisor</li> <li>• Demonstrate enthusiasm for learning and mastering the social work competencies for practice at the generalist level</li> </ul>
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			<ul style="list-style-type: none"> <li>• Develop an awareness of one’s personal learning style and preferences</li> <li>• Seek consultation and support from one’s supervisor, colleagues and/or</li> </ul>
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			<p>peers regarding ethical dilemmas</p> <ul style="list-style-type: none"> <li>• Seek and act on corrective feedback on one’s practice skills and self-awareness from one’s supervisor</li> <li>• Act promptly to resolve identified conflicts or problems in one’s professional judgment and /or professional behavior</li> </ul>
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2	DIVERSITY AND DIFFERENCE IN PRACTICE	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<ul style="list-style-type: none"> <li>• Identify the interactional effects of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, etc., in the lives of clients</li> </ul>
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		(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of one’s own cultural heritage and how it might impact interactions with clients from diverse backgrounds</li> <li>• Show a willingness to discuss one’s cultural differences with clients</li> <li>• Identify and discuss the strengths found in the client’s diverse background</li> <li>• Strive to develop culturally sensitive insights into problems faced by clients from diverse backgrounds through their own self reports</li> <li>• Recognize and articulate the impact of culture upon problem definition and the help-seeking behaviors of clients, actively seeking their input on needs, challenges, and goals</li> </ul>
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			<ul style="list-style-type: none"> <li>• Seek feedback on the impact of social and institutional oppression on the client's functioning</li> <li>• Attend activities that are meaningful to the clients served by one's agency (e.g., cultural presentations,</li> </ul>
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			religious/spiritual ceremonies, etc.)
		(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<ul style="list-style-type: none"> <li>• Monitor ways in which one's own position in society (as evidenced by such variables as race, class, gender, ethnicity, sexual orientation, national origin, etc.) impacts one's professional work with various diverse groups</li> <li>• Identify and discuss personal biases and value conflicts with one's supervisor</li> <li>• Critically examine how fears, ignorance and elements of oppression (e.g., racism, classism, sexism, ethnocentrism, heterosexism, etc.) influence one's attitude, beliefs, and feelings in practice situations</li> <li>• Actively engage in selfmonitoring one's own practice for evidence of elements of oppression in regard to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, etc.</li> <li>• Commit to an ongoing, career-long process of striving toward cultural competence</li> </ul>

3	HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<ul style="list-style-type: none"> <li>• Use one’s power and authority in a manner consistent with social work values</li> <li>• Consider the impact of economic, political and/or social forces when assessing client problems</li> <li>• Demonstrate a commitment and persistence to serving all clients, even when faced with clients who are experiencing complex and/or multiple problems</li> </ul>
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			<ul style="list-style-type: none"> <li>• Demonstrate a working knowledge of agencies and programs dedicated to the service of oppressed populations (e.g., domestic violence shelters, GLBT resource centers, programs for individuals with disabilities, Legal Aid, etc.)</li> </ul>
		(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	<ul style="list-style-type: none"> <li>• Bring to the attention of one’s supervisor those agency policies that intentionally or unintentionally limit access to services for specific groups of clients and propose just changes</li> <li>• Advance the needs of client populations who are unable to speak for themselves in public forums</li> <li>• Maintain active membership in professional organizations that promote human rights and social, economic and environmental justice</li> <li>• Take actions to effect system level changes that ensure the rights of all clients to needed resources and services</li> </ul>

4	PRACTICEINFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	<ul style="list-style-type: none"> <li>Utilize practice experience to formulate pertinent research questions</li> <li>Actively seek information regarding interventionrelated questions in the professional literature (e.g., peer-reviewed social work and related journals, best practice protocols, etc.)</li> </ul>
		(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<ul style="list-style-type: none"> <li>Critically examine the effects and relevance of specific practice interventions with diverse populations</li> <li>Design a systematic method for collecting, critically analyzing and using qualitative and quantitative research to answer questions about projects, policies and programs as it relates to their effectiveness and efficiency.</li> </ul>

		(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	<ul style="list-style-type: none"> <li>Demonstrate the ability to incorporate research evidence in practice with individuals, families, groups, communities and organizations</li> <li>Demonstrate the ability to apply research findings to create or enhance social, economic and environmental policies that enhance client wellbeing</li> <li>Demonstrate the ability to incorporate research findings to enhance service delivery systems</li> </ul>
5	POLICY PRACTICE	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	<ul style="list-style-type: none"> <li>Conduct focus group interviews with clients to gain an in-depth understanding of the impact of a particular federal, state or local policy on client wellbeing</li> </ul>

		(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	<ul style="list-style-type: none"> <li>Analyze changes in a social policy that impacts the agency's target population</li> <li>Identify both the intended and unintended consequences of social and economic policies that impact client wellbeing</li> <li>Identify policies that impede client access to services and/or service delivery</li> </ul>
		(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<ul style="list-style-type: none"> <li>Anticipate the development of barriers to service delivery (e.g., budget cuts, negative publicity regarding the agency's client population, etc.) as a result of a policy change and propose strategies to prevent disruption of services</li> <li>Communicate with policymakers at the local, state, and/or federal levels explicating the negative impact of a specific policy on clients and proposing changes that promote client wellbeing</li> <li>Participate in an agency task force to develop or improve</li> </ul>

			<p>a particular agency policy that furthers client wellbeing</p> <ul style="list-style-type: none"> <li>Organize a multi-agency meeting regarding a problematic policy issue within the community</li> </ul>
6	ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<ul style="list-style-type: none"> <li>Demonstrate the ability to apply concepts and knowledge of human growth and development in order to accurately engage the client</li> <li>Demonstrate the ability to apply theoretical frameworks to engage with clients from diverse backgrounds</li> </ul>

		<p>(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the skill of beginning where the client is at in the change process</li> <li>• Demonstrate an attitude of dignity and respect toward all clients and constituencies, particularly those from diverse backgrounds</li> <li>• Demonstrate the ability to accurately grasp the circumstances, perspective, and feelings of clients, particularly those from diverse backgrounds</li> <li>• Demonstrate the ability to respond accurately to the verbal and nonverbal communication of clients and constituencies from diverse backgrounds</li> <li>• Use communication responses to effectively convey an understanding of the client's and constituency's thoughts, attitudes, feelings and behaviors</li> <li>• Convey acceptance of clients and constituencies through verbal and nonverbal responses</li> <li>• Demonstrate proficiency in observing and interpreting client and constituency nonverbal behavior (e.g., eye contact, posture, tone of voice, affect, appearance, speech patterns, etc.)</li> </ul>
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7	<p>ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES</p>	<p>(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of assessment as a complex process</li> <li>• Demonstrate the ability to collect the data required for the assessment process</li> <li>• Demonstrate the ability to gather data on client strengths, needs, and challenges</li> <li>• Demonstrate the ability to identify family and community protective factors</li> </ul>
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			<ul style="list-style-type: none"> <li>• Demonstrate the ability to gather data on strengths, resources and gaps in the environment in order to determine goodness-of-fit between the client and the environment</li> <li>• Demonstrate the ability to assess the clarity of roles and boundaries in the client system</li> <li>• Demonstrate proficiency in interviewing clients, family members, relevant professionals, etc., to gain multiple perspectives of the strengths and challenges</li> <li>• In supervision and in case staffings, demonstrate the ability to present relevant information in a clear and concise manner</li> </ul>
		(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<ul style="list-style-type: none"> <li>• Demonstrate the ability to apply concepts and knowledge of human growth and development to accurately assess clients</li> <li>• Demonstrate the ability to organize collected data into a complete and accurate Bio-Psycho-Social-Spiritual assessment that incorporates the understanding of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks</li> </ul>

		(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<ul style="list-style-type: none"> <li>• Demonstrate the ability to clearly define with clients the presenting problems, goals, objectives, tasks and target dates</li> <li>• Demonstrate the skill of engaging clients in the identification of desired goals and objectives based on client and constituency strengths, needs and challenges</li> </ul>
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		(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<ul style="list-style-type: none"> <li>• Demonstrate the ability to review appropriate intervention methods based upon the thorough assessment of the assessment data</li> <li>• Demonstrate the ability to research empirically based and culturally sensitive best practices that address identified client needs</li> <li>• Demonstrate the ability to review appropriate intervention strategies based on the stated values and preferences of clients and constituencies</li> </ul>
8	INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<ul style="list-style-type: none"> <li>• Review scholarly publications in order to select interventions with demonstrated efficacy for clients</li> </ul> <p>Demonstrate the ability to partner with clients to choose and implement interventions that are most likely to achieve the measurable objectives</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to choose and develop interventions that enhance the capacities of clients and constituents</li> </ul>
		(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<ul style="list-style-type: none"> <li>• Demonstrate the ability to apply concepts and knowledge of human growth and development in order to accurately intervene with clients</li> <li>• Demonstrate the ability to apply theoretical frameworks</li> </ul>
			<p>to intervention with clients from diverse backgrounds</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to conceptualize the multiple levels of an existing problem (e.g., individual, family, organization, community) and intervene at all appropriate levels</li> </ul>

		<p>(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to utilize collaborative relationships formed with other providers to achieve beneficial practice outcomes for clients</li> </ul>
		<p>(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the parameters of service delivery (e.g., target populations, eligibility requirements, etc.)</li> <li>• Understand the fit between services provided and broader organizational goals</li> <li>• Accurately identify clients who are not appropriate for services and act as a broker for securing appropriate resources elsewhere</li> <li>• Network with community resources to address identified problems</li> <li>• Demonstrate knowledge of community resources and make referrals when appropriate</li> <li>• Demonstrate the ability to negotiate behavioral contracts with clients</li> <li>• Demonstrate the ability to assist clients in resolving disputes with other systems (e.g., DFCS, Social Security Administration, Veteran’s Affairs, etc.)</li> </ul>
		<p>(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to develop case plans with clients that have realistic and clearly-stated time frames for the achievement of measurable objectives</li> <li>• Demonstrate the ability to clearly explain the parameters of time-limited</li> </ul>
			<p>services to clients during initial contacts</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to actively plan for the termination process with clients, anticipating common client responses</li> </ul>

			<ul style="list-style-type: none"> <li>• In supervision, demonstrate the ability to process one's own emotions concerning termination with clients</li> <li>• Demonstrate the ability to consolidate the progress made through the interventions</li> <li>• Demonstrate the ability to assist clients in developing maintenance strategies following termination</li> <li>• Demonstrate the ability to recognize the continuing needs of clients and make referrals, as appropriate</li> <li>• Demonstrate the ability to transition clients to new providers in the event of an unplanned or premature termination from services</li> </ul>
9	EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	<ul style="list-style-type: none"> <li>• Continuously monitor progress toward completion of measurable objectives</li> <li>• Implement single subject designs with clients and evaluate the effectiveness of interventions</li> <li>• Use the principles of validity, reliability and generalizability to select appropriate measures for client outcomes</li> <li>• Demonstrate the ability to select and use appropriate qualitative and quantitative methods for evaluating the outcomes of practice</li> <li>• Demonstrate the ability to select and use appropriate qualitative and quantitative methods for evaluating the effectiveness of a program</li> </ul>
		(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-	<ul style="list-style-type: none"> <li>• Demonstrate the ability to apply concepts and knowledge of human growth and development in order to</li> </ul>

		<p>environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p>	<ul style="list-style-type: none"> <li>• accurately evaluate practice and service delivery Demonstrate the ability to apply theoretical frameworks to the evaluation of practice and program outcomes</li> </ul>
		<p>(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to analyze quantitative data in the evaluation of practice (e.g., constructing categories, logical analysis, hypotheses proposal, data validation, etc.)</li> <li>• Demonstrate the ability to analyze qualitative data in the evaluation of practice (e.g., descriptive statistics, inferential statistics, etc.)</li> <li>• Demonstrate the ability to critically analyze, monitor and evaluate program processes and outcomes via formative and summative program evaluations</li> <li>• Demonstrate the ability to critically analyze, monitor and evaluate interventions via exploratory designs that establish baselines and causal relationships with intervention methods (e.g., AB Design, ABC Design, ABAB Design, etc.)</li> </ul>
		<p>(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to critically examine evaluation findings to improve practice effectiveness with individuals, families and groups</li> <li>• Use clinical evaluations of process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual issues</li> <li>• Demonstrate the ability to critically examine evaluation findings to improve practice and program effectiveness within organizations</li> <li>• Demonstrate the ability to critically examine evaluation findings to improve practice</li> </ul>

			and program effectiveness within communities
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### **COURSE CURRICULUM**

Students in the Social Work Program must complete courses in sequential order. It is not difficult to complete the Bachelor of Social Work degree in a four-year period if students will see their advisor every semester and follow the curriculum as seen on the next page. Every student in the program must complete three social work electives. Electives can be taken either during the last semester with Practice III or one elective each semester, with the assistance of the advisor to make sure that students are on track and/or in sequential order.

The first form is an evaluation form to assist students in maintaining a record of their grades each semester. Students must indicate on the bottom line the date he/she has been accepted in the program. A student must receive a Letter of Admission from the Chair of the Department before being formally admitted to the Social Work Program.

**ALBANY STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
 504 College Drive  
 Albany, Georgia 31705  
**B.S.W.CHECK SHEET**

**124 CREDITS FOR GRADUATION**

**2.50 GPA REQUIRED FOR GRADUATION**

**NAME:** \_\_\_\_\_ **ADVISOR:** \_\_\_\_\_  
**ADDRESS:** \_\_\_\_\_ **RAM ID:** \_\_\_\_\_  
**PHONES: (H)** \_\_\_\_\_ **(C)** \_\_\_\_\_ **DATE ADMITTED** \_\_\_\_\_

<b>AREA A1: ESSENTIAL SKILLS (6 Hours)</b>		<b>Grd</b>	<b>Hr</b>	<b>AREA D: SCIENCE, MATH, TECH. (10-11 HOURS)</b>		<b>Grd</b>	<b>Hr</b>
ENGL 1101	English Composition I or		3	<i>Non-STEM Majors must take ONE science course in Area D. The additional TWO courses can be either Math or Science.</i>			
ENGL 1101H	English Composition I Honors		3	BIOL 1110K*	Intro to Environmental Biology		4
ENGL 1102	English Composition II or		3	BIOL 1111K*	Intro to Biological Science I		4
ENGL 1102H	English Composition II Honors		3	BIOL 1112K**	Intro to Biological Science II		4
<b>AREA A2: SELECT ONE (3 Hours)</b>				BIOL 2107K*	Principles of Biology I		4
MATH 1001	Quantitative Reasoning		3	BIOL 2108K**	Principles of Biology II		4
MATH 1111	College Algebra		3	CHEM 1151K*	Survey of Chemistry I		4
MATH 1112	College Trigonometry		3	CHEM 152K**	Survey of Chemistry II		4
MATH 1113	Pre-Calculus		3	CHEM 1211K*	Principles of Chemistry I		4
MATH 1211	Calculus I		4	CHEM1212K**	Principles of Chemistry II		4
<b>AREA B: INSTITUTIONAL OPTIONS (5 Hours)</b>				PHSC1011K*	Physical Science I		4
COMM 1000	Cultural Diversity in Communication		2	PHSC1012K**	Physical Science II		4
HIST 1002	Intro. To African Diaspora (S)		2	PHYS1111K*	Introductory Physics I		4
POLS 1105	Current World Problems		2	PHYS1112K**	Introductory Physics II		4
<b>SELECT ONE BELOW</b>				PHYS2211K	Principles of Physics I		4
COMM 1100	Human Communication		3	PHYS2212K**	Principles of Physics II		4
COMM 1110	Public Speaking		3	*Cannot use the following combinations for completion of Area D: BIOL 1110 and BIOL 1111; BIOL 2107, BIOL 1110, or BIOL 1111; CHEM 1151 and CHEM 1211; PHSC 1011 and PHYS 1111 or PHYS 2221; PHSC 1012 and CHEM 1151 or CHEM 1211			
<b>AREA C1: HUMANITIES/FINE ARTS (Select ONE below) 6 Hrs.</b>				**Requires completion of first course in sequence.			
ENGL 2111	World Literature I or		3	<b>NON-STEM MAJORS MAY SELECT TWO BELOW IN SEQUENCE</b>			
HONR 2111H	World Literature I Honors		3	<i>The Social Work program requires MATH 2411 be counted in Area F</i>			
ENGL 2112	World Literature II or		3	CSCI 1300	Intro to Computer Science		3
ENGL 2112H	World Literature II Honors		3	MATH 1113	Pre-Calculus		3
ENGL 2121	British Literature I		3	MATH 1211	Calculus I		4
ENGL 2122	British Literature II		3	MATH 1211	Calculus II		4
ENGL 2131	American Literature I		3	MATH 2213	Calculus III		4
ENGL 2132	American Literature II		3	MATH 2411	Introduction to Statistics*		3
ENGL 2141	African American Literature I		3	<b>AREA E: SOCIAL SCIENCES (12 HOURS)</b>			
ENGL 2142	African American Literature II		3	POLS 1101	American Government*		3
<b>AREA C2: HUMANITIES/FINE ARTS (Select ONE below)</b>				<b>SELECT ONE BELOW</b>			
ARTS 1100	Art Appreciation		3	HIST 1111	Survey of World History 1		3
FREN 1001	Elementary French I		3				
FREN 1002	Elementary French II		3				

FREN 2001	Intermediate French I		3	HIST 1112	Survey of World History II		3
FREN 2002	Intermediate French II		3	HIST 2111	Survey of U.S. History I		3
LATN 1001	Elementary Latin I		3	HIST 2112	Survey of U.S. History II		3
LATN 1002	Elementary Latin II		3				

				<b>SELECT TWO BELOW</b>			
LATN 2001	Intermediate Latin I		3	ANTH 1102	Introduction to Anthropology		3
LATN 2002	Intermediate Latin II		3	<b>ECON 2105</b>	<b>Principles of Macroeconomics</b>		<b>3</b>
MUSC 1100	Music Appreciation		3	GEOG 1101	Intro to Human Geography		3
JAPN 1001	Elementary Japanese I		3	HIST 1111	Survey of World History I		3
JAPN 1002	Elementary Japanese II		3	HIST 1112	Survey of World History II		3
JAPN 2001	Intermediate Japanese I		3	HIST 2111	Survey of U.S. History I		3
JAPN 2002	Intermediate Japanese II		3	HIST 2112	Survey of U.S. History II		3
SPAN 1001	Elementary Spanish I		3	<b>HIST 2113</b>	<b>Minorities in America</b>		<b>3</b>
SPAN 1002	Elementary Spanish II		3	POLS 2101	Introduction to Political Science		3
SPAN 2001	Intermediate Spanish I		3	PSYC 1101	General Psychology*		3
SPAN 2002	Intermediate Spanish II		3	SOCI 1101	Introduction to Sociology*		3
THEA 1100	Theatre Appreciation		3	<i>The BSW program requires PSYC 1001 &amp; SOCI 1101 to be counted in Area F</i>			

	<b>Grd</b>	<b>Hr</b>	<b>AREA G3: MAJOR ELECTIVES (SELECT 9 –12 HOURS)</b>				
<b>ABOVE THE CORE (3 Hours)</b>			<b>GRADE OF "C" OR BETTER</b>				

ASU 1101	FYE Pathways to Success		1	SOWK 3210	Social Work Econ: Global Outcomes		3
<i>HE/HL/PE/PH</i>	<i>Health &amp; Wellness Requirement</i>		1	SOWK 3275	Forensic Interviewing		3
<i>HE/HL/PE/PH</i>	<i>Health &amp; Wellness Requirement</i>		1	SOWK 3291	Family & Child Welfare		3

<b>AREA F: PROGRAM-RELATED COURSES (18 Hours)</b>				<b>GRADE OF "C" OR BETTER REQUIRED</b>			
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SOCI 1101	Introduction to Sociology*		3	SOWK 3350	Social Gerontology		3
SOCI 2601	Urban Social Problems		3	SOWK 3353	Counseling the Aged		3
PSYC 1101	General Psychology*		3	SOWK 3383	Social Work with Families		3
MATH 2411	Introduction to Statistics*		3	SOWK 3384	Social Work and the Law		3
SOWK 1385	Careers in Social Work		3	SOWK 3385	Social Work with Children		3
SOWK 2412	Introduction to Social Work		3	SOWK 3391	Issued in International Social Work		3

<b>AREA G1: MAJOR REQUIRED COURSES (15 HOURS)</b>				<b>GRADE OF "C" OR BETTER REQUIRED</b>			
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SOWK 2310	Self-Awareness		3	SOWK 4293	Social Work in Health Care		3
SOWK 3300	Found. Values/Ethics in S.W.		3	SOWK 4310	Global Research		3
SOWK 3381	Human Behavior/Soc. Env. I		3	SOWK 4424	School Social Work Services		3
SOWK 3382	Human Behavior/Soc. Env. II		3	SOWK 4435	Death and Dying		3
SOWK 3443	Interviewing and Recording		3	SOWK 4450	Special Topics		3
				SOWK 4460	International Social Work Policy		3
				SOWK 4494	Social Work & Chemical Dependency		3

<b>AREA G2: REQUIRED MAJOR COURSES (36 HOURS)</b>				<b>GRADE OF "B" OR BETTER REQUIRED</b>			
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				SOWK 4495	Human Sexuality		3
				SOWK 4496	HIV/AIDS: Global Impact		3

SOWK 2211	Social Welfare Policy & Services I		3		<b>CPC REQUIREMENTS</b>		
SOWK 3211	Social Welfare Policy & Services II		3	<b>SATISFIED</b>	<b>YES ( ) NO ( )</b>		
SOWK 3441	Social Work Practice I		3				
SOWK 3442	Social Work Practice II		3		<b>ACAT EXAM</b>		
SOWK 3444	Research I: Research Methods		3	<b>DATES</b>	<b>INDICATE PASS OR FAILED</b>		
SOWK 4306	Research II: Measurements in S.W.		3	1.			
SOWK 4441	Social Work Practice III		3	2.			
SOWK 4470	Field Integrative Seminar		3	3.			
SOWK 4472	Field Practicum		12	4.			
<p><b>*Courses in "Area D: Science, Math, Tech" and "Area E: Social Sciences" cannot be counted again in "Area F: Program-Related Courses"</b></p>							

## BSW PROGRAM MAP

### Department of Social Work

Bachelor of Social Work (123 Credit Hours)

Name \_\_\_\_\_

RAM ID \_\_\_\_\_

Advisor \_\_\_\_\_

Phone \_\_\_\_\_

**Note to Students:** *By my signature, I agree that it is my responsibility to ensure that courses outlined in Areas A through G on this BSW Program Map are successfully completed prior to graduation. I agree to review this BSW Program Map against my Banner transcripts each semester to ensure I am completing all courses required for graduation in a timely manner.*

Fall 1			Area	Hrs	Grade	Spring 1			Area	Hrs	Grade
ENGL	1101	English Composition I	A1	3		ENGL	1102	English Composition II	A1	3	
<b>MATH</b>	<b>1001</b>	<b>Quantitative Reasoning</b>	<b>A2</b>	<b>3</b>		BIOL	1111 K	Intro Biological Science I	D1	4	
SOCI	1101	Intro to Sociology	F	3		POLS	1101	American Government	E1	3	
SOWK	1385	Careers in Social Work	F	3		CSCI	1300	Intro to Computer Science	D2	3	
		<i>Institutional Options Course</i>	B1	2		COMM	1110	Public Speaking	B2	3	
ASU	1101	FYE Pathways to Success	AC	1							
<b>Total</b>				<b>15</b>		<b>Total</b>				<b>16</b>	
Fall 2			Area	Hrs	Grade	Spring 2			Area	Hrs	Grade
ENGL	2111	World Literature I	C1	3		PSYC	1101	General Psychology	E3	3	
MATH	2411	<i>Course in Science/Math/Tech</i>	D1/2	3				<i>Humanities Option Course</i>	C2	3	
SOCI	1160	Intro to Social Problems	F	3		HIST	1111	Survey of World History I	E2	3	
SOWK	2412	Intro to Social Work	F	3		ECON	2105	Principles Macroeconomics	E3	3	
		<i>Health/Wellness Option Course</i>	AC	1		SOWK	2310	Self-Awareness	F	3	
						HE/PE		<i>Health/Wellness Option Course</i>	AC	1	
<b>Total</b>				<b>13</b>		<b>Total</b>				<b>16</b>	
Fall 3 (Quadrant 1)			Area	Hrs	Grade	Spring 3 (Quadrant 2)			Area	Hrs	Grade
SOWK	3300	Found. Values & Ethics	F	3		SOWK	3211	Social Policy/Services II*	G2	3	
SOWK	3443	Interviewing/Recording	G1	3		SOWK	3382	Human Behavior/Env. II	G1	3	
SOWK	2211	Social Policy I	G1	3		SOWK	3444	Social Research I*	G2	3	
SOWK	3381	Human Behavior/Env. I	G1	3		SOWK	3442	Social Work Practice II*	G2	3	
SOWK	3441	Social Work Practice I*	G2	3		SOWK		<i>Social Work Elective Course</i>	G3	3	
<b>Total</b>				<b>15</b>		<b>Total</b>				<b>15</b>	
Fall 4 (Quadrant 3)			Area	Hrs	Grade	Spring 4 (Quadrant 4)			Area	Hrs	Grade
SOWK	4306	Social Research II*	G2	3		SOWK	4470	Field Integrative Seminar*	G2	3	
SOWK	4441	Social Work Practice III*	G2	3		SOWK	4472	Field Instruction*	G2	12	
SOWK		<i>Social Work Elective Course</i>	G3	3							
SOWK		<i>Social Work Elective Course</i>	G3	3							
SOWK		<i>Social Work Elective Course</i>	G3	3							
<b>Total</b>				<b>15</b>		<b>Total</b>				<b>15</b>	

*\*The Student is required to earn a grade of "B" or higher in this course.*

\_\_\_\_\_  
[Student Signature]

\_\_\_\_\_  
[Date]

## REQUIRED MAJOR BSW COURSES

SOWK 3300	Foundational Values and Ethics in Social Work
SOWK 3381	Human Behavior I: Theory
SOWK 3382	Human Behavior II: Across the Life Cycle
SOWK 2412	Introduction to Social Work
SOWK 2211	Policy I
SOWK 3211	Policy II
SOWK 2310	Self-Awareness
SOWK 3441	Practice I: Individuals, Families
SOWK 3442	Practice II: Groups
SOWK 4441	Practice III: Communities and Organizations
SOWK 3443	Interviewing and Recording
SOWK 3444	Research I: Methods
SOWK 4306	Research II: Measurements in Social Work Practice
SOWK 4470	Integrative Field Seminar
SOWK 4472	Field Experience

## ELECTIVE COURSES (Select 3)

SOWK 3210	Social Work Econ: Global Outcomes
SOWK 3262	Poverty and Welfare
SOWK 3275	Forensic Interviewing
SOWK 3291	Family & Child Welfare Services*
SOWK 3350	Social Gerontology
SOWK 3353	Counseling the Aged
SOWK 3383	Social Work with Families*
SOWK 3384	Children and the Law
SOWK 3385	Social Work with Children
SOWK 3391	Issues in International Social Work
SOWK 3400	Mental Health Services
SOWK 4292	Service Delivery System and the Aged
SOWK 4293	Social Work with Health care
SOWK 4310	Global Research
SOWK 4423	School Social Work Practice
SOWK 4424	School Social Work Services
SOWK 4435	Death and Dying
SOWK 4450	<b>Selected Topic in Social Work (1 to 3 hours)</b>
SOWK 4494	Social Work and Chemical dependency
SOWK 4495	Human Sexuality
SOWK 4496:	HIV/AIDS: Global Impact

\*Courses specifically identified for Title IV-E students

## **SOCIAL WORK COURSE DESCRIPTIONS**

**SOWK 1385: Careers in Social Work (Cr. 3).** This course focuses on the various roles and functions social workers perform and highlights the dynamism and vitality of the social work profession. It offers practical information about jobs available in specific areas. The course will cover the spectrum of social work roles and functions, the nature of social work practice, and best career opportunities for the future. Inter-disciplinary relationships, technology, and the unique qualities of social work are all highlighted. Course Prerequisites: None.

**SOWK 2211: Policy I (Cr. 3).** This an introductory course, the first of a two-course sequence, to social welfare policies and programs. This course is designed to provide a foundation for the BSW program and enhance the student's comprehension of the historical context of social policies which undergird the delivery of social welfare services. Course Prerequisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness. Course Co-Requisites: SOWK 23382: HBSE II; SOWK 3442: Practice II; SOWK 3444: Research I.

**SOWK 2310: Self-Awareness (Cr. 3).** This course is designed to address self-awareness and effective learning that is necessary to become an effective professional social work practitioner. Further, it is designed to enhance students' development of self and the use of self to empower others in social work practice. Students will examine their identity, interpersonal relationship skills, problem solving skills, styles of communication, and value system. It is a laboratory group experience designed to help social work students gain awareness and understanding of self as a helping person. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interview & Recording; SOWK 3441: Practice I.

**SOWK 2412: Introduction to Social Work (Cr. 3).** This is the second introductory course to the field of social welfare and the social work profession. It is a survey of programs and services developed as a response to human needs, from both an historical and political perspective. The course provides a foundation for the BSW Program and helps student comprehend the *NASW Code of Ethics* and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, *Statement of Principles*. This course explores a wide range of human problems, intervention strategies and professional practice choices from a generalist perspective. This course also focuses on the problem solving process for people who are oppressed, marginalized, and/or underserved. Sixty hours of approved volunteer work must be completed in this course. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness.

**SOWK 3211: Policy II (Cr. 3).** This is the second in a two-course policy sequence. The course focuses on the policy formulation process and evaluates its components. The interactions and relationships between and among the pluralistic social, political and economic systems and subsystems in society are analyzed. Particular attention is given to the marginalized, oppressed, and underserved populations of Southwest Georgia. Course Prerequisites: SOWK 3381: HBSE I; SOWK 2412: Intro to SW; SOWK 3443: Interview & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4441: Practice III; SOWK 4306: Research II.

**SOWK 3300: Foundational Values and Ethics in Social Work (Cr. 3).** This required social work course focuses on the values and ethics inherent in the social work profession. The course focuses on discovering and practicing the foundational knowledge and skills required to identify ethical issues, the skills needed to resolve ethical dilemmas, and the capacity to make decisions when confronted with conflicting duties and choices that occur within the context of professional social work at all levels of practice.

**SOWK 3381: Human Behavior I (Cr. 3).** This first course in the human behavior and social environment sequence is designed to orient students to theoretical content on the person-in-the-environment focus in social work practice. An ecological model with a lifespan approach is utilized to explore the periods from conception through late adulthood in order to understand individuals as they develop throughout the life cycle and have membership in families, groups, communities and organizations. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness (Co-Requisites for Social Work Majors only).

**SOWK 3382: Human Behavior II (Cr. 3).** This second course in the human behavior and the social environment sequence is designed to further expand the social work student's knowledge of theoretical content of the person-in-the-environment focus upon which social work practice is based. An ecological model utilizing the lifespan approach is offered as the organizing framework to understanding individuals as they develop and have membership in families, groups, communities and organizations. Course Prerequisites: SOWK 1385: Careers in Social Work; SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310 Self-Awareness. Course Co-Requisites: SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I.

**SOWK 3441: Practice I: Individuals and Families (Cr. 3).** This is the first of three practice courses in the core social work curriculum. It is an overview of generalist social work practice at the micro level of intervention. The course prepares students to engage individuals from a holistic view throughout the helping process. This includes the generalist practitioner's knowledge, values and skills in working with individuals. The course also incorporates the development of interviewing and active listening skills in order to assist students in providing competent services to individuals who are underserved, marginalized or oppressed. Sixty hours of volunteer work must be completed in this course. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing & Recording; SOWK 2310: Self-Awareness.

**SOWK 3442: Practice II: Groups (Cr. 3).** This is the second of three practice courses required in the core social work curriculum. This course provides an overview of social work generalist practice at the mezzo level of intervention. The student learns effective intervention tools to apply when working with groups. Students examine the use of groups in helping individuals solve problems and accomplish group goals. The classroom becomes a laboratory for students to practice and develop group social work skills. Students develop the knowledge and skills involved in group development, maintaining group dynamics, and group leadership. The course builds upon the generalist practice methods mastered in Social Work Practice I: Individuals and Families. The course prepares students to work with diverse populations who are oppressed, marginalized or underserved. Sixty hours of volunteer work must be completed in this course. Course Prerequisites: Liberal Arts Foundation Courses; SOWK 1385: Careers in SW; SOWK 3381: HBSE; SOWK 2412: Introduction to SW; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-awareness. Course Co-Requisites: SOWK 3382: HBSE; SOWK 2211: Policy I; SOWK 3444: Research I.

**SOWK 4441: Practice III: Communities and Organizations (Cr. 3).** This is the third of three practice courses in the core social work curriculum. The course focuses on the knowledge and skills necessary for competent practice at the macro level of social work. Students examine the structures, functions, processes and interventions at the community and organizational levels of practice. Students examine strategies for helping communities and organizations solve problems and accomplish its goals. The classroom becomes the laboratory to develop macro social work skills. Course Prerequisites: SOWK 1385: Careers in SW; SOWK 3381: HBSE I; SOWK 2412: Intro to SW; SOWK 3443: Interviewing & Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4306: Research II; SOWK 3211: Policy II.

**SOWK 3443: Interviewing and Recording (Cr. 3).** This course provides foundation knowledge and skills in interviewing and process recording for generalist social work practice. It is organized as an experiential laboratory to build competent interviewing and recording skills. The major emphasis of the course is on the development of strong verbal and written communication skills. Interviewing skills are critically analyzed for their appropriate application with populations who are diverse due to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, sex or sexual orientation. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work. Course Co-Requisites: SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3441: Practice I; SOWK 2310: Self-Awareness.

**SOWK 3444: Research I: Research Methods in Social Work (Cr. 3).** This is the first of two courses in the social work research sequence. This course focuses on the scientific methods of basic research, including definitions of problems, interventions, and outcomes in measurable terms. Formulation and testing of hypotheses are included in this course. Course Prerequisites: SOWK 1385: Careers in Social Work; SOWK 3381: HBSE I; SOWK 2412: Introduction to Social Work; SOWK 3443: Interviewing and Recording; SOWK 3441: Practice I; SOWK 2310: Self-Awareness. Course Co-Requisites: SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I.

**SOWK 4306: Research II: Measurement in Social Work Practice (Cr. 3).** This is the second of two courses in the social work research sequence. This course provides basic instruction in the use of conceptual and quantitative tools for the description and interpretation of data. Course Prerequisites: SOWK 1385: Careers in SW; SOWK 3381: HBSE I; SOWK 2412: Introduction to SW; SOWK 3441: Practice I; SOWK 2310: Self-Awareness; SOWK 3382: HBSE II; SOWK 3442: Practice II; SOWK 2211: Policy I; SOWK 3444: Research I. Course Co-Requisites: SOWK 4441: Practice III; SOWK 3211: Policy III.

**SOWK 4472: Integrative Field Seminar (Cr. 3).** This field seminar class is designed to provide the student with an opportunity to facilitate the systematic integration of the concepts, methods, policies, skills, and values involved in generalist social work practice. This course provides linkage between the classroom and field settings. Course Prerequisites: SOWK 1385; SOWK 3381; SOWK 2412; SOWK 3443; SOWK 3441; SOWK 2310; SOWK 3382; SOWK 3442; SOWK 2211; SOWK 3444; SOWK 4441; SOWK 4306; SOWK 3211; and all electives. Course CoRequisites: SOWK 4470: Field Practicum.

**SOWK 4470: Field Practicum (Cr. 12).** This field course is designed to provide the student with an opportunity to systematically integrate the generalist social work practice concepts, methods, policies, skills, and values learned in the classroom setting to an agency setting. The course is in an agency setting with supervision from a trained field instructor. Course Prerequisites: SOWK 1385; SOWK 3381; SOWK 2412; SOWK 3443; SOWK 3441; SOWK 2310; SOWK 3382; SOWK 3442; SOWK 2211; SOWK 3444; SOWK 4441; SOWK 4306; SOWK 3211; and all electives. Course Co-Requisites: SOWK 4472: Integrative Field Seminar.

## ELECTIVES

**SOWK 3210: Social Work Economics: Global Outcomes (Cr. 3).** This course critically examines the theoretical assumptions of the neo-liberal school of economics and presents other options in the area of both economic theory and political economy. Theory consists of concepts formulated by individual thinkers or think tanks – based on data collection and the analysis of patterns which appear in the data or by direct observation. Political economy consists of laws and policies of an economic system that promote greater economic justice for community and global action. This course will assist students in comprehending and comparing economics from a global view as it relates and affect the U.S. in general. Course Prerequisites: Sophomore or Junior status.

**SOWK 3275: Forensic Interviewing\* (Cr. 3).** This course provides the student with interviewing techniques in forensic social work settings. This course gives a comprehensive overview of courtroom strategies and behaviors, the intersection of laws and ethics, civil litigation, peer adjudication, recording and the legal regulation of social work, as well as the courtroom situations for the Department of Public Welfare. Course Prerequisites: SOWK 3443: Interviewing and Recording; open to Social Work and Criminal Justice majors.

**SOWK 3291: Family and Child Welfare Services\* (Cr. 3).** This course is designed to explore myriad aspects of child welfare services. The course gives a brief overview of child welfare from early 1800 on into the present time. The course focuses on child welfare issues related to diverse populations who are oppressed, marginalized, as well as the underserved in rural Southwest Georgia. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385; SOWK 3381; SOWK 3441; SOWK 2310; SOWK 3443. Course Co-Requisites: SOWK 3442: Practice II Groups; SOWK 3444: Research I.

**SOWK 3350: Social Gerontology (Cr. 3).** This course is a survey of cross-cultural views on aging, social implications of the aging population, social adjustments to the process of aging, and societal reactions to and provisions for persons in later life. Course is cross-listed with SOCIO 3350.

**SOWK 3353: Counseling the Aged (Cr. 3).** This course is an overview of counseling techniques related to the problems in later life to increase the quality of life for the aged. Course is cross-listed with SOCIO 3353.

**SOWK 3383: Social Work with Families\* (Cr. 3).** This course is designed to provide the opportunity for students to analyze the subject of family dynamics/development as a social issue, and to explore policy implications. Utilize family systems employing the strengths perspective, as well as the multigenerational and developmental framework.

The course will explore challenges faced by contemporary families as they move through the life course. A social systems approach to the family and its diversity will be utilized. This course will elaborate on the process and content of theoretical and practice foundations in social work with families.

**SOWK 3384: Children and the Law (Cr. 3).** This course is an elective that is designed to review family policy and how it impacts the tasks performed by social workers working with children in child welfare settings. The interventions taught include the micro and macro levels. Students will strengthen their practice skills with regard to confidentiality, comprehension of the law, court preparation and courtroom testimony. The course will further provide an understanding of the implementation and effect of court rulings on policy and practice. The course reviews the judicial process, the nature of case law and its integration with social welfare practice.

**SOWK 3385: Social Work with Children (Cr. 3).** This course is designed to provide students with a generalized concept of “at-risk” youth. Students will be given an overall perspective on the ecological and societal factors that contribute to placing children and adolescents at risk of future dangerous or negative outcomes. Students will synthesize information on the practical application of prevention, intervention, and treatment approaches. The course will look at the youth from a holistic, strength-based, child-centered family perspectives.

**SOWK 3391: Issues in International Social Work (Cr. 3).** This course will analyze key economic, political and social issues currently affecting social work in an international context. It will explore the role of social work addressing these issues both internationally and locally.

**SOWK 3400: Mental Health Services (Cr. 3).** This course provides an overview of the contemporary context of social work practice in mental health. It introduces social work students to the scientific, technological, historical, economic, legal, ethical, sociopolitical, and cultural factors that shape contemporary mental health practice. It also addresses the specific ways managed mental health care has impacted social workers and clients with a host of restrictions that have adversely affected the quality of availability and provided services.

**SOWK 4292: Service Delivery System and the Aged (Cr. 3).** This course is designed to provide human service professionals with knowledge regarding resources and services required by the aged. Techniques on how to effectively provide services to the elderly population will be covered in this course. The course focuses on direct service goals for elderly clients, caregivers, and family members, with attention to improving service coordination, access, quality, and efficiency.

**SOWK 4293: Social Work in Health Care (Cr. 3).** This course provides a common outline and framework for practitioners’ analyses of social work with various populations in acute care, long term care, rehabilitation, community-based residential care, and mental health settings. It introduces social work students to a range of clients and provides an overview of many social work settings and services in the health care arena.

**SOWK 4310: Global Research (Cr. 3).** This course is a third research course in social work that is interactive and provides a platform for exploring current social welfare issues that will assist in comparing states, countries and public attitudes about some of the most important social welfare issues facing society both at home and abroad. It is an avenue for practical technological skills to be integrated with global issues pertaining to social welfare. Course Prerequisites: SOWK 3210: Social Work Economics/Global Outcomes; SOWK 3391: Issues in International Social Work. Course Co-Requisites: SOWK 4306: Research I; SOWK 4460: International Social Welfare Policy.

**SOWK 4423: School Social Work Practice (Cr. 3).** This is the first of two courses on school social work. This course is a practice class specific to working in the schools, whether public or private. It addresses practice, policies, and research, giving students a clear understanding of social work in an educational setting, K – 12. Students will examine how theory, policies and research can be utilized therapeutically to resolve problems and accomplish goals for students in grades K through 12. This course provides a laboratory atmosphere for students to practice and develop additional social work skills prior to becoming more actively involved in hands-on experience when enrolled in SOWK 4424: School Social Work Services.

**SOWK 4424: School Social Work Services (Cr. 3).** This course is the second of two courses on school social work. It is a service-oriented course where students will actively interact with a social worker in a public or private school environment to use skills and techniques in order to gain hands-on experience. The course provides an opportunity

for students to practice and develop knowledge related to school social work services and interventions that is an important part in the normal routine of a social worker in the public/private school, K-12, environment.

**SOWK 4435: Death and Dying (Cr. 3).** This course focuses on several issues regarding the treatment and nontreatment of the dying or those who wish to die. Students will gain knowledge regarding the stages of grief and the phases of death and dying. Practice skills will be utilized in working with families experiencing grief and their stages of grief, as well.

**SOWK 4450: Selected Topics in Social Work (Cr. 1-3).** This course provides an opportunity for senior-level social work students to select from among pre-identified social work topics relevant to the mission, goals, and practice behaviors of the BSW program that are of interest to them and the major professor. This course fosters the development of scholarly research for presentation on campus as well as at regional, state, or national professional conferences or meetings. Approval of the faculty is necessary prior to registering for the course. Course Prerequisites: Senior-year social work major.

**SOWK 4460: International Social Welfare Policy (Cr. 3).** The course will analyze key economic, political, and social issues currently affecting social work in international context. It will explore the role of social work in addressing these issues both internationally and locally.

**SOWK 4494: Social Work and Chemical Dependency (Cr. 3).** This course is designed for students interested in analyzing their present values and knowledge as it relates to chemical dependency. The practice course will increase students' skills, attitudes, knowledge, and values to foster their development into effective and ethical addiction practitioners.

**SOWK 4495: Human Sexuality (Cr. 3).** This course provides an in-depth review of theories of human sexual behavior, including psychological, biological, sociological, evolutionary, feminist, homosexual and bio-sexual theories. It discusses changing societal attitudes and how those attitudes have impacted sexuality research, as well as classic early researchers and theories and less widely-known contributors, particularly female researchers and modern trends, including internet-based sexuality research.

**SOWK 4496: HIV/AIDS – Global Impact (Cr 3).** This course will explore the social and economic impact of HIV/AIDS from a global perspective. The course will also explore myths and facts surrounding HIV/AIDS. Further HIV/AIDS will be defined and prevention methods will be explored. The course will discuss the implications for future social work practice.

Four semesters of professional courses in sequential order follow two years of study in liberal arts, which include communications, economics, health education, history, humanities, mathematics, biology and physical sciences, political science, psychology, and sociology. Social Work courses include fourteen required and three electives in social work education. Rationale and learning objectives of each of the content areas are defined according to the Council on Social Work Education's EPAS. The course syllabus teaching and learning activities are appropriately packaged according to the CSWE regulations as well.

Students who complete the Social Work Program are defined as generalist practitioners, who are prepared for both direct and indirect practice using a holistic problem-solving, clientcentered, empowerment approach. Students are expected to interact in various activities, utilizing skills and interventions learned for use with individuals, families, groups, communities and organization. The research component of the curriculum provides a body of knowledge to use when conceptualizing research and practice, as well as when an opportunity presents itself to consume and produce research for knowledge. The curriculum is heavily weighted in both social policy and social work practice. The program is accredited by the Council on Social Work Education and prepares graduates as beginning generalist practitioners, and for graduate school as a student in advance standing.

### **ACCREDITATION**

The Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) is the accrediting body for Albany State University. In addition to the University's accreditation, many professional programs on campus have individual accreditation in specific, the Council on Social Work Education (CSWE) grants accreditation to social work college programs. The Social Work Program at Albany State University was accredited in February 2003 and reaffirmed in February of 2015 for another eight (8) years.

### **ADMISSION AND RETENTION POLICIES**

The Department of Social Work is committed to the promotion of professionalism in the social work field and is interested in providing quality services to students in the future. The admission, termination and appeals process of the BSW Program are designed to ensure that individuals who graduate from the program have met the requirements of entry-level generalist social workers. The requirements of an entry-level social worker graduating from Albany State University include but are not limited to:

1. **Self-Awareness**- knowing oneself reasonably well, and on a whole, should like oneself. Have a knowledge base of one's own personal strengths and weaknesses allow one to focus on working effectively with others.
2. **Acceptance of diversity** – one must appreciate the value of human diversity; and must be willing to serve in an appropriate manner to all persons in need of assistance regardless of race, religious affiliation (or lack of), gender, disability, sexual orientation, political affiliation, and/or value system. One must not impose one's own personal, religious sexual, political, and/or cultural values on clients.
3. **Empathy** – Having the ability to comprehend another's subjective reality and feelings. Empathy and support are necessary to enable clients to use both personal and outside resources and to develop and implement solutions to existing problems.

4. **Objectivity** – One must be able to recognize the worth and dignity of every human being. Objectivity involves being able to systematically evaluate people and their situations in an unbiased, factual manner. The professional practitioner must, at the same time, be warm and caring towards clients. Rejection clients/people because of personal situations or creating barriers for those seeking help to raise the helping process.
5. **Energy** – The profession requires a daily use of one’s knowledge base and skills. Practitioners must work on avoiding burnout by developing effective stress management techniques and cooperative and facilitating interactions with colleagues and users of services.
6. **Knowledge as a base for practice skills** – Practitioners’ activities must be grounded in relevant social, behavioral, and biological science knowledge. One must comprehend why clients act as they do, and comprehend theories for desirable behavioral changes.
7. **Ability to apply academic knowledge to practice settings** – Practitioners with a BSW must be able to function as generalists, It is essential that one is able to demonstrate the ability to apply theoretical knowledge learned in the academic setting to real-life situation in practice settings.
8. **Professional Commitment** – Practitioners should have a strong commitment to the goals of social work and to the ethical standards of the social work profession. One should work collaboratively with others to use professional knowledge, values, and skills to manifest necessary changes for individuals to effortlessly achieve life goals.
9. **Unresolved emotional issues** – Practitioners must serve as healthy role models, both mentally and physically, therefore practitioners must be mentally healthy and free from chemical dependency problems. Admission to the program is based on a minimum of two (2) years of sobriety depending upon circumstances. If a student is currently in treatment for emotional problems, an independent psychological evaluation and assessment by the primary counselor will be required.

### **New Freshmen**

Freshmen who do not meet the requirements of the College Preparatory Curriculum (CPC) will be placed in developmental studies according to the results on the College Placement Examination. The students should follow the social work curriculum while being advised by advisors in the developmental studies area. When the students have met the University requirements, the Chair of the Social Work Department is contacted via submission of students’ files to the Social Work Department’s Office. Upon receipt of students’ files they will be transferred into the undergraduate Social Work Program as pre-social work majors. Students must have a GPA of 2.5, and have completed the following courses ENGL 1101, ENGL 1102 and ENGL 2111; they should enroll in SOWK 1385, Careers in Social Work. When students enroll in SOWK 1385, during the third week of the semester students should complete and submit an application to be admitted into the Social Work Program. These students will be advised by the Chair of the Social Work Department upon the arrival of their personal files from Developmental Studies until they are accepted into the program as social work majors.

## Application Process

The BSW Program Application is submitted during the third week of the Fall and Spring semesters. Applications will be reviewed by the Social Work Department Admissions Committee, which includes a student and one outside person. Students will be formally notified via mail or phone reference to their scheduled interview within the fourth or fifth week of the semester. The Admissions Committee is composed of two or three full-time faculty members, one student, and one advisory board member (when an advisory board member is available).

A completed application includes: a personal data sheet, employment and volunteerism, biographical data, three reference letters, transcript(s), and an admission statement. The three letters must be from a professor outside of social work, one from a practitioner working in the profession (if possible), and the third could be from a related discipline employed by a social service agency.

Applicants must comprehend the purposes of the admission statement. It is a self-evaluation: to demonstrate competency in written expression of the English language; to reflect commitment to the goals and purposes of social work; and to discuss applicant's preliminary comprehension of their suitability and readiness for a professional career in social work. Further, applicants must fully disclose the following: current alcohol and/or substance dependency problems and treatment (based on a minimum expectation of two (2) years in recovery); current emotional problems and/or mental illness and treatment (requirement: currently in treatment, the primary counselor's evaluation and assessment is acceptable); and convictions of any felony and/or misdemeanor offenses. Applicants involved in treatment for substance dependency, emotional problems, and/or mental illness must sign a release of information to allow access to the Admission's Committee to any relevant information regarding the recovery process. **A denial of admission to the program can result from applicants making false oral or written statements during the admission process.**

During the Fall semester and the Spring semester applicants will receive a formal notification from the Chair of the Department around the twelfth week. Students may apply during Summer semester; however applicants will be admitted as Social Work majors for the Fall Semester (ex. Apply Summer 2009, admitted to the major Fall 2009). The admissions process has three (3) possible outcomes:

1. Fully Admitted to the Program – all criteria for program completed
2. Admitted Conditionally – applicant has a specific academic area to be completed, or the Department Admission Committee find a specific area that needed improvement and/or correction. Applicant will be notified of specific conditions to be met prior to being fully admitted to the program.
3. Denial – Applicant will be notified of specific reasons for denial of the application for Admission. If applicant thinks it necessary to appear before the Committee to further discuss the matter, the request must be made within five (5) working days upon receipt of the notification of the denial.

The average student can complete the Program within four (4) semesters, however this depends upon the number of courses a student has completed upon their acceptance into the Program. The Core Curriculum is not taught during the Summer Sessions, given that students may have courses needed for electives and/or courses outside of the core curriculum to be completed. This may be necessary for students who transferred from other disciplines, universities, or students who have to repeat courses.

## CHANGE OF MAJOR AND TRANSFERS

### Change of Major

Applicants transferring from another major to the undergraduate Social Work Program should contact the Administrative Assistant of the Department and secure the Application for the BSW Program. Applicant must have an overall 2.5 GPA, along with completing ENGL 1101, ENGL 1102, ENGL 2111. Applicant must also be enrolled in SOWK 1385, Careers in Social Work during the semester the application is to be processed. An official Change of Major form should be completed and submitted along with the application. **Please do not submit a Change of Major form prior to the application process.**

### Transfer students from a Community College

Transfer students must apply and be admitted to ASU prior to applying to the Baccalaureate Social Work Program. Transfer students must contact the Chair of the Department of Social Work regarding their interest or their intentions once admitted to the University to receive all required information to be admitted to the BSW Program. Transfer students must be enrolled in SOWK 1385, Careers in Social Work, during the semester their applications to the BSW Program are to be processed. Further, transfer students must know that Social Work 1385 must be completed and/or in process prior to registering for other sequential courses in the major. **Applicants' GPA must be minimum 2.5. If transfer applicants have not completed core courses that can be substituted for the State University System requirements, then those unmet requirements must be completed** by the end of the second semester after being admitted to the Department of Social Work. An advisor will be assigned to transfer students once applicants have been accepted in the Program. **\*Note that several colleges have an articulation with ASU and students transferring from colleges with an articulation will have a seamless transfer if their GPA is 2.50 and above.**

### Transfer students from another Social Work Program

Students from another Social Work Program must complete an application to the University, and a Social Work Program Application. An official transcript must be sent to the University along with the University's application. Transfer students should provide the Chair of the Department with a copy of the previous University's course description to prevent repeating similar courses in Social Work. The Chair, or a designee, will have a conference with the Applicant to discuss courses acceptable, according to the University's evaluation of courses, and to plan the applicant's educational path. Applicants must submit three (3) references from his/her previous University, along with written permission to contact the references. If a transfer student is a social work major and has not begun the social work core requirements, the student must register in Social Work 1385 prior to or along with social work courses during their first semester.

## **TITLE IV-E PROGRAM**

Albany State University completes a contract with Georgia Department of Human Resources (DHR) annually through a grant heretofore written by the Chair of the Social Work Department. The program is a collaborative effort with DHR to professionalize Child Welfare Services. It is through such collaborations that graduating students will be able to assist with better services to the families and children throughout the state of Georgia.

Students accepted into the Undergraduate Social Work Program are granted an opportunity to apply for the grant and receive a stipend to assist with funding their education in exchange for one year of service in Child Welfare, in Georgia, for every year the stipend is received. Students participating in this program must complete their Field Practicum in a Department of Family and Children Services (DFCS) agency. During the student's matriculation through the program, the Title IV-E Coordinator will serve as the advisor and Field Coordinator. Upon completion of the social work program, Title IV-E students will work with the Title IV-E Coordinator and DHR personnel for job placement.

Albany State has participated in an assessment with DHR of the social work curriculum. Consequently, students completing this program will exempt the State's New Worker-Keys Training. The State has made a commitment to hire Title IV-E BSW students in the position of Case Manager-Advanced. Students successfully completing this program will receive a certified certificate of proficiency in Child Welfare from ASU upon graduation. (A copy of the certificate is available for viewing in the appendices.) This exemption will provide graduating students an opportunity to enter the agency at a higher rate of pay and one level higher than that of an entry level case manager. It also affords students the opportunity to be certified by DFCS during an earlier stage of employment. Those students not entering the profession upon graduation have deferred employment to attend graduate school at institutions that also offer the Title IV-E grant. Still, other students have opted to work and continue their education simultaneously, utilizing Title IV-E funding.

Albany State University has graduated over 70 students who completed the social work program with the assistance of the Title IV-E Grant. Many of these students have been successfully placed in DFCS agencies and are empowering families through a holistic and strengths perspective in working to preserve families and ensure safety, stability, wellbeing and permanence for children in the State of Georgia. There are others who chose to pursue their MSW degree before entering the work force.

### **Eligibility Criteria**

- Students must be a social work major and have been accepted into the program.
- Students must also have and maintain a minimum 2.5 GPA.
- Students must provide a minimum of three academic/professional references.
- Students must be willing to sign and fulfill their commitment as noted above as well as in the Student agreement/contract (located in the appendices) acknowledging their commitment to the State of Georgia in the area of Child Welfare.

- Due to the sensitive nature of information available to Title IV-E Students during their practicum, students must be willing to sign “A Consent for Release of Information” and undergo a criminal background check.

**Students should know that upon placement in their agency during the assigned Field Practicum, he/she will be required to complete a second background check requiring the student to be fingerprinted. Students are also required to undergo a drug screen.**

### **TITLE IV-E APPLICATION PROCESS**

**Prior to completing the application process, students interested in the Title IV E Program need to view the DFCS Social Services Protect & Placement Specialist *VIDEO* by visiting <http://www.dhsjobsga.com/Main/Default.aspx> – click on - “Life as a GA Case Manager” on the lower right hand side of the web page.** Students are also required to read & complete the Self-Assessment. Upon completing the aforementioned process students who think they are a “good fit” for Child Welfare must go online to [www.gadfcs.org/grant/cwg.jsp](http://www.gadfcs.org/grant/cwg.jsp) in order to complete their application for the program (See appendices). The application must be completed and submitted via the website. Following the completion of the on-line application, students are to submit their three academic/professional references, a letter noting their anticipated date of graduation, verification of their grade point average, and a copy of their letter of acceptance into the Social Work Program a minimum of one week after completing the on-line application to the Administrative Specialist of the Title IV-E Program. All students interested in the program will need to complete their applications by the tenth week of the new (Fall/Spring) semester. A hard copy of the Title IV-E application will be printed by the Title IV-E Administrative Specialist, and will be reviewed by the Title IV-E Coordinator and Chair of the Social Work Program.

Students will be formally notified of their scheduled interview date and time via students’ asurams e-mail address and/or by letter. Interviews will be held with the Chair, Title IV-E Coordinator, a DHR IV-E Representative and personnel from the Department of Family and Children Services. These interviews are normally scheduled once during the Fall/Spring semester(s).

After completing the interview process, students will be notified within five to ten working days of their acceptance or denial of admittance into the Title IV-E Program. The stipend will be initiated the semester following the student’s acceptance into the program. Those students not accepted into the program are not exempt from re-applying unless the denial is due to a problem with their criminal background check.

### **Requirements**

- Title IV-E students must utilize their vehicles during internship.
- Title IV-E students need to have their own automobile insurance at the time they enter field.
- Students must complete Forensic Interviewing, Family & Child Welfare Practice and Social Work with Families as a part of their curriculum.
- Students must attend all Title IV-E Conferences, trainings and workshops.
- Students must adhere to the NASW Code of Ethics.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services.
- Students are expected to accept a job in the county in which a position is available.

- Students who fail to follow through on their commitment will be required to **repay** the money received in their stipend.
- Students are required to submit to a drug screen at the time of agency placement for their field experience.

**DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A CRIMINAL CONVICTION BEFORE OR AFTER BEING PLACED ON THE GRANT CAN RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM.**

### **ACADEMIC ADVISEMENT**

Students are assigned an academic advisor at the beginning of each academic year. An advisor must be seen because students must follow the curriculum in a sequential order, and it is critical to planning a timely graduation. Advisors are to assist students in the completion of the social work curriculum, as well as a career path. Freshmen and transfer students will meet with the Chair of the Department. During the latter part of the Spring semester, students will be assigned an advisor and must contact the new advisor for assistance with Summer and Fall registration.

The assignment of an advisor to each student assists in future curriculum planning and the career decision-making process. Advisement conferences are to take place prior to active registration dates. Advisors are responsible for making appointments with advisees each semester. Advisors are expected to be knowledgeable about the departmental requirements, to be available during all phases of registration, to update advisee's folders with a projected matriculation schedule, to schedule at least one consultation each semester with the advisee, and to sign and/or stamp forms for the advisee or designate another faculty to do so. Faculty advisors guide students through the Program, however, **taking the correct courses and meeting requirements are solely students' responsibility,**

The results of academic conferences are recorded and dated in the advisement area of the student's record. The advisor and the advisee must sign the outcome of the academic conference. If a student is not advised by the assigned advisor both the student and the faculty member must sign the advisement form. This is required to assure students have advisement contact with a faculty member in the program in accordance to the sequential order of the program. Each student has a departmental folder which should contain the following: completed program application; personal data sheet; advisory conference forms for each semester after admission to the program; a copy of the registration permit; unofficial audits (only if requested by student); application to field placement; transcripts; and other miscellaneous information related to students' social work education. Upon request, students may look at their academic folders with the advisor present. Advisement schedules will be posted on advisors office doors prior to registration and during all phases of registration. Students must make appointments with their advisors by signing their names on the posted advisement schedule to ensure 30-minute contact availability with advisors prior to, and/or during all phases of registration.

### **ACADEMIC CHECKSHEET**

The academic check sheet used by Albany State University is located on page 15. The Social Work Program Evaluation Sheet and Curriculum is on page 18. This Evaluation Sheet is to assist

students in maintaining a running record of the courses completed and grades received throughout the program. It will also give them a bird's eye view of their unofficial records prior to requesting an official audit. Students must bring this check sheet with them when being advised and/or whenever requesting advisement conferences, by doing so students will become more responsible and knowledgeable regarding the completion of the Social Work Program.

### **A Caution about Full-Time Employment**

Students are asked to carefully consider handling the rigors of the undergraduate social work while simultaneously working full-time outside of the home. Based on the experience of others, this may create problems in class attendance, generate significant barriers to the completion of classroom and field practicum courses, and may even result in academic failure for some. If at all possible, students are requested to think about choosing part-time employment for the two years of social work courses or full-time employment along with the three-four year part-time BSW program.

### **Graduation Requirements**

In order to graduate, BSW students must:

1. Be registered at Albany State University in the semester in which they will graduate;
2. Have successfully completed all required coursework toward the BSW degree;
3. Have no incomplete grades;
4. Have submitted any transfer course transcripts to the Registrar and Department Chair prior to beginning BSW coursework;
5. Have submitted a request for an Audit the semester prior to the semester in which student is scheduled to graduate;
6. File the graduation application. The *BSW Student* must have achieved a minimum 3.0 cumulative GPA for all required courses in the BSW program; and minimum 2.5 GPA overall,
7. Apply for and take the ACAT Examination the semester of students' anticipated graduation.

Application for graduation must be completed one semester in advance of the anticipated date of graduation from the BSW program. This form may be obtained from and returned to the Office of Academic Services and Registrar. Failure to properly file will cause a delay in graduation. If the candidate's graduation is postponed for any reason, the graduation forms must be resubmitted.

### **ACADEMIC INTEGRITY**

The campus community encourages personal growth and academic development in an atmosphere of positive influences. The necessity of academic standards of conduct that allow students, staff and faculty to live and study together is affirmed. Fair and efficient administration of these standards of conduct is valued; and these values cannot be violated by academic dishonesty and fraud.

The Social Work faculty members support fully the University's standards on Academic Misconduct. Educational enterprises require a high degree of trust, and trust is based on certain principles, including honesty and integrity. Unfortunately, situations occur where students violate those principles by engaging in academic misconduct. Such action can have serious repercussions, including failing grade, probation, suspension, dismissal, and even revocation of a degree.

It is important to understand what is meant by academic misconduct. Academic misconduct is defined as *any activity that tends to compromise the academic integrity* of the University, or subvert the educational process. Some examples of academic misconduct include but are not limited to:

- Violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- Providing or receiving information during quizzes and examinations such as course examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- Submission of plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own. This includes unacknowledged words for work used and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- Falsification, fabrication, or dishonesty in reporting research results;
- Serving as, or enlisting the assistance of a ringer or substitute for a student in the taking of examinations;
- Alteration of grades or marks by the student in an effort to change the earned grade or credit; and
- Alteration of University forms used to drop or add courses to a program, or unauthorized use of those.

Faculty is strictly bound to report suspected cases of academic misconduct; therefore please adhere to the statements above.

### **PROGRAM TERMINATION**

A student can be terminated from the Social Work Program for several reasons: academic (failure to maintain the required GPA); failure to meet expectations in the social work program (see Counseling Out); insubordination; inappropriate behavior as related to the Code of Ethics; cheating; inappropriate interaction and behavior reported during field placement; and/or fraudulent field activities.

For every student admitted to the Program, the faculty and staff make every possible effort to assist them in graduating in a timely manner. However, occurrences take place that can cause a student to be terminated from the program. Causes for termination may include but are not limited to the following academic misconduct as they are defined:

- violation of course rules as contained in the course syllabus or other information provided the student;
- falsification of information on the program application/during the interview process;

- providing, receiving and/or using information during quizzes and examinations such as course examinations; in class, or at the computer terminal, and/or on field work;
- submission of plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own. This includes unacknowledged words for work used and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- falsification, fabrication, or dishonesty in reporting research results;
- serving as, or enlisting the assistance of a ringer or substitute for a student in the taking of examinations;
- alteration of grades or marks by the student in an effort to change the earned grade or credit; and
- alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms

Insubordination is defined as, but not limited to:

- Not following the identified procedure/protocol of the social work program/faculty/staff
- Not utilizing the chain of command
- Disrespectful/rude behavior toward faculty/staff
- Verbal/physical aggression with faculty/staff

Violation of the NASW Code of Ethics is defined as, but not limited to:

- violation of confidentiality;
- misrepresentation of one's skills and/or abilities;
- falsification of documentation of any kind;
- deliberate neglect or maltreatment of clients during volunteer/field practice field experience;
- dual relationships

Inappropriate field activities are defined as, but not limited to:

- not following agency policy/protocol
- violating ethical and moral social work practice
- falsification of records/documents
- violation of the code of ethics
- practicing without the utilization of supervision
- insubordination
- making promises to clients that cannot be kept/that are out of line
- developing personal relationships with clients
- not utilizing the chain of command

## **COUNSELING OUT**

“Counseling Out” is a term used to describe discontinuing a student's enrollment in the Baccalaureate Social Work Program. In most cases, the decision to discontinue a student as a social work major is considered permanent. In certain circumstances, a student may be counseled out with specific remedial steps to be taken before formal re-application to the program may be made. A student may be counseled out of the program upon the recommendation of a faculty

member, field instructor, or a participating practicum agency. The recommendation is made to the Social Work Department Chair. All faculty members familiar with the student's performance must be consulted prior to any action taken. A formal vote of the faculty is required to initiate such a process.

A student may be counseled out of the program on the basis of:

1. **Academic Performance:** Student must meet GPA requirements. Student must pursue academic honesty.
2. **Absenteeism:** Student must meet the requirements of class and practicum attendance.
3. **Professional Behavior:** Student must act in a professional manner with peers, faculty, agency personnel, and clients; always treating others with respect, courtesy, fairness and good faith.
4. **Assaultive or Threatening Behavior:** Student will not participate in inappropriate behavior that is directed at faculty, peers, agency personnel, and clients.
5. **Damaging Behavior:** Student must treat others with respect, demonstrate a respect for diversity, protect confidentiality, ensure freedom of expression and demonstrate a commitment to community.
6. **Ineffectiveness in Work with Clients:** Student must demonstrate minimal levels of effective performance and apply progressive learning techniques to evidence progress in working with clients. Student must not violate practicum agency policy.

### **Progressive Discipline**

If a student violates any of the above tenets, the student will be counseled and receive one warning. Students who are provided the opportunity to continue in the program will be counseled out of the program should the negative behavior continue. Further, dangerous violations can result in immediate expulsion from the program.

Students have the right to appeal the counseling out process through the grievance procedure. The procedures for termination and counseling out are to provide a fair system of due process while simultaneously protecting the rights of all parties involved and the wellbeing of students, current and future clients.

## **GRIEVANCE PROCEDURES**

A “grievance” is an actual incident or issue that can be substantiated and is regarded by the BSW Student as a just cause for protest. Persons against whom a grievance may be submitted include a classroom Instructor, a BSW Faculty Advisor, an Administrator in the Department of Social Work, or another faculty member within the Department of Social Work.

The form (appendix/pg. 90) utilized to file a grievance may be obtained from the Department of Social Work Office.

### **Level I – Baccalaureate Social Work Program**

- A. Any student who decides to appeal an action or decision made by a Social Work faculty shall:
- At a minimum, meet with the Respondent to discuss the matter in a good faith effort on both parts and attempt a resolution.
- If unable to resolve the matter through informal means, and the decision is made to grieve the decision or action of the Faculty, the student must secure the Grievance Form from room 336, C. Harnett Building.
  - The student will complete the “*Grievance Cover Sheet*”, notice of “*Intent to File A Grievance*” and the “*Grievance Form*” within seven (10) business days of the incident giving rise to the grievance, or within thirty (10) business days of the time when the BSW Student became aware, or should have become aware, that a grievable incident has occurred, whichever occurs first. The student is required to present any information regarding areas for clarification or reevaluation in writing.
  - The statement must include: a one page (maximum) description identifying the grievable issue, inclusive of date and place (as applicable); the name of the respondent against whom the grievance is being filed; the names of any witnesses; evidence to support the grievance and the outcome desired.
  - Upon completion and return to the Chair of the Department of Social Work, a copy of the Grievance will be transmitted to the involved individual.
- B. Within ten business days of receipt of the written appeal by the student, the faculty involved in the disposition will respond in writing to the Chair of the Department:
- Upon receipt of the response, the Chair will meet with the student and faculty to address the grievance. Within five working days the student will be given written notice as to the decision.

### **Outcomes**

If the issue is resolved the “Notice of Intent to File a Grievance” will be filed accordingly.

If the issue is not resolved, the BSW Student may:

- Decide to terminate the process altogether, OR
- Decide to proceed to the next level.

### **Level II - Department Chairperson**

- A. A student who wishes to appeal the decision of the Chair shall give written notice to the Department Chairperson of their intent to appeal the decision within five working days. The letter of intent to appeal the decision to the Dean of the College of Arts and Humanities

must note the reason for the appeal and the relief sought. The same process utilized in Level one will be implemented. Copies of the Grievance should be sent to the faculty member, Department Chair and the Dean of the College of Arts and Sciences.

- B. The Department Chairperson shall, upon receipt of the letter of intent to appeal to the Dean of the College of Arts and Humanities, submit a copy of the minutes from the meeting held with the faculty and student, and the decision resulting from that meeting to the Dean of the College of Arts and Humanities. The Dean of the College of Arts and Humanities will then apprise the student of his/her opportunities of how to continue the grievance process if the student feels justified in further addressing the grievance.

**Option:**

The Department Chairperson may refer the appeal to the appropriate grievance committee of the University. The Department Chairperson shall inform the Chair of this committee of any formal appeal to be submitted, and request that the committee take formal action in the matter by forwarding the student's completed appeal form (see appendices) to the committee for consideration and by making a copy of the student's completed form available to the respondent.

Upon receipt of the completed appeal form, the Chair of the committee, or his/her appointed representative from the committee, shall meet with the student and respondent (in this case, the Chair of the Social Work Department), separately and/or jointly, and attempt to seek an informal resolution of the existing conflict, which may involve a detailed analysis of the basis for the respondent's (Chair) action. In the event that a resolution of the disagreement does not occur through informal efforts, the Chair of the committee shall convene the committee to examine all data submitted by the student to determine whether or not a formal hearing is warranted. If, in the committee's opinion, a hearing is warranted, the committee will conduct a hearing within twenty (20) days of the committee's receipt of the written appeal. If, in the committee's opinion, a formal hearing is not warranted, the committee will inform the Chairperson of the Social Work Department, setting forth in writing the reason (s) for not granting a hearing.

- A. In the event that the Chairperson should deem a judicious hearing, he/she may request a hearing be conducted; and the committee will then hold a hearing of the appeal not later than ten (10) working days from the date of the Chairperson's request for a hearing. After an appeal hearing, the committee will meet to consider all relevant information and to formulate a recommendation, which shall be submitted in writing to the Chairperson of the department (with a copy to the Dean of the College of Arts and Humanities) who will provide copies of the committee's recommendation(s) to both the student and respondent. Unless the committee seeks an extension of time, the recommendation(s) of the committee will be rendered within ten (10) days of the hearing.

The chairperson at his/her discretion may grant an extension of time. The chairperson shall, if he/she grants an extension of time, inform both the student and the respondent of the extension. In the event that the appeal is not resolved by the recommendation(s) of the committee, the action of the chairperson, or both, shall inform the student of the next step in the appeal process.

- B. In the event the student is dissatisfied with the reply offered, or in the event the Department Chairperson does not respond within twenty (20) days of receipt of the appeal, the student may within seven (7) days file the appeal at Level III with the Dean of the College of Arts and Humanities.
- C. If the appellant feels that he or she cannot obtain a fair and equitable review at Level I or Level II, the appeal can be initially filed at Level III within seven (7) workdays from the date the action or decision is mailed.

### **Level III - Dean of the College of Arts and Humanities**

If an appeal begins at this level, the hearing officer shall notify the Vice President of Academic Affairs of the appeal and the relief sought.

- A. If the Dean of the College of Arts and Humanities is not available to receive the appeal within seven (7) days, the student shall notify in writing (by copy of notification of intent to appeal and a copy of appeal) the individuals in Levels I and II and all members of the (Grievance committee) that an appeal has been filed at this level, and he/she or his/her designee(s) shall request a hearing before the Grievance Committee. Within twenty (20) days from the date the appeal is filed with the Dean of the College of Arts and Humanities, the Dean or his/her designee shall review the appeal and respond in writing to the student with copies to the Vice President for Academic Affairs, the President, the Department Chairperson, and members of the (University's) Grievance Committee.
- B. If the Dean of the College of Arts and Humanities is not available during the time frame of the appeal, a student can request (in writing) to appear before the University's Grievance Committee. In this instance, the following guidelines must be followed:
  - 1. An individual who wishes to appeal an action or decision may have one social work student as a representative
  - 2. No more than three (3) students in good standing with the Program and the University may represent a group of students who wish to appeal an action or decision.
  - 3. If the appeal is based on a decision made by the Department Chairperson, then he/she or his/her designee should be present at the hearing or his/her written testimony entered into the record.
- C. In the event the student is dissatisfied with the relief offered, or in the event the Dean of the College of Arts and Humanities does not respond within seven (7) days of receipt of the appeal, the student may, within twenty (20) days, file the appeal at Level IV with the Vice President for Academic Affairs.

### **Level IV - Vice President for Academic Affairs**

- A. In the event the student is not satisfied with the disposition of the appeal at Level III, he/she may request through the Vice President for Academic Affairs that the appeal be elevated to Level IV, the Vice President for Academic Affairs.

- B. The appeal will be resolved by committee vote. Written copies of the disposition of the appeal should be sent to the Vice President for Academic Affairs, the Dean of the College of Arts and Humanities, and the Department Chairperson.
- C. Members of the committee who have served as hearing officers at another level are ineligible to hear the appeal at this level.

### **Level V- President**

If the appeal is not resolved at Levels I, II, III or IV, to the satisfaction of the student, then he/she, may request within seven (7) work days, through the University's President, that the appeal be elevated to the Office of the President.

- A. Upon the receipt of the request from the student, the University's President shall appoint a committee of no less than five (5) members to serve as hearing officers for the appeal. The group shall review testimony from all appeal levels, interview the student, witnesses and others whose testimony they feel is vital to the case.
- B. The appeal will be resolved by committee vote. Written copies of the disposition of the appeal should be sent to the University President, Vice President for Academic Affairs, the Dean of the College of Arts and Humanities, and the Department Chairperson of Social Work.
- C. Members of the committee who have served as hearing officers at another level are ineligible to hear the appeal at this level.

**Students are hereby notified that any information obtained in this process is subject to the Family Educational Rights and Privacy Act 20 U.S.C. Sec 123g. However, students should also note that information disclosed during student meetings with faculty, Field Instructors, Department and/or University administrators will not be kept confidential if the information raises concerns about professional performance.**

Faculty, Department Chair, Field Instructors and University Administration will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

### **Sources of Information for Academic Performance Criteria**

Information about students' meeting academic performance criteria in the Undergraduate Social Work Program may include, but not be limited to, any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Overall grade point average from semester to semester
- Student personal statements or self-assessments
- Interviews with faculty or other professionals

- Taped interview situations (audio or video)
- Feedback from students, staff, university (ASU or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended.

## **The Three Levels of Review for Faculty**

### **Level 1**

A review at this level involves a faculty member and the BSW student. When a faculty member has concerns about a student enrolled in the BSW Program meeting any of the academic/ethical criteria, whether related to professional behavior or scholastic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the BSW student to resolve the difficulties.

- Apprise the appropriate BSW Field Liaison and the Field Coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with the BSW student.

If a problem arises in field, the BSW Field instructor will discuss concerns directly with the student and with the BSW Faculty Field Liaison. It is the responsibility of the BSW Faculty Field Liaison to apprise the BSW Field Coordinator of the concerns. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

### **Level 2**

A Second Level Review involves the faculty member, BSW student, Disability Services (if appropriate), and Department Chair will meet with the BSW student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at “Level 1”. If a problem arises in field, the agency-based BSW Field Instructor, BSW Faculty Field Liaison, and BSW Field Coordinator will conduct the review with the BSW student. In this information gathering process, the BSW Field Coordinator (with input from the Faculty Field Liaison) will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the BSW student may be asked, in writing, to modify her or his behavior and/or seek appropriate help. This process is designed to assist BSW students in dealing with identified concerns that have an impact on their performance. The BSW Field Coordinator will assess the nature of these concerns with appropriate faculty, consult with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to “Level 3”.

### **Level 3**

A “Level 3” review involves the faculty member, BSW student, Department Chair, Disability Services (if appropriate), and all faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the BSW student. A “Level 3” review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the BSW student is being considered for withdrawal or discontinuance in the program. In most instances, a

Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process within the Department of Social Work. When a “Level 3” review is called, the Chair will convene a meeting with the appropriate faculty and the BSW student to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in a review will include, but are not limited to, those who have direct knowledge of and experience with the student. The BSW student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting. After the review meeting has occurred, (in case with field) the BSW Field Coordinator will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the BSW Field Coordinator/Chair will inform the student of the decisions, which can include one or more of the following actions:

- *Continue the student in the BSW Program with no conditions.*

In these situations, the concern has been addressed and no further action by the student or program is required.

- *Establish formal conditions for the student's continuance in the BSW Program.*

In these situations, specific conditions must be met in order for the student to remain in the program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the program with the option of reapplying.

- *Consult with and/or refer to the Vice-President of Student Affairs.*

In some instances, depending on the nature of the problem, the Vice-President of Student Affairs may be consulted. If a referral is made to that Office after consultation, the BSW student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Vice President of Student Affairs include scholastic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

- *Counsel the BSW Student to change majors/degree programs and/or discontinue the BSW student in the BSW Program.*

In some situations, it will be recommended that the BSW student no longer continue in the BSW program. The BSW student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the BSW program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may re-apply.

In any “Level 3” review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the BSW student and attempted to be ameliorated, where appropriate. The BSW student must be notified of the decision in writing within ten (10) business days of the review. It is the responsibility of the Chair to communicate the decision to the BSW student.

\*The BSW Program would like to thank the University of Texas at Austin, School of Social Work, for permission to adapt their *Standards for Social Work Education: Criteria for Evaluating Academic Performance, Policies, & Procedures*.

## **THE FIELD PRACTICUM**

There are explicit requirements regarding the sequencing of, and prerequisites for courses, including field courses. Any variation from these requirements necessitates obtaining approval from the Department Chair and the BSW Faculty Advisor. A copy of this BSW Degree Plan is given to the Student and filed in the student's permanent file for purposes of advisement.

The appropriate course and semester for field practicum must be determined in conjunction with the student's BSW Faculty Advisor, and is reflected on the Student's BSW Degree Plan/Evaluation. *Only after this is done* is it appropriate to discuss specific arrangements for field placement with the BSW Field Office. It is important for students to bring their BSW Degree Plan to any meeting regarding field

### **FIELD PLACEMENT PROCEDURES**

The Department of Social Work is responsible for determining student's eligibility for field placement, and for assignments to the appropriate agencies. Factors taken into consideration for assignments and agency placement include, but are not limited to:

- Student's ability to function in a particular agency setting
- Agency's ability to meet the student's specific needs
- Student's interest and future career goals
- Performance in the required 180 hours of volunteer work in the BSW program
- Student's volunteerism and work experience in social service agencies
- Student's specific educational needs

Students are eligible for field seminar and field experience with a minimum cumulative average of 2.5, and at least a cumulative of 3.0 in all required social work courses. To be eligible for field education, students must have completed all prerequisites for the field courses, including 180 clock hours of approved volunteer work. Field course prerequisites include the completion of **ALL REQUIRED COURSES** for the Social Work major except SOWK 4470, Integrative Field Seminar, which is offered concurrent with Field Experience.

### **REQUIRED VOLUNTEER HOURS IN THE BSW PROGRAM**

The National Association of Social Workers (NASW) *Code of Ethics* identifies "service" as one of the six critical values of the social worker profession. As social workers, our primary goal is "to help people in need and address social problems" (NASW, 2017). By volunteering in a social service agency, students have exposure to the various life situations and needs existing in diverse populations. The volunteer experience helps students to better connect what they are learning in the classroom to actual social work practice. Additionally, it exposes them to competent generalist social worker practice prior to entry into the senior year field experience.

The BSW program requires that students complete 180 volunteer hours prior to entering the field in their senior year. The following courses require the completion of volunteer hours:

#	BSW Course	Required Volunteer Hours
1	SOWK 2412: Introduction to Social Work	60
2	SOWK 3441: Social Work Practice I	60

3	SOWK 3442: Social Work Practice II	60
<b>Total Volunteer Hours Prior to Entering Field Experience</b>		<b>180</b>

Upon completion of the volunteer hours required for each of the above courses, students will complete a reflection paper that helps them to connect the experience to social work practice behaviors, deepening their understanding of the social work profession.

At the end of the semester, the agency social worker completes an evaluation on the student's performance as a social work volunteer. This evaluation form is placed in the student's file and a copy is forwarded to both the BSW Field Coordinator and the BSW student's faculty advisor for review. Should the evaluation indicate that corrective measures are required, the BSW Field Coordinator and the BSW Faculty Advisor will meet with the student to develop a remedial plan to ensure the student's readiness to enter the field in the senior year.

### **BSW FIELD APPLICATION PROCESS**

*Applications are to be submitted in the following fashion:*

Completed application packets are to be submitted in triplicate by the end (Friday) of the third (3<sup>rd</sup>) week of the **SEMESTER PRIOR** to the semester of field placement. Students applying for Fall Semester must apply for Field Placement by the end of the third (3<sup>rd</sup>) week during the Spring Semester. The Packet should contain three applications (typed); two of the applications must have a photo attached (passport or wallet size); and three resumes. The Field Manual and Application can be secured from the Social Work Program Office, Room 336 and online. It is the responsibility of the student to make the Field Coordinator aware of their intentions.

The student should retain a copy of the application packet as a personal record in the event the application is misplaced. It is necessary for the Field Coordinator to have **three copies** in the event students are undecided about the agency placement, and must be interviewed at a second agency. Be mindful that the application packet is due in Room 336 by the end of the **THIRD WEEK OF THE SEMESTER PRIOR TO THE SEMESTER OF THE STUDENT'S PLACEMENT**.

Failure to adhere to the deadlines for application into Field Placement may result in the student **not being eligible** for placement in that specific semester. Deadlines for field applications will be disseminated to all students via Practice III class and the Social Work Program's Orientation. The purpose of the deadline for field applications is to establish eligibility for entry into field prior to the registration process, to reserve a specific number of placement opportunities for a given semester and to allow sufficient time for students to complete the process for placement.

### **ACADEMIC CLEARANCE FOR FIELD PLACEMENT**

Applications will be reviewed by Advisors and sent to the Field Coordinator. Students are cleared for field placement based on their academic preparedness. Only those students receiving academic clearance are granted approval to move forward in the field application process. The BSW Faculty Advisor will utilize the Program's specified criteria and verify:

- a) Student(s) completed all liberal arts courses.
- b) Student(s) completed all required social work courses with a minimum grade of "B" in each course.

- c) **Students' Institutional** GPA is 2.5 or above.
- d) Student has completed the total 180 volunteer hours required in the following Social Work courses:  
SOWK 2412: Introduction to Social Work (60 hours);  
SOWK 3441: Social Work Practice I (60 hours); and  
SOWK 3442: Social Work Practice II (60 hours)
- e) Students' application is in compliance with program requirements, and completion of the Recommendation for Field Placement form.

Upon approval of the Recommendation for Field Placement form, the Faculty Advisors will submit said form to the Field Coordinator by the end of the fourth (4<sup>th</sup>) week with a copy to the Program Director for academic clearance. Advisors will submit Title IV-E students' recommendation to the Title IV-E Coordinator.

Students will be notified of their academic status and/or clearance for field placement via postal mail and ram e-mail. The Field Coordinator and the Title IV-E Coordinator/Faculty Field Liaison will contact students by the end of the fifth week of the semester for student and field coordinators' advisement regarding possible agency placements.

After advisement with Field Coordinator(s), students may have an opportunity to interview with two agencies relevant to their practice interests. After the interviews students will apprise the Field Coordinator or the Title IV-E Coordinator of the outcome. After careful collaboration with the student, the agency Field Instructor, and ASU Field Coordinator and/or the Title IV-E Coordinator, students will be assigned to the appropriate agency for Field Practicum.

Students are required to be members of the **National Association of Social Worker (NASW) and are required to purchase liability insurance for no less than \$1,000,000/\$3,000,000 prior to the beginning date of the field placement. Students can obtain the liability insurance through NASW at a reasonable rate. Proof of NASW membership and liability insurance must accompany the application. Students are constantly reminded of this stipulation throughout their participation in the social work program. The Field Coordinators must remind students of this stipulation again during their field advisement session.**

Field Practicum is a blocked placement, and students are required to complete 540 clock hours in their assigned agencies. Students will follow the policies and procedures of the Practicum agency in terms of work hours and holiday schedules. Students will carry out the same responsibilities as paid employees in the assigned agency.

The Field Coordinator and Title IV-E Field Coordinator will host a training session for students and field instructors/task supervisors from the various agencies prior to students reporting to the assigned agency. The training session is **mandatory** for students and field instructors/task supervisors. The training session is to apprise both students and field instructors/task supervisors of the expectations of students, field instructors and University faculty. Further, the training sessions will allow time for explaining the appropriate policies and procedures related to the relationship of the University and the Agencies. Course requirements, student required papers and reports, agency required reports, dates reports are due, agency hours and regulations, confidentiality, the integrative seminar, ethics, dress codes, illness, bad weather days, etc. will be discussed in full. Students are required to not only report to the agency when absent, **but also to the Field Coordinator, and/or the Program office administer.**

## **FIELD COORDINATOR AND STUDENT PREPARATORY MEETING**

The Field Coordinator will contact students to set dates and time during the **fifth (5<sup>th</sup>)** week of the semester to meet and discuss the field placement, the expectations and needs, student-agency matching, agency interviews, financial planning, and time frames for the field experience semester.

The Preparatory Meeting with the Field Coordinator will include a joint venture in selecting and reviewing an agency-based site, which will meet the learning needs, expectations, and interests of the student. Agency reference materials **must be** on hand and can be obtained from the Field Coordinator's office, Department Chair's Office or the Social Work Office in Room 336, to assist students in making appropriate choices that are acceptable by the University and the Social Work Program.

The identified agency is contacted by the Field Coordinator to discuss the potential placement of the student. If the agency is in agreement with the Field Coordinator for the placement, the field application packet **must be sent** to the identified agency and/or identified practitioner for review **prior to** the student's contact or interview (**at least by the end of the seventh (7<sup>th</sup>) week** of the semester. The agency will then contact the Field Coordinator to assure that the agency can meet the needs, expectations, and interests of the student.

The field Coordinator will contact the student to set a date for an initial interview with the identified agency and/or the agency designee. All interviews need to be completed by the end of the **ninth (9<sup>th</sup>)** week of the semester. Placement decisions should be completed by this time to prevent problems occurring during student's internship.

## **STUDENTS RIGHTS AND RESPONSIBILITIES**

### **Criminal Background and Abuse Registry Check**

In 1993, Congress passed the National Child Protection Act (NCPA) that authorized criminal history record checks for persons who work with children in either an employee or volunteer status. This Act was amended in 1994 to include elderly and disabled persons. It was amended again in 1998 and the Georgia Legislature passed a law in 1999 consistent with the information to be obtained under NCPA. Together, these laws promote a broader exchange of criminal history information for purposes of assisting entities that provide care, treatment, education, training, instruction, supervision, or recreation to children, the elderly, or individuals with disabilities. These criminal background checks are referred to by different names (e.g., the National Child Protection Act, the Foley Act, the Volunteers for Children Act, the Oprah Winfrey Law, etc.) but are the same basic law, applicable to all schoolteachers, doctors, nurses, mental health and health care providers, social workers, and other professionals who work with vulnerable children and adults.

Georgia laws restrict access to children, the elderly and disabled clients by persons convicted of felonies and specific misdemeanors. These restrictions are imposed by law on *all* social service agencies and health care facilities who work with these protected populations. In turn, the agencies require students to comply with the same restrictions applied to their volunteers and employees.

A criminal background and abuse registry check is now also required for professional social work licensure in most states.

Each semester that the BSW student is in the field practicum, the field agency may require her/him to provide a notarized affidavit stating that s/he has not had arrests or convictions during the intervening time frame. Additionally, some field placements require that a student have a criminal background and abuse registry check *every* semester s/he is placed at their agency. Absolute honesty is essential, with false information leading to the immediate expulsion of the student from the BSW program. If the agency to which the student is assigned denies her/him admission and/or access to clients and the agency due to a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the BSW program will be terminated.

In the state of Georgia, an individual has the right to request his/her criminal history record for review to ensure that it is both accurate and complete ([http://gbi.georgia.gov/00/channel\\_modifieddate/0,2096,67862954\\_67866875,00.html](http://gbi.georgia.gov/00/channel_modifieddate/0,2096,67862954_67866875,00.html)). This procedure is known as a "Personal Review for Criminal History." The requestor may use the results to examine it for accuracy and/or to challenge any information contained in the history that s/he feels is inaccurate or incomplete.

## **CODE OF ETHICS**

Students enrolled in the Social Work Program are subject to the Regulations found in The Ram Student Handbook, as well as The Department of Social Work BSW Student Handbook and the ethical standards of the social work profession in the National Association of Social Work Code of Ethics. Students in the Program are also bound to conduct themselves according to the profession and specifically within any legal constraints of any law-abiding community. They have the responsibility to maintain the highest levels of personal and professional integrity and to show compassion and respect for themselves, colleagues, faculty, staff, and most importantly, the clients who participate in their education. Suspensions and dismissals from the Social Work Program regardless of academic performance, include nonacademic factors such as: violation of University regulations in the Ram Student Handbook, the Social Work Program Handbook; commission of acts or behaviors which violate the NASW Code of Ethics; commission of an offense which goes to the issues of moral turpitude; or conviction of a felonious offense. High standards of ethical and moral behavior must be maintained for professional practice as a social worker.

The expectations of students in social work may be generalized from materials in the Student Handbook, which includes the Code of Ethics. The National Association of Social Workers (NASW) Code of Ethics is the primary basis for determining professionally accepted standards of conduct in general. The Social Work Program's philosophy, which is consistent with the Code of Ethics, comprises core, interrelated beliefs that provide the particular orientation to which social work is understood and taught.

The Code of Ethics is intended to guide social workers' everyday conduct and represents standards of ethical behavior for comportment as social workers and for ethical responsibilities to clients, colleagues, employers and employing organizations, to the social work profession and to society. For the purposes of defining students' rights and responsibilities, colleagues include fellow students and the staff and faculty of the Social Work Program.

## Purpose of the Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code of Ethics is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

- The code identifies core values on which social work's mission is based
- The code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice
- The code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise
- The code provides ethical standards to which the general public can hold the social work profession accountable
- The code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards
- The code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

NASW has formal procedures to adjudicate ethical complaints filed against members. In subscribing to this code social workers are required to cooperate in its implementation, participate in the NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. The NASW Code of Ethics can be found in the Appendices.

For information on NASW adjudication procedures, see [NASW Procedures for the Adjudication of Grievances](#).

The code offers a set of values, principles, and standards to guide decision-making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the code must take into account the context in which it is being considered and the possibility of conflicts among the code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and the professional.

Further, the Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank-ordered when they conflict. Ethical decision-making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision-making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all values, principles, and standards in this code that are relevant to any situation in

which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this code.

In addition to this code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider NASW Code of Ethics as the primary source. Social workers also should be aware of the impact on ethical decision-making of their clients' and their own personal values, cultural and religious beliefs, and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult relevant literature on professional ethics and ethical decision-making, and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise where social workers' ethical obligations conflict with agency policies, relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

This Code of Ethics is to be used by NASW and by other individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings in order to allow the profession to counsel and/or discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes, or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather a code of ethics sets forth values, ethical principles and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. This code reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character, who discern moral questions, and in good faith seek to make reliable ethical judgments.

## **ETHICAL PRINCIPLES**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**VALUE:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

**VALUE: Social Justice Ethical Principle: Social workers challenge social injustice**

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity and knowledge about oppression, and cultural and ethnic diversity. Social workers strive to ensure equality of opportunity, access to needed information, services, resources and meaningful participation in decision making for all people.

**VALUE: Dignity and worth of the person**

**Ethical Principle: Social workers respect the inherent dignity and worth of the person.**

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients and the broader society's interest in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**VALUE: Importance of human relationships Ethical Principle: Social workers recognize the central importance of human relationships**

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**VALUE: Integrity Ethical Principle: Social workers behave in a trustworthy manner**

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards, and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

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# **APPENDICES**

# BACCALAUREATE SOCIAL WORK PROGRAM APPLICATION FOR ADMISSION

Telephone: (229) 430-2870 or 430-2974

Facsimile: (229) 430-6490

Date Applied: \_\_\_\_\_

**BIOGRAPHICAL DATA:**

NAME: \_\_\_\_\_ RAM I.D. # \_\_\_\_\_  
(Last) (First) (Middle)

Permanent Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Local Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Local Phone: \_\_\_\_\_ Permanent Phone # \_\_\_\_\_  
(Area Code) (Number) (Area Code) (Number)

Indicate Semester and Year Applying For: Fall: \_\_\_\_\_ Spring: \_\_\_\_\_  
(Year) (Year) (Cell Phone Number or E-mail address)

I have completed 45 to 60 hours of college course work with a minimum 2.50 GPA and am applying as a:

- \_\_\_\_\_ Freshman who declared Social Work as a Major
- \_\_\_\_\_ Transfer Student with an AA from: \_\_\_\_\_
- \_\_\_\_\_ Major Change (ASU): Current Major \_\_\_\_\_
- \_\_\_\_\_ Transfer Student from: \_\_\_\_\_
- \_\_\_\_\_ Former Social Work Student Returning: Last Year/Semester in School \_\_\_\_\_
- \_\_\_\_\_ Social Work Student who did not complete Field Practicum
- \_\_\_\_\_ Student Seeking Second Bachelor Degree: Identify First Degree: \_\_\_\_\_
- \_\_\_\_\_ Other (Explain) \_\_\_\_\_

**ACADEMIC HISTORY: List all colleges and/or universities attended:**

College	Location	Dates	Hrs.
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Degree Awarded:**

\_\_\_\_\_ A.A. Date Awarded: \_\_\_\_\_ Institution: \_\_\_\_\_ G.P.A. \_\_\_\_\_  
\_\_\_\_\_ B.A. /B.S. Date Awarded: \_\_\_\_\_ Institution: \_\_\_\_\_ G.P.A. \_\_\_\_\_  
\_\_\_\_\_ Other Date Awarded: \_\_\_\_\_ Institution: \_\_\_\_\_ G.P.A. \_\_\_\_\_

Which of the following courses are you taking now or have completed? Indicate the semester, year (e.g. Fall, 2018) and grade. If you are currently taking courses that are listed indicate by noting “ **now**”.

Course No.	Course Name	Semester/Year	Grade
_____	Biology I	_____	_____
_____	History	_____	_____
_____	U.S. & Georgia Government	_____	_____
_____	Introduction to Psychology	_____	_____
_____	Urban Social Problems	_____	_____
_____	Economics	_____	_____
_____	in Social	_____	_____
_____	SOWK 2412 Introduction to Social Work	_____	_____
_____	Biology II	_____	_____
_____	World Literature I	_____	_____
_____	Introduction to Sociology	_____	_____
_____	Basic Statistics	_____	_____
_____	SOWK 1385 Careers	_____	_____

**EMPLOYMENT INFORMATION**

Are you currently employed?  Yes  No  Full time  Part time  Work Study

Will you be employed while enrolled at Albany State University?  Yes  No

If yes, will you be employed part time or full time throughout your educational process?  Full time  Part time

Have you had any paid Social Work Experience?  Yes  No

Have you had any volunteer experience in a social service agency?  Yes  No

If yes to experience(s) in a paid or volunteer setting give an overview of the experience(s):

**CRIMINAL HISTORY**

Dates \_\_\_\_\_ of \_\_\_\_\_ Treatment(s): \_\_\_\_\_

Have you ever been arrested?  Yes  No Felony/Felonies?  Yes  No Name and Address of Facility: \_\_\_\_\_

If yes to either question, were you convicted?  Yes  No \_\_\_\_\_

If yes to the conviction, what was the charge? \_\_\_\_\_ Did you complete the treatment(s) prescribed?  Yes  No

If no, please provide an explanation: \_\_\_\_\_

**Please explain the disposition of your case on a separate page; place your explanation in a sealed and signed envelope and staple the envelop to your application.**

Have you ever been arrested for a misdemeanor or misdemeanors?  Yes  No

---

**MENTAL / EMOTIONAL HISTORY**

**Please explain the disposition of your case on a separate page; place your explanation in a sealed and signed envelope to your application.**

Are you currently or ever have required any type of counseling/psychotherapy?  Yes  No **and staple the envelope to your application.**

If yes, what was the nature of the counseling/psychotherapy problem? (Please do not give in-depth details; if you see the need to give specific details attach additional confidential information) \_\_\_\_\_  
\_\_\_\_\_

Have you ever been hospitalized for any type of mental/emotional conditions?  Yes  No

If yes, please provide the following information for each time you were hospitalized (additional sheets may be attached).

Hospitalization Date(s): \_\_\_\_\_

**ADMISSION STATEMENT:**

As a part of your application for admission to the Social Work Program, you are to write a statement that addresses the five areas listed below. This statement will be used to assist the Social Work Admission's Committee in their decision making process in reference to your application. **Your typed admission's statement is to be attached to your application.** The Admission Statement should be from three to five pages and well written.

- o Discuss the major reasons for your interest in the Social Work profession.
- o Describe some of the successes you have achieved in school, employment, and in your personal life.
- o Describe any barriers you have had to overcome while pursuing your educational, employment or personal goals.
- o Describe any experiences that you have had while working with people that you felt you were able to use a skill you thought at the time was related to the Social Work profession.
- o Note previous experiences that made you feel that you could effectively provide services to individuals from diverse populations reflecting religious, racial, ethnic, physical, socio-economic, gender, and sexual orientation differences?

I certify that the information on this application is true and valid.

\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Type Name

\*\*\*\*\*

OFFICIAL OFFICE USE (Do not sign below until interviewed)

**STATEMENT OF UNDERSTANDING**

I understand that the Social Work Major Curriculum requires 60 credit hours in upper-division courses, including a twelve (12) hour Field Placement and a three (3) hour Integrative Seminar. I also understand that I would need to join the National Association of Social Workers (NASW) when I am in Social Work 2412, and that my membership should be in place prior to entering field placement. I have been advised that I have to purchase Professional Liability Insurance prior to entering field placement, and that cannot be done if I am not a member of NASW. I further understand that I will need to make a Formal Application to the Social Work Program for field placement the third week of the semester prior to being assigned to an agency. While I shall be consulted as to my interests and choice of location for field placement, I am aware that my preference/choice may not be possible.

I understand that I must have an institutional grade point average (GPA) of 2.50 to be considered for admission into the Social Work Program. Once admitted, I must maintain a minimum 2.50 G.P.A. I also understand that I need a 2.50 institutional GPA to be assigned in field placement. The Social Work Program Admission's Committee has advised me that I need to maintain a "B" or better in all Social Work Core Requirements to meet program requirements and graduate from the Social Work Academic Program.

Date Interviewed: \_\_\_\_\_

\_\_\_\_\_  
Student Signature Committee Chair signature

.....

Date Application Received: \_\_\_\_\_ Received by: \_\_\_\_\_

**COMMITTEE'S DECISION:** \_\_\_\_\_ Accepted \_\_\_\_\_ Rejected \_\_\_\_\_ Accepted Conditionally

Date Director Received: \_\_\_\_\_  
Director's Signature



**ALBANY STATE UNIVERSITY  
SOCIAL WORK PROGRAM  
STUDENT PERSONAL DATA**

PLEASE TYPE AND SIGN APPLICATION

CHECK ONE: Undergraduate <input type="checkbox"/> Transfer Student <input type="checkbox"/> Date of Transfer <input style="width: 100px;" type="text"/> CHECK ONE: Fall Semester <input type="checkbox"/> Spring Semester <input type="checkbox"/>
---

**Personal Data**

Name: \_\_\_\_\_ RAM I.D.: \_\_\_\_\_  
           Last                    First                    Initial

Local Address: \_\_\_\_\_  
                                     No., Street, & Apt.                                    City                    State                    Zip

Permanent Address: \_\_\_\_\_

Telephones: \_\_\_\_\_  
                                     (Home)                                    (Mobile)                                    (Employment)

Gender:  Male  Female Birth Date: \_\_\_\_\_

Marital Status:  Single  Married  Divorced  Separated  Widowed

Are you a U.S. Citizen:  Yes  No

Do you require handicapped accommodations?  Yes  No

**CLASSIFICATION:**  Freshman  Sophomore  Junior  Senior

Regents' Test Date: \_\_\_\_\_ Date Admitted to the Program \_\_\_\_\_

List Colleges/Universities Attended:

Name of School	City & State	Degree/Reason Withdrew	Date
[			
[			
(			

**EMERGENCY CONTACT**

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephones: \_\_\_\_\_  
(Home) (Mobile)

\_\_\_\_\_  
(Employment)

Address (Optional): \_\_\_\_\_  
No. & Street

\_\_\_\_\_  
City/State Zip

**ETHNICITY:**

African- American  Asian  Caucasian  Hispanic (Not Mexican-American)

Mexican American  Native American  Puerto Rican  Other (Specify)

**OVER)**

Are you employed?  Yes  No If yes, does your employer allow telephone contact?  Yes  No

Place of Employment \_\_\_\_\_

Supervisor's Name in the event of an emergency \_\_\_\_\_

Do you have children?  Yes  No How many? \_\_\_\_\_

List children's ages: \_\_\_\_\_

If you are in class and someone calls regarding your child/children, what schools do they attend or who is/are the child/children's care person? \_\_\_\_\_

**STRENGTHS:**

**WEAKNESSES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**HOBBIES:**

**VOLUNTEER EXPERIENCES:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMMUNITY ORGANIZATIONS:**

**CAMPUS ORGANIZATIONS:**

---

Do you plan to attend graduate school? [ ] Yes [ ] No If no, what are your career goals?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The above information is correct, and I will change any or all of the above information as changes take place to provide the Social Work Director and advisors of the necessary updated contact information and of my employment until I graduate.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Information received by:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**AUTHORIZATION FOR RELEASE OF INFORMATION**

*Please print clearly all requested information.*

First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Social Security Number \_\_\_\_\_

Address \_\_\_\_\_ Apartment # \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Position Applying For \_\_\_\_\_

Telephone Number \_\_\_\_\_

I hereby authorize your company, Albany State University, or any agent of said company, to contact any of my previous employers or to contact schools, companies, credit bureaus, corporations, law enforcement agencies, persons, and educational institutions to supply any information concerning my background.

I hereby also give my permission for the release of all appropriate background information permissible by governing laws to the following HR Management Representatives:

**Director of Human Resources Management:** Steve A. Grant

**Human Resources Manager:** Cassandra Alexander

**Personnel Specialist III:** Wynell Wilson

I fully understand the terms of this release and that the information I have provided is accurate, true and correct.

I executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, at

(date) (month) (yr)

\_\_\_\_\_

(city) (state)

By: \_\_\_\_\_

Signature

\_\_\_\_\_

*Notary Public Signature Date*

*My Commission Expires:* \_\_\_\_\_

Albany State University \* Albany, Georgia 31705 \* Telephone 229-430-4711

A Unit of the University System of Georgia \* An Equal Opportunity / Affirmative Action Institution – M/F/V/H

**Georgia Bureau of Investigation  
Georgia Crime Information Center**

**Consent Form**

I hereby authorize \_\_\_\_\_  
to receive any Georgia criminal history record information pertaining to me which may be in the files of any state  
or local criminal justice agency in Georgia.

\_\_\_\_\_  
Full Name (print)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Sex

\_\_\_\_\_  
Race

\_\_\_\_\_  
Date of Birth

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Special employment provisions (check if applicable):

- Employment with mentally disabled (Purpose code 'M')
- Employment with elder care (Purpose code 'N')
- Employment with children (Purpose code 'W')

**One of the following must be checked:**

- This authorization is valid for 90/180/\_\_\_\_ (circle one) days from date of signature.
- I, \_\_\_\_\_ give consent to the above named to perform periodic criminal history background checks for the duration of my employment with this company.

**ALBANY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
504 College Drive  
Albany, Georgia 31705  
(229) 430-2974**

**B.S.W.CHECKSHEET  
123 CREDITS FOR GRADUATION**

**2.50 GPA REQUIRED FOR GRADUATION**

**NAME:** \_\_\_\_\_ **ADVISOR:** \_\_\_\_\_  
**ADDRESS:** \_\_\_\_\_ **RAM ID:** \_\_\_\_\_  
**PHONES: (H)** \_\_\_\_\_ **(C)** \_\_\_\_\_ **DATE ADMITTED** \_\_\_\_\_

<b>AREA A1: ESSENTIAL SKILLS (6 Hours)</b>		<b>Grd</b>	<b>Hr</b>	<b>AREA D: SCIENCE, MATH, TECH. (10-11 HOURS)</b>		<b>Grd</b>	<b>Hr</b>
<b>ENGL 1101</b>	<b>English Composition I or</b>		3	<i>Non-STEM Majors must take ONE science course in Area D. The additional TWO courses can be either Math or Science.</i>			
ENGL 1101H	English Composition I Honors		3	<b>BIOL 1110K*</b>	Intro to Environmental Biology		4
<b>ENGL 1102</b>	<b>English Composition II or</b>		3	<b>BIOL 1111K*</b>	<b>Intro to Biological Science I</b>		<b>4</b>
ENGL 1102H	English Composition II Honors		3	<b>BIOL 1112K**</b>	<b>Intro to Biological Science II</b>		<b>4</b>
<b>AREA A2:</b>	<b>SELECT ONE (3 Hours)</b>			<b>BIOL 2107K*</b>	Principles of Biology I		4
<b>MATH 1001</b>	<b>Quantitative Reasoning</b>		3	<b>BIOL 2108K**</b>	Principles of Biology II		4
<b>MATH 1111</b>	<b>College Algebra</b>		3	<b>CHEM 1151K*</b>	Survey of Chemistry I		4
MATH 1112	College Trigonometry		3	<b>CHEM 152K**</b>	Survey of Chemistry II		4
MATH 1113	Pre-Calculus		3	<b>CHEM 1211K*</b>	Principles of Chemistry I		4
MATH 1211	Calculus I		4	<b>CHEM1212K**</b>	Principles of Chemistry II		4
<b>AREA B: INSTITUTIONAL OPTIONS (5 Hours)</b>				<b>PHSC1011K*</b>	Physical Science I		4
<b>COMM 1000</b>	<b>Cultural Diversity in Communication</b>		2	<b>PHSC1012K**</b>	Physical Science II		4
<b>HIST 1002</b>	<b>Intro. To African Diaspora (S)</b>		2	<b>PHYS1111K*</b>	Introductory Physics I		4
<b>POLS 1105</b>	<b>Current World Problems</b>		2	<b>PHYS1112K**</b>	Introductory Physics II		4
<b>SELECT ONE BELOW</b>				<b>PHYS2211K</b>	Principles of Physics I		4
<b>COMM 1100</b>	<b>Human Communication</b>		3	<b>PHYS2212K**</b>	Principles of Physics II		4
<b>COMM 1110</b>	<b>Public Speaking</b>		3	*Cannot use the following combinations for completion of Area D: BIOL 1110 and BIOL 1111; BIOL 2107, BIOL 1110, or BIOL 1111; CHEM 1151 and CHEM 1211; PHSC 1011 and PHYS 1111 or PHYS 2221; PHSC 1012 and CHEM 1151 or CHEM 1211			
<b>AREA C1: HUMANITIES/FINE ARTS (Select ONE below) 6 Hrs.</b>				**Requires completion of first course in sequence.			
<b>ENGL 2111</b>	<b>World Literature I or</b>		3	<b>NON-STEM MAJORS SELECT TWO BELOW IN SEQUENCE</b>			
HONR 2111H	World Literature I Honors		3	<b>CSCI 1300</b>	<b>Intro to Computer Science</b>		<b>3</b>
ENGL 2112	World Literature II or		3	MATH 1113	Pre-Calculus		3
ENGL 2112H	World Literature II Honors		3	MATH 1211	Calculus I		4
ENGL 2121	British Literature I		3	MATH 1211	Calculus II		4
ENGL 2122	British Literature II		3	MATH 2213	Calculus III		4
ENGL 2131	American Literature I		3	MATH 2411	Introduction to Statistics		3
ENGL 2132	American Literature II		3	<b>AREA E: SOCIAL SCIENCES (12 HOURS)</b>			
ENGL 2141	African American Literature I		3	<b>POLS 1101</b>	<b>American Government*</b>		3
ENGL 2142	African American Literature II		3	<b>SELECT ONE BELOW</b>			
<b>AREA C2: HUMANITIES/FINE ARTS (Select ONE below)</b>				<b>HIST 1111</b>	<b>Survey of World History 1</b>		<b>3</b>
<b>ARTS 1100</b>	<b>Art Appreciation</b>		3	HIST 1112	Survey of World History II		3
<b>FREN 1001</b>	<b>Elementary French I</b>		3	HIST 2111	Survey of U.S. History 1		3
<b>FREN 1002</b>	<b>Elementary French II</b>		3				
<b>FREN 2001</b>	<b>Intermediate French I</b>		3				
<b>FREN 2002</b>	<b>Intermediate French II</b>		3				

LATN 1001	Elementary Latin I		3	HIST 2112	Survey of U.S. History II		3
LATN 1002	Elementary Latin II		3	<b>SELECT TWO BELOW</b>			
LATN 2001	Intermediate Latin I		3	ANTH 1102	Introduction to Anthropology		3
LATN 2002	Intermediate Latin II		3	<b>ECON 2105</b>	<b>Principles of Macroeconomics</b>		<b>3</b>
MUSC 1100	Music Appreciation		3	GEOG 1101	Intro to Human Geography		3
JAPN 1001	Elementary Japanese I		3	HIST 1111	Survey of World History I		3
JAPN 1002	Elementary Japanese II		3	HIST 1112	Survey of World History II		3
JAPN 2001	Intermediate Japanese I		3	HIST 2111	Survey of U.S. History I		3
JAPN 2002	Intermediate Japanese II		3	HIST 2112	Survey of U.S. History II		3
SPAN 1001	Elementary Spanish I		3	<b>HIST 2113</b>	<b>Minorities in America</b>		<b>3</b>
SPAN 1002	Elementary Spanish II		3	POLS 2101	Introduction to Political Science		3
SPAN 2001	Intermediate Spanish I		3	PSYC 1101	General Psychology		3
SPAN 2002	Intermediate Spanish II		3	SOCI 1101	Introduction to Sociology		3
THEA 1100	Theatre Appreciation		3				

**B.S.W. CHECKSHEET**

**Page 2**

**NAME:** \_\_\_\_\_ **RAM I.D.** \_\_\_\_\_

		Grd	Hr	<b>AREA G3: MAJOR ELECTIVES (SELECT 9 –12 HOURS)</b>			
<b>ABOVE THE CORE (3 Hours)</b>				<b>GRADE OF "C" OR BETTER</b>			
ASU 1101	FYE Pathways to Success		1	SOWK 3210	Social Work Econ: Global Outcomes		3
HE/HL/PE/PH	Health & Wellness Requirement		1	SOWK 3275	Forensic Interviewing		3
HE/HL/PE/PH	Health & Wellness Requirement		1	SOWK 3291	Family & Child Welfare		3
<b>AREA F: PROGRAM-RELATED COURSES (18 Hours)</b>				SOWK 3350	Social Gerontology		3
<b>GRADE OF "C" OR BETTER REQUIRED</b>				SOWK 3353	Counseling the Aged		3
SOCI 2011	Principles of Sociology		3	SOWK 3383	Social Work with Families		3
SOCI 2601	Urban Social Problems		3	SOWK 3384	Social Work and the Law		3
PSYC 1101	General Psychology		3	SOWK 3385	Social Work with Children		3
MATH 2411	Introduction to Statistics		3	SOWK 3391	Issued in International Social Work		3
SOWK 1385	Careers in Social Work		3	SOWK 3400	Mental Health Services		3
SOWK 2412	Introduction to Social Work		3	SOWK 4292	Service Delivery Systems & the Aged		3
<b>AREA G1: MAJOR REQUIRED COURSES (15 HOURS)</b>				SOWK 4293	Social Work in Health Care		3
<b>GRADE OF "C" OR BETTER REQUIRED</b>				SOWK 4310	Global Research		3
SOWK 2310	Self-Awareness		3	SOWK 4424	School Social Work Services		3
SOWK 3300	Found. Values/Ethics in S.W.		3	SOWK 4435	Death and Dying		3
SOWK 3381	Human Behavior/Soc. Env. I		3	SOWK 4450	Special Topics		3
SOWK 3382	Human Behavior/Soc. Env. II		3	SOWK 4460	International Social Work Policy		3
SOWK 3443	Interviewing and Recording		3	SOWK 4494	Social Work & Chemical Dependency		3
<b>AREA G2: REQUIRED MAJOR COURSES (36 HOURS)</b>				SOWK 4495	Human Sexuality		3



## DEPARTMENT OF SOCIAL WORK STUDENT CONTRACT

As a social work student matriculating at Albany State University, I will uphold and abide by the NASW Code of Ethics.

I understand that I may be counseled out of the program on the following basis:

- **Academic Performance:** I will meet grade requirements. I will pursue academic honesty.
- **Absenteeism:** I will meet the requirements of all classes and field practicum attendance as prescribe in each syllabus.
- **Professional Behavior:** I will act at all times in a professional manner with peers, faculty, agency personnel, and clients; always treating others with respect courtesy, fairness, and good faith.
- **Assaultive or Threatening Behavior:** I will not participate in inappropriate behavior that is directed toward clients, colleagues, or instructors.
- **Damaging Behavior:** I will treat others with respect, demonstrate a respect for diversity, protect confidentiality, ensure freedom of expression, and demonstrate a commitment to community.
- **Ineffective in Work with Clients:** I will demonstrate minimal levels of effective performance and apply progressive learning techniques to evidence progress in working with clients. I will not violate practicum agency policy.
- **Progressive Discipline:** I understand that should I violate any of the above tenets, I will be counseled and receive one warning. I understand that continuation of the behavior will result in my being counseled out of the Program.

---

Student Signature

---

Date

# What can you do with a degree in Social Work?



## Touch the World

Department of Social Work  
 Albany State University  
 504 College Drive  
 Albany, Georgia 31705

# Title IV-E Child Welfare Program

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Students interested in a career in Child Welfare may want to consider submitting an application to become a part of the Title IV-E Program.

Students accepted into the Title IV-E program will receive a stipend each semester to assist with tuition, books and mileage. After matriculating through the Social Work Academic Program, students will be obligated to work for the Georgia Department of Human Services, Department of Family and Children Services one year for each year of receiving the stipend. Employment obligations will include working in the areas of Child Protective Services Investigations, Family Preservations, Foster Care and/or Adoptions.

## CRITERIA:

GPA -- 2.5 or Better

Admission to the Social Work Program

Go to <http://www.dhsjobsga.com/Main/Default.aspx> to review the description of a Social Services Case Manager, click on the video, "Life as a **GA Case Manager.**" Enter **dhrjobs** for Username and **socialcm** as the Password.

## PROCESS:

### Title IV-E Application

- Title IV-E Application must be completed and submitted (on line at the web site noted below), and a hard copy given to the Title IV-E Administrative Specialist, or Title IV-E Coordinator by the 6<sup>th</sup> week in the semester prior to the semester of participation. Please keep your password for future use.  
<https://www.gadfcs.org/grant/cwg.jsp>
- Qualified students will be given an interview date to complete a panel interview which will include members of the State DFCS office as well as a member of the local DFCS Office(s)
- Students are expected to arrive a minimum of 15 minutes early and professionally dressed to meet with the panel.

**DFCS Education and Training Services Section  
Title IV-E Child Welfare Education Program Application**

Personal Information

Name \_\_\_\_\_  
Social Security Number \_\_\_\_\_  
Application Submit Date \_\_\_\_\_  
Current DFCS Employee \_\_\_\_\_  
Gender \_\_\_\_\_  
Birth Date \_\_\_\_\_  
Are you a U.S. Citizen? \_\_\_\_\_  
Ethnic Background \_\_\_\_\_ Are you  
Bilingual? \_\_\_\_\_  
Language \_\_\_\_\_

Contact Information

Permanent Address \_\_\_\_\_  
\_\_\_\_\_  
Current Address \_\_\_\_\_  
\_\_\_\_\_  
Preferred Phone Number \_\_\_\_\_  
Alternate Phone Number \_\_\_\_\_  
Email Address \_\_\_\_\_

Reference Information

Degree Applying For \_\_\_\_\_  
Student Status \_\_\_\_\_  
Social Work/Professional  
Reference #1 \_\_\_\_\_  
Title \_\_\_\_\_  
Phone Number \_\_\_\_\_  
  
Social Work /Professional  
Reference #2 \_\_\_\_\_  
Title \_\_\_\_\_  
Phone Number \_\_\_\_\_

Social Work/Professional  
Reference # 3  
Title  
Phone Number

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Questions

Describe your motivation and career goals related to working in the area of child welfare.

Explain why you are applying for the grant.

Describe your best experience in working with children/families and why.

Describe your worst experience in working with children/families and why.

Describe your understanding of and your experience with the child welfare system.

Describe your beliefs as to what are the most powerful forces in a child's life.

What strengths will you bring to the program?

What sets you apart from the other applicants?

**TITLE IV-E CHILD WELFARE EDUCATION PROGRAM  
BACHELOR OF SOCIAL WORK DEGREE STUDENT  
AGREEMENT**

**AGREEMENT BETWEEN**

**ALBANY STATE UNIVERSITY**

*(Hereinafter referred to as Educational Institution)*

**AND**

---

*(Hereinafter referred to as IV-E Child Welfare Education Program student)*

**AND**

**The Georgia Department of Human Resources/Division of Family and  
Children Services (hereinafter referred to as DFCS)**

**I. RESPONSIBILITY OF IV-E/State Funds GRANT STUDENT:**

A. To obtain the Support of Degree Attainment Form from the DFCS approval authority, if currently employed by DFCS, indicating that Staff Enrichment and Educational Development, (SEED-work study) or time off, has been granted in order to participate in the Program.

B. To be pre-screened for employment and participate in the DFCS criminal background process if not a current DFCS employee. If the IV-E Child Welfare Education Program student has been or is convicted of a crime that, pursuant to DFCS policy, would disqualify the student from service in a County DFCS agency child welfare position, the IV-E Child Welfare Education Program student will be ineligible for, or terminated from, the Program, and will be responsible for repaying to DFCS any funds expended in accordance with the program. If the IV-E student has a new incident of arrest/conviction, the student is required to disclose all arrests and/or convictions while participating in the IV-E Child Welfare Education Program within 7 days of the incident. Failure to do so will result in the student becoming ineligible for, or terminated from, the Program, and will be responsible for repaying to DFCS any funds expended in accordance with the program.

C. To successfully complete the necessary courses to receive a Bachelor and/or Master of Social Work degree from above stated university, said courses to include 2 specified child welfare courses as designated by the School of Social Work and approved by the Division of Family and Children Services.

D. To successfully complete the concentration practicum (Internship) course(s) required by the BSW and/or MSW degree program in a DFCS office working in direct child welfare service provision. BSW and MSW students must complete the School specific practicum hours in a DFCS office. If the IV-E Child Welfare Education Program student is a current DFCS employee and has three years work experience with DFCS, an administrative placement within DFCS or placement in an agency serving IVE eligible children may be approved.

E. To adhere to the National Association of Social Workers Code of Ethics and abide by State and Federal laws.

- F. To provide use of an automobile as necessary and allowed for the practicum and have and provide proof of a valid driver's license and auto liability insurance.
- G. To seek and accept employment in a DFCS child welfare position (CPS, Placement or Adoptions) within 60 days following graduation OR if already employed by DFCS in a social services position, continue employment in DFCS child welfare. No later than three months prior to graduation, non-DFCS students or students employed by DFCS in non child welfare positions will be required to submit the names of their five preferred DFCS counties of employment. Students will be matched with existing vacancies in those counties. If there are no vacancies identified in the preferred counties within 30 days of graduation, the student will be matched with a county anywhere in the state. The student agrees to be available to begin employment within 30 days following graduation. All students must be officially hired in a DFCS office in a child welfare position within 60 days following graduation. Failure by the student to accept employment is a violation of this agreement, and renders the student liable for the full amount of funds expended pursuant to the program.
- H. The student must render a minimum of one calendar year of continuous and satisfactory full time employment with DFCS in a child welfare position, in exchange for each academic year of IV-E funding. Failure by the student to fulfill this requirement is a violation of this agreement, and renders the student liable for the full amount of funds expended pursuant to the program.
- I. To maintain status as a citizen or permanent resident of the United States throughout the period of participation in the IV-E Child Welfare Education Program, including the employment requirement period.
- J. To begin fulfilling the total IV-E/State Funds work commitment upon graduation from the MSW program if you were a BSW student who immediately pursued the MSW degree upon graduation from the BSW program.
- K. To agree for the Educational Institution to release information as necessary for participation in the program to an authorized representative of the Division of Family and Children Services.
- L. To provide the State Office, Education and Training Services Section, of any change in name, address or place of employment until such time as the employment payback is over or any amount owed under this agreement is paid in full or otherwise retired.
- M. To provide the State Office, Education and Training Services Section, any information requested by the Educational Institution or DFCS. Failure to do provide information within the times frames of the requestor will be just cause to remove the student from the IV-E Program.
- N. To participate in all evaluations of this Program as requested by the Educational Institution and/or DFCS during and following the grant period.

## **II. RESPONSIBILITY OF THE EDUCATIONAL INSTITUTION/DFCS:**

- A. To assign the IV-E Child Welfare Education Program student to a required practicum in a DFCS office for the required number of hours. If working on the MSW degree and the recipient has at least three years work experience with DFCS in child welfare services, an administrative or supervisory placement may be approved by DFCS and the Educational Institution.
- B. To provide the IV-E Child Welfare Education Program student with monies for each academic year (as determined by the Educational Institution) contingent upon availability of Title IV-E Child Welfare Education Program funds, while the IV-E Child Welfare Education Program student participates in the Program and meets the conditions of the student agreement.

- C. To Suspend or terminate IV-E Child Welfare Education Program student support payments if the IV-E Child Welfare Education Program student is not performing satisfactorily because of a problem which cannot be corrected.
- D. To advise the IV-E Child Welfare Education Program student of the amount of employment payback time to DFCS based on the number of academic years student has received funding (1 year employment payback for each academic year of IV-E Child Welfare Education Program Funding). Payback amount is calculated from total monies provided student (books, mileage, tuition, and other fees). If student leaves employment before the payback time is completed the amount owed DFCS will be prorated.
- E. To assist the IV-E Child Welfare Education Program student in locating a child welfare position and fulfilling employment requirements of this agreement, unless DFCS is precluded from providing employment by DHR/DFCS requirements, legislative budget cuts, position freezes or other circumstances beyond DFCS' control in which case the stipend recipient is relieved of this obligation to work for DFCS and not required to reimburse the educational institution for amounts received by the IVE Child Welfare Education Program student under the agreement.

### III. GENERAL PROVISIONS:

- A. If the IV-E Child Welfare Education Program student's education is discontinued prior to completion of the BSW and/or MSW degree, or the IV-E Child Welfare Education Program student fails to attain the desired degree, does not remain in "good standing" as defined by the Educational Institution, or does not become employed with a DFCS office in a child welfare position within 60 days of graduation, then the IVE Child Welfare Education Program student shall reimburse DFCS the total amount of the IV-E Child Welfare Education Program monies received under this agreement.
- B. If the IV-E Child Welfare Education Program student who is already employed by DFCS terminates employment for any reason (voluntarily, involuntarily) prior to fulfillment of the work obligation set forth in paragraph I. G., above, then the IV-E Child Welfare Education Program student shall reimburse DFCS for the total amount of the IV-E Child Welfare Education Program monies received under this agreement.
- C. If the IV-E Child Welfare Education Program student completes a portion of the work obligation but fails to complete the total work obligation with DFCS, the IV-E Child Welfare Education Program student will reimburse DFCS a proportional amount of the total IV-E Child Welfare Education Program monies received for each month short of the employment obligation with DFCS.
- D. If for any reason the IV-E Child Welfare Education Program student interrupts studies and delays graduation, the IV-E Child Welfare Education Program student must notify the Educational institution and the DFCS Education and Training Services Section and either request a deferral due to hardship that defers the employment obligation for an agreed upon time, or repay the IV-E Child Welfare Education Program funds expended.
- E. It is understood by all parties that all information regarding the student's performance while in school or practicum will be shared between the educational institution and DFCS. Work performance of IV-E Child Welfare Education Program students who are DFCS employees will also be shared when it pertains to school performance, violations of National Association of Social Workers Code of Ethics and/or ability to remain employed with DFCS.
- F. **It is understood by all parties that if the IV-E Child Welfare Education Program student breaches this agreement and defaults on repayment of the IV-E Child Welfare Education Program funds expended, a complaint against the student will be reported to the State Licensing Board, and a civil action may be initiated against the student.**

G. This agreement shall commence upon disbursement of any portion of the IV-E Child Welfare Education Program monies to or on behalf of the student and shall terminate upon successful completion of the required employment or reimbursement by the student. This agreement is made with the understanding that it shall be interpreted and enforceable under the laws of the state of Georgia within the jurisdiction and venue of the state of Georgia. This agreement contains or has attached hereto all of the terms and conditions agreed upon between the parties herein. In witness thereof, this agreement is signed and entered into on the date entered below.

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<b>Name of IV-E Child Welfare Education Program Student</b>	<b>Signature</b>	<b>Date</b>
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**Social Security Number**

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<b><u>Signature of the Provost</u></b>	<b>Date</b>
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<b>Georgia Department of Human Resources/ Division of Family and Children Services</b>	<b>Signature</b>	<b>Date</b>
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Meetings of the committee are held on a quarterly basis. A subcommittee to address local issues/exceptions and requests will meet on an as needed basis. The S.E.E.D Advisory committee is comprised of:

- Education and Training Services Section Director (or designee)
- 2 County Directors (one rural, one urban)
- 2 Regional Directors (with past experience on Educational Assignment committee)
- State Office Social Services Section representative
- Social Services Section Staff Representative
- State Office Economic Support Section representative
- Fiscal Field Services Representative
- Educational Consortium member (University Faculty Member)
- Support Staff Representative
- Child Care and Parent Services Section Representative
- Evaluation and Reporting Section Representative
- Community Service Section Representative
- IV-E Program Graduate with DFCS experience
- Ad hoc members will include Education and Project Management Unit staff and other staff as needed.

Exceptions to rules outlined in this policy can be submitted to the S.E.E.D Advisory Committee through the Education and Training Services Section.

## I. Part time Work Study Assignment With Pay

### Eligibility Criteria\*

1. Minimum 24 months continuous service with DFCS (Exceptions will be considered by the SEED Advisory Committee)
2. Full time employee
3. "Meets expectations" or higher on most recent PMP
4. No disciplinary action taken within 24 months prior to application \*
5. Endorsement and support of immediate supervisor
6. Approval of local approving authority

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7. Degree and coursework are on the approved list for field of study as determined by Advisory Committee
8. Expectation that degree will be attained within 4 years or less
9. For continued eligibility, maintain "C" or better in undergraduate studies and "B" or better in graduate studies.

*\*Local approval authority responsible for ensuring that the applicant has met the above eligibility criteria for each term of work-study requested. If local approval authority cannot verify #4 then, the Education and Training Services Section will verify item #4 through the DHR, Office of Human Resources Management and Development (OHRMD).*

**Approved Degrees and Coursework under Part Time Work Study Assignment Program\***

- Bachelors in Social Work (BSW)
- Masters in Social Work (MSW)
- Accounting
- Masters in Public Administration\*\*

*\*\*Allowed if the employee is already on a supervisory level*

*\*The SEED Advisory Committee will consider exceptions to the approved degree list on an individual basis if recommended and justified by the local approval authority.*

**Time Allotted for Work Study Assignment**

Up to 10 hours a week of work-study time off can be granted by the local approval authority for approved degrees. Additionally, up to 24 hours a week can be granted by the local approval authority for BSW and MSW practicums.

Work-study time may not be accumulated and is only used for academic activities while pursuing the approved degree. Activities include attending class, participating in distance learning activities, attending mandatory workshops, and meeting with advisors, taking exams, and travel to class or practicum. Work-study time is considered work time in calculating the number of hours worked per week. The Supervisor must ensure that non-exempt FLSA employee's combined work time and work-study time do not exceed 40 hours a week unless overtime has been approved.

**Responsibility of Employee to DFCS**

The employee who receives time off to attend school is personally benefiting from this educational experience in terms of increased knowledge, promotional opportunities and potential salary increases. It is expected that staff who are allowed part time work-study assignment follow all regulations regarding this policy, and ensure that service provision to clients is their top priority.

The employee must sign a work commitment form in which they agree to work in the Division of Family and Children Services for a specified amount of time upon graduation. The amount of time the employee commits to work for DFCS is calculated at one calendar year of work at DFCS for every academic year the employee attends school under work-study. Employees who do not fulfill the work commitment will receive a "no rehire" work recommendation in their personnel file and may be subject to appropriate legal action. \*

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\*Exceptions to this "no rehire" recommendation can be made under special circumstances which will be outlined by the S.E.E.D Advisory Committee. An example might be an employee who must relocate to another state due to personal circumstances, unforeseen health issues, military service, etc.

**Approval Process**

It is important that staff communicate their desire to utilize work-study time off to their supervisor and approval authority and receive approval before they actually register for school. There are two steps to the approval process:

■ ***Complete one time only Prior to Registering for School:***

1. Employee submits the *Support of Degree Attainment form* and signed *Work Study Agreement form* to supervisor.
2. Supervisor approves or denies and submits forms to Approval Authority\*
3. Approval Authority approves or denies and sends copies of all denied forms to Regional Director. Copies of approved forms are sent to the Education and Training Services Section.
4. Regional Director automatically reviews any denials and sends copies of all forms with final decision to the Education and Training Services Section.\*

\*DFCS Education and Training Services Section, Two Peachtree St. NW, 25-462, Atlanta, GA 30303, Fax 404-657-4058 Attn: Ms. Aretha Powell

■ ***Complete prior to each School Term:***

1. Submit *S.E.E.D Program Term Application* to supervisor and local approving authority that lists the specific classes and amount of time requested off. (Include a copy of grades from prior term if already in school).
2. Supervisor approves or denies and submits to Approval Authority \*\*
3. Approval Authority approves or denies and sends copy of all denied forms to Regional Director. Copies of approved forms are sent to the Education and Training Services Section.\*
4. Regional Director automatically reviews any denials. Regional Director sends copy of all forms with final decision to Education and Training Services Section.\*

\*DFCS Education and Training Services Section, Two Peachtree St. NW, 25-462, Atlanta, GA 30303, Fax 404-657-4058 Attn: Ms. Aretha Powell

**\*\*Approval authorities:**

For Local DFCS Staff: County Director

For County Directors: Regional Director

For Regional Staff: Regional Director

For State Office Staff: Section Director

For Section Directors: Division Director

### Denials and Rescinding Approvals

#### Denials

Work-study assignment is an added bonus that may be given to employees based on their meeting the eligibility criteria, and the ability of the agency to continue to provide quality service to customers. The approval authority reserves the right to deny requests for work-study assignment.

#### Rescinding Approvals

It is possible that the approval authority may need to rescind approval of work-study assignment once it has been granted. However, all efforts should be made to avoid rescinding approval, including consultation with the Regional Director and Education and Training Services Section.

### Work Load Coverage

The local approval authority is responsible for ensuring that services continue to be provided to customers in a timely, quality fashion. Where there is a conflict between work-study assignment being approved, and services being provided to customers, the priority is that customer service comes first.

### Guidelines for Selection

If more than one employee submits an application for work-study assignment, and not all can be approved due to coverage issues, the following criteria can be taken into consideration:

- Child welfare supervisor pursuing the MSW degree
- Child welfare direct services worker pursuing the MSW or BSW degree
- Local agency need for expertise in the degree area
- Work study assignment has been previously approved and is needed to complete degree
- Length of Service at DFCS
- Evaluation of employee performance

### Evaluation and Monitoring of S.E.E.D. Work Study Program

1. The approval authority is responsible for monitoring the work commitment of the employee once the employee has graduated.

2. The Education and Training Services Section will be responsible for maintaining a database on all employees approved for work-study, and conducting an annual review and evaluation of the program.

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5

Rev. 5-21-08

3. All original forms are to be maintained in the local personnel file and, at the discretion of the county/section/regional office; forms may be placed in the employee productivity file.

## II. Funding for School Expenses

### Financial Aid

Employees are encouraged to contact the Financial Aid Office of the respective school for information about possible financial assistance.

### IV-E Child Welfare Grant

For those staff pursuing the MSW or BSW degree, funding is available through the IV-E program. IV-E eligible employees receive payment of tuition, fees, books and other related educational expenses. In turn, the employee fulfills a work commitment with DFCS in a child welfare position after graduation and signs a legally binding agreement to that effect. IV-E funding is available at eight schools of social work. Applications and additional information can be obtained by contacting the IV-E contact person at the school.

#### Title IV-E Child Welfare Education Program Schools in Georgia

Albany State University contact: Dr. Marilyn Spearman (229) 430-4694

Clark Atlanta University contact: Dr. Jacquelyn Mitchell (404) 880-6732

Dalton State College contact: Dr. David Boyle (706) 272-2682

Georgia State University contact: Ms. Mary McLaughlin, LCSW (404) 413-1071

Kennesaw State University contact: Ms. Takeisha Wilson, MSW (770) 499-3669

Savannah State University contact: Dr. Bernita Berry (912) 353-5263

Thomas University contact: Mr. Bill Milford LCSW (229) 226-1621

University of Georgia contact: Dr. Alberta Ellett (706) 542-5409

Valdosta State University contact: Dr. Martha Giddings (229) 245-4336

### Title IV-E Grant Application Process

- Submit *S.E.E.D. Support of Degree Attainment* form to DFCS approval authority
- Take the Graduate Record Examination (GRE) for MSW only. Admissions test for undergraduates.
- Submit BSW or MSW application to University

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6

Rev. 5-21-08

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- Once accepted in BSW or MSW program, complete IV-E application and submit to IV-E contact person at University, with approved *S.E.E.D. Support of Degree Attainment form*.
  - Submit DFCS *S.E.E.D Program Term Application* to DFCS approval authority
  - Submit DFCS S.E.E.D. Support of Degree Attainment (one time only document)

For information regarding the Title IV-E Program at:

Albany State University  
Savannah State University  
Thomas University  
University of Georgia  
Valdosta State University

Please contact Angie Saturday, MS, LMSW, IV-E Program Coordinator at (229) 878-8788 or via email at [asaturday@dhr.state.ga.us](mailto:asaturday@dhr.state.ga.us).

For information regarding the Title IV-E Program at:

Clark Atlanta University  
Dalton State College  
Georgia State University  
Kennesaw State University

Please contact L. Denise Edwards, MSW, IV-E Program Coordinator at (404) 656-3619 or via email at [lledwards@dhr.state.ga.us](mailto:lledwards@dhr.state.ga.us).

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7

DIVISION OF FAMILY AND CHILDREN SERVICES

S.E.E.D. PROGRAM

REQUEST FOR SUPPORT OF DEGREE ATTAINMENT

*(To be completed one time; prior to applicant beginning school)*

Name: \_\_\_\_\_ SS #: \_\_\_\_\_

Title: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Work Unit: \_\_\_\_\_ Work Location: \_\_\_\_\_ Employment Date: \_\_\_\_\_

(Month/Year)

Statistical information\*: \_\_\_\_\_ Birthday \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_ Disability \_\_\_\_\_  
(Month/Year)

University/College Attending: \_\_\_\_\_

Degree: \_\_\_\_\_ Major: \_\_\_\_\_ Expected graduation date: \_\_\_\_\_

IV-E: \_\_\_\_\_ Yes \_\_\_\_\_ No

To be completed by applicant:

**Applicant Justification:**

How is degree related to job or promotional opportunities?

How will degree benefit applicant?

How will degree benefit organization?

Why should applicant be selected?

The applicant understands that approval of work study time off is contingent upon continued quality service provision to clients, and that work study approval may be

**To be completed by supervisor:**

**Supervisory Endorsement:** Address eligibility requirements:

PMF checked: Yes No      Service time checked: Yes No      Disciplinary Action checked: Yes No  
Full Time Employee? Yes No      Degree on approved list? Yes No

Why applicant should be selected:

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Reason for denial \_\_\_\_\_  
\_\_\_\_\_

Supervisory Signature  
Date

Printed name

**To be completed by approval authority:**

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Reason for denial \_\_\_\_\_

Approval Authority

Printed name

Date

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**Denial Review by Regional Director**

CONCUR: \_\_\_\_\_  
Comments:

DISSENT: \_\_\_\_\_

Signature of Regional Director

Date

Cc: Education and Training Services Section – Fax 404-657-4058

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10

Rev. 5-21-08

**DIVISION OF FAMILY AND CHILDREN SERVICES**

**S.E.E.D. PROGRAM SEMESTER APPLICATION**

*(To be completed prior to the beginning of each school semester)*

Name: \_\_\_\_\_ SS #: \_\_\_\_\_

Title: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Work Unit: \_\_\_\_\_ Work location: \_\_\_\_\_

My normal work hours are: \_\_\_\_\_ AM to \_\_\_\_\_ PM Days of the week worked: M T W TH F  
(circle all that apply)

Flex Schedule: \_\_\_\_\_

University/College attending: \_\_\_\_\_ Degree \_\_\_\_\_

Class location: \_\_\_\_\_

Credit hours this Semester: \_\_\_\_\_

Quarter/Semester: From: \_\_\_\_\_ To: \_\_\_\_\_  
(Circle appropriate term) (month/day/year) (month/day/year)

Will this term satisfy your graduation requirements? ( ) Yes ( ) No

**A. Courses and/or practicum/internship or attach schedule:**

1. Course title for which you plan to register: \_\_\_\_\_

Class meets from: \_\_\_\_\_ AM/PM through \_\_\_\_\_ AM/PM Days of the week M T W TH F  
(Circle all that apply)

2. Course title for which you plan to register: \_\_\_\_\_

Class meets from \_\_\_\_\_ AM/PM through \_\_\_\_\_ AM/PM Days of the week M T W TH F  
(Circle all that apply)

3. Course title for which you plan to register: \_\_\_\_\_

Class meets from \_\_\_\_\_ AM/PM through \_\_\_\_\_ AM/PM Days of the week M T W TH F  
(Circle all that apply)

4. Practicum/internship? Yes ( ) No ( )

Work site practicum/internship? Yes ( ) No ( )

If no, list location of off site practicum/internship \_\_\_\_\_

Total Number of hours per week in practicum/internship \_\_\_\_\_

Hours of Practicum/internship \_\_\_\_\_ am through \_\_\_\_\_ pm

Days of Practicum/internship M T W TH F

**B. Total Hours requested:(to include travel time) per week:** \_\_\_\_\_

**C. Please attach any honors, awards, recognition, etc. to this application.**

**The applicant understands that approval of work study time off is contingent upon continued quality service provision to clients, and that work study approval may be rescinded at the discretion of the approval authority.**

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Date

**To be completed by Supervisor:**

**Supervisor Endorsement:** Address eligibility requirements:

Eligibility Checklist: Check all that apply.

Eligibility Checklist: PMF      Proof of Enrollment      No Disciplinary Action      Full Time  
Employee  
Service requirement      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Supervisor endorsement of support and work coverage plan:

Approved: \_\_\_\_\_      Denied: \_\_\_\_\_      Reason for denial: \_\_\_\_\_

\_\_\_\_\_  
Supervisory Signature      Printed name      Date

**To be completed by approval authority:**

Approved \_\_\_\_\_      Denied \_\_\_\_\_      Reason for Denial \_\_\_\_\_

\_\_\_\_\_  
Approval Authority      Printed name      Date

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**Denial Review by Regional Director**

CONCUR: \_\_\_\_\_  
Comments:

DISSENT: \_\_\_\_\_

\_\_\_\_\_  
Signature of Regional Director

\_\_\_\_\_  
Date

Cc: Education and Training Services Section – Fax 404-657-4058

*DFCS "growing" its own expertise and professionalism with the Division."*

12

Rev. 5-21-08

# Student Social Work Association S. S. W. A.

## **WHAT ARE THE PURPOSES OF SSWA?**

## **WHO CAN BE A MEMBER OF SSWA?**

A member of the Albany State SSWA shall be undergraduate students who declared Social Work as a major, and who applied to become social work majors or a MSW student

## **MEMBERSHIP FEES**

The Albany State University SSWA membership fee is \$25.00. Monthly dues are \$5.00 per month or a total of \$50.00 per annum.

No Minimum GPA or Service Points

## **HOSPITALITY**

\$5.00 per Academic Semester/\$10.00 per Academic Year

(Please make checks payable to ASU Student Social Work Association)

**ALBANY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK  
STUDENT SOCIAL WORK ASSOCIATION**

**MEMBERSHIP APPLICATION**

I am interested in joining the Student Social Work Association (SSWA) organized for the following purposes: to support and strengthen the Social Work Academic Program at Albany State University; to improve professionalism for students; to enhance the educational process; to promote communicative relations among students, faculty and members; and to uphold the NASW code of ethics.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

AREA OF INTEREST WITHIN THE SOCIAL WORK PROGRAM:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

RAM ID: \_\_\_\_\_ BSW: \_\_\_\_\_ MSW: \_\_\_\_\_

EXPECTED DATE OF GRADUATION: \_\_\_\_\_

**Student Social Work Association Dues Payments: FALL \_\_\_\_\_ SPRING \_\_\_\_\_**

Check # \_\_\_\_\_ is enclosed for semester/annual dues in the amount of: \$ \_\_\_\_\_

Cash is enclosed for semester/annual dues in the amount of: \$ \_\_\_\_\_

Donation is enclosed in the amount of: \$ \_\_\_\_\_

Submit this completed form to the Treasurer. Your application will be processed immediately upon receipt. You will receive your membership card within 30 days of payment.

I hereby apply for membership in Albany State University's Social Work Academic Program's Student Social Work Association. I agree to pay the dues, and I understand that all charges for membership services are due within 30 days.

I certify that I have read the Membership Agreement and accept its terms.

Signed



**JOIN TODAY**  
**Phi Alpha**  
**HONOR SOCIETY**



Date \_\_\_\_\_

\*This form has been adapted with the permission of Social Work Faculty at Florida International University. (Jul7, 2010)

**ALBANY STATE UNIVERSITY**

**Eta Delta Chapter**

*A National Honor Society for Social Work Students*

**"Through Knowledge - the challenge to serve."**

Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work.

(Phi Alpha Directory, 2003-2004)

**You must meet the following criteria:**

- Declared social work as a major
- Achieved sophomore status
- Completed 12 semester hours of required social work courses
- Achieved an overall grade point average of 3.0
- Achieved a 3.25 grade point average in required social work courses

**Social Work Faculty members who are not a member may also join!**

**Membership fee: \$75.00**

**ALBANY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK**



**ETA DELTA CHAPTER**

**PHI ALPHA HONOR SOCIETY**

**MEMBERSHIP APPLICATION**

I am interested in joining the Eta Delta Chapter of the Phi Alpha Honor Society organized for the following purposes: to foster a closer bond among students of social work and promote humanitarian goals and ideals; to improve professionalism for students; to promote high educational standards; to encourage communicative relations among students, faculty and members; and to promote service.

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

AREA OF INTEREST OF SERVICE WITHIN THE SOCIAL WORK PROGRAM:

RAM ID: \_\_\_\_\_ BSW: \_\_\_\_\_ MSW: \_\_\_\_\_

EXPECTED DATE OF GRADUATION: \_\_\_\_\_

**PHI ALPHA MEMBERSHIP FEE: FALL \_\_\_\_\_ SPRING \_\_\_\_\_**

Check # \_\_\_\_\_ is enclosed for semester/annual dues in the amount of: \$ \_\_\_\_\_

Cash is enclosed for semester/annual dues in the amount of: \$ \_\_\_\_\_

Donation is enclosed in the amount of: \$ \_\_\_\_\_

Submit this completed form to the Treasurer. Your application will be processed immediately upon receipt. You will receive your membership card within 30 days of payment.

I hereby apply for membership in Albany State University's Social Work Academic Program's Eta Delta Phi Alpha Honor Society. I agree to pay the membership fee of \$75.00, and I understand that all charges for membership are due within 30 days.

I certify that I have read the Membership Agreement and accept its terms.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_

\*This form has been adopted with the permission of Social Work Faculty at Florida International University. (Jul7, 2010)

**ALBANY STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**

*Academic Probation Agreement Statement*

Academic Probation is an academic standing that draws attention to unsatisfactory performance and sets conditions for continued enrollment in the Social Work Academic Program. Students are placed on academic probation if their institutional GPA drops below a 2.5, and/or their social work academic courses drop below a 3.0 (on a 4.0 scale).

While on academic probation, students may not enroll in any social work credit hours. Students return to regular academic standing with the social work discipline upon restoring their institutional GPA to a minimum 2.5 and their social work course standing to minimum 3.0.

Should the student fail to restore his/her academic standing within the specified time of the agreement, the student will receive a Social Work Programmatic Disqualification. A Programmatic Disqualification means the student will no longer be permitted to matriculate through the social work program. This action is likely to occur if anyone or combination of the following occurs:

- The student fails to restore his/her academic standing within one or two semesters (as outlined as a result of student's consultation with their advisor and/or the Program Director) after being placed on academic probation.
- Student's institutional academic standing falls below a 2.5.
- Student's programmatic standing falls below a 3.0.
- After careful review by program faculty, the student's academic/ethical performance is such that student is not able to successfully complete the program.

The decision to place a student on academic probation and/or programmatic disqualification is not taken lightly. Therefore, if the student has an extenuating circumstance that is likely to impact the decision to disqualify the student, he/she should attend all scheduled meetings prepared to present his/her case in a manner that supports the statement that any, and all obstacles have been removed or sufficiently addressed. Student should also be prepared to present written documentation as warranted to support his/her stance.

## Academic Probation Agreement Form

This is an agreement between Albany State University's Social Work Academic Program and \_\_\_\_\_. By signing this document, the student acknowledges placement on academic probation by the BSW Program Director due to poor academic performance. Specific concerns are noted below:

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To assist \_\_\_\_\_ in attaining/regaining good academic standing, the following is required:

- Student will become familiar with and utilize campus resources (i.e. tutoring, counseling, study skill enhancement activities, etc.).
- Attend all class meetings.
- Communicate on a regular basis with course instructors to receive accurate measurement of academic progress in each class.
- Manage time wisely—contact the Academic and Advisement Center should there be a need for more information on how to accomplish this task.
- Schedule an appointment and meet with student's assigned academic advisor, \_\_\_\_\_, a minimum of once a month throughout the Fall \_\_\_\_\_ and/or Spring \_\_\_\_\_ semester(s), while on academic probation.
- Seek academic advisement from either student's academic advisor or the Program Director prior to any future enrollment periods.
- Earn a minimum programmatic GPA of 3.0 by \_\_\_\_\_ Semester.
- Earn a minimum institutional GPA of 2.5 by \_\_\_\_\_ Semester.

By signing this form, the student acknowledges that she has read and understands all of the terms and conditions of this agreement. She further acknowledges that failure to achieve the required semester GPA will result in suspension or disqualification from the Social Work Academic Program.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
BSW Program Director

\_\_\_\_\_  
Date

**ALBANY STATE UNIVERSITY**  
**Bachelor of Social Work Program**

*Grievance Cover Sheet*

The BSW Student Grievance Policy of Albany State University includes procedures that BSW Students are strongly encouraged to pursue in an attempt to resolve grievances informally. BSW Students must, at a minimum, show evidence of having met with the Respondent in a good faith effort aimed toward an informal resolution. BSW Students are to use this Cover Sheet to document all efforts made to date and attach the formal grievance to it. Note that a grievance must include the information stated in the BSW Student Grievance Policy. Grievances without complete information per the policy will be returned to the BSW Student without action.

The BSW Student will be given a written notice indicating receipt of these grievance materials. The Grievance Cover Sheet and attached materials will be given to the Chair of the Department of Social Work who will appoint an Ad Hoc BSW Student Grievance Committee. The Committee Chair will contact the BSW Student about scheduling a formal grievance hearing.

BSW Student Name	
Date	

I made an attempt, <i>as required</i> , to resolve the grievance matter informally.	
	I met with the individual against whom I have the grievance on _____. [Date]

I have made these attempts to resolve the issue informally (Check all that apply):	
	I met with a Mediator from outside the Department of Social Work with the Respondent on _____. [Date]
	I made other attempts as noted on _____. [Date]

**ALBANY STATE UNIVERSITY**  
**Bachelor of Social Work Program**  
*Notice of Intent to File a Grievance*

*This form is to be completed and submitted to the Office of the Chair of the Department of Social Work. The BSW Student will be asked to sign the bottom portion of this Notice of Intent to File a Grievance.*

*The BSW Student Grievance Policy should be reviewed carefully to determine the correct steps that must be taken and the required time frames in which to proceed. Once this form is signed and dated, the BSW Student will receive a copy and a second copy will be given to the Respondent(s).*

<b>BSW Student Name</b>	
<b>Respondent(s)</b> [The person (or persons) named in the grievance]	
<b>Date of the incident or issue being grieved</b>	
<b>The incident or issue</b> (Briefly provide information regarding the incident or issue)	

**By my signature below, I acknowledge that I am submitting this formal notice of grievance based on the concerns as recorded. I further attest that the facts noted in this grievance are true and based on my knowledge and understanding of the circumstance(s), the University and BSW Program Policy. My signature also serves to confirm my receipt of a copy of this grievance.**

\_\_\_\_\_  
[BSW Student Signature]

\_\_\_\_\_  
[Date]

**ALBANY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
BSW GRIEVANCE FORM**

*BSW Students, Faculty and Field Instructors may file a grievance utilizing this form and following the grievance policy found in the BSW Student Manual and the BSW Field Manual.*

<b>Grievor (Person filing the Grievance)</b>	
<b>Grievor (Person who the Grievor is filing a Grievance Against)</b>	
<b>Semester and Year in which Grievance is Filed</b>	
<b>If the Grievance is in Regard to a Specific Course, Please Specify Course Number and Name</b>	

**Nature of the Grievance (Please check):**

√	Nature of the Grievance
	Grade of the BSW Student
	Evaluation of the BSW Student in the Field
	Faculty Member's Noncompliance with Stated BSW Student Advising Policy of the BSW Program or Department of Social Work
	Faculty Member's Noncompliance with Stated BSW Policies and Objectives on Classroom Teaching within the BSW Program.
	Faculty Member's or Field Instructor's Noncompliance with Stated BSW Policies and Objectives Regarding Field Teaching (In the Classroom or Within the Agency).
	Faculty Member's or Field Instructor's Violation of Usually-Accepted Standards for Professional and Ethical Behaviors in BSW Program or Departmental Activities.
	Faculty Member's or Field Instructor's Noncompliance with Stated BSW Policies and Objectives Regarding the Selection and/or Retention of Field Instruction Placement of the BSW Student.
	Other (Briefly Specify):

**Designate Grievance Level; Specific Concern(s); Attempted Resolution & Outcome:**

Level \_\_\_\_\_ : The BSW Student has negotiated with the \_\_\_\_\_ in attempts to resolve the issue at the noted level.

**To the Grievor:** Below, please clearly and accurately state [*Use additional pages if necessary*]:

- a. The issue to be resolved
- b. In chronological order, describe your attempts to resolve this issue with the individual(s) noted above.
- c. The outcome of your attempts to resolve the issue
- d. The outcome you desire in order to resolve this issue to your satisfaction.

**Response to Grievance:**

**To the Grievor/Respondent:** Below, please clearly and accurately state [*Use additional pages if necessary*]:

- **In chronological order, describe the evolution of the issues involved in this grievance**
- **Your attempts to resolve this issue with the Grievor**
- **The outcome of your attempts to resolve the issue**
- **Your view of the Grievor's stated desired outcome required to resolve this issue to the Grievor's satisfaction.**

**OUTCOME OF LEVEL \_\_\_\_\_ OF THE GRIEVANCE PROCEDURE:**

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This Grievance **HAS** been resolved to the Grievor's satisfaction:

\_\_\_\_\_  
[Signature of Grievor]

\_\_\_\_\_  
[Date]

\_\_\_\_\_  
[Signature of Grievor]

\_\_\_\_\_  
[Date]

*Please specify how the Grievance has been resolved:*

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level \_\_\_\_\_ of the Grievance Process.

\_\_\_\_\_  
[Signature of Grievor]

\_\_\_\_\_  
[Date]

**Note: Please make a copy of this Form for your files and forward the Original Copy to the \_\_\_\_\_ (note the position of the person next in the grievance process) for further processing of the Grievance at Level \_\_\_\_\_.**

Revised 7/13

## **ALBANY STATE UNIVESITY NON-DISCRIMINATION POLICY STATEMENT**

Albany State University recruits, admits and provides services, financial aid and instruction to all students without regard to racial identification, religion, gender, disability, or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff and student employment positions are considered without regard to racial identification, religion, gender, disability or national origin. Albany State University has always opened its doors to all applicants and continues to value diversity in its student body, faculty, staff and administration. It actively recruits to ensure a broad representation of students and faculty and promotes a campus culture that respects and appreciates the individuality of every student, faculty member, staff person and administrator. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Inquiries concerning this policy and procedures for filing complaints under this policy are to be directed to the University's Equal Employment Officer.

## **ALBANY STATE UNIVERSITY**

### **POLICY FOR ACCOMMODATING PERSONS WITH DISABILITIES**

Albany State University is supportive of the Americans with Disabilities Act of 1990 and is willing and able to provide reasonable accommodations to students and employees with disabilities, as defined under the Act.

Students who have special needs because of a physical or mental disability should contact the Counseling, Testing and Disabled Student Services Program as soon as they arrive on campus. This office has been established to assist students with handicaps attending Albany State University. The staff of the Counseling, Testing and Disabled Student Services Program has close contact with federal and state agencies, which provide services to individuals with disabilities. In dealing with students, the office staff will work with each student individually in order to develop solutions to meet her or his needs.

## ALBANY STATE UNIVERSITY

### SEXUAL HARASSMENT POLICY

Albany State University is committed to providing a professional working and learning environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is illegal. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (e.g., between an employee and a supervisor, between a student and a teacher, etc.), but may also occur between student peers or employees of equal rank. At a university, sexual harassment also constitutes unprofessional conduct, which compromises the university's commitment to the pursuit of learning. Albany State University will not tolerate any form of sexual harassment. Furthermore, this institution is committed to providing the training necessary to educate the staff, faculty, and students about sexual harassment policies.

#### **Definition and Statutory References**

Harassment on the basis of sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e and Title IX of the Educational Amendments of 1972, 20 U.S.C. 1981. In addition, sexual harassment by a public servant is a criminal offense under the Georgia Penal Code and sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure.

Unwelcome sexual advances, request for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

- e. Is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a university activity; or
- f. Is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- g. Creates an intimidating, hostile, or offensive university environment.

In relation to the foregoing statements, sexual harassing behaviors may include, but are not limited to, the following: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature (whether to an individual or directed toward a group), including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance; any suggestive or unwelcome physical contact; or physical assault. Sexual harassment is not limited by gender of either party, or by superiorsubordinate relationships.

Failure to investigate allegations of sexual harassment or failure to take timely corrective action is considered a violation of the University's Sexual Harassment Policy. The University is prepared to take preventative and corrective action in cases of sexual harassment. Individuals who engage in such misconduct are subject to appropriate disciplinary action. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to during the course of the investigation.

## **ALBANY STATE UNIVERSITY**

For more information, contact the Chair of the Social Work Department or the ASU Affirmative Action Office.

### **UNIVERSITY DRUG AND ALCOHOL POLICY STATEMENT**

Albany State University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State or University regulations, shall be prohibited in all Albany State University facilities, about the campus, or in any public gathering or recreational areas, or facilities. Those found in violation of this policy could be subject to dismissal in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include specific term imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

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## JOURNALS USED BY SOCIAL WORK PROFESSIONALS FOR RESEARCH

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Addiction and Recovery  
Administration and Policy in Mental Health  
Administration in Social Work  
Adolescence  
Adoption and Fostering  
Adoption Quarterly  
Adult Foster Care Journal  
Advances in Alcohol and Substance Abuse  
Affilia: Journal of Women and Social Work  
Ageing International  
Aging  
Alcohol and Alcoholism  
Alcohol and Addiction  
Alcoholism Treatment Quarterly  
American Journal of Community Psychology  
American Journal of Drug and Alcohol Abuse  
American Journal of Family Therapy  
American Journal of Mental Retardation  
American Journal of Orthopsychiatry  
American Journal of Psychiatry  
American Journal of Psychotherapy  
American Journal of Sociology  
American Sociological Review  
American Sociologist  
Annual of the American Academy of Political and Social Science  
Arete  
Australian Social Work  
Behavioral Health Management  
Biofeedback and Self Regulation  
British Journal of Social Work  
California Sociologist  
Canadian Social Work  
Canadian Social Work Review  
Care Management Journal  
Catalyst (Now: Journal of Progressive Human Services)  
Child Abuse and Neglect  
Child and Adolescent Social Work Journal  
Child and Family Social Work  
Child Welfare  
Children and Schools  
Children and Youth Services  
Children and Youth Services Review  
Children Today  
Clinical Social Work Journal  
Community Mental Health Journal  
Computer Applications in Social Work and Allied Professions  
Computer Use in Social Services Network  
Computer in Human Services

Contemporary Crises: Law, Crime and Social Policy  
Crime and Delinquency  
Crime, Law and Social Change  
Daedalus  
Ethnic and Racial Studies  
Exceptional Children  
Families in Society (Formerly: Social Casework)  
Family Relations  
Family Therapy  
Federal Probation  
Feminist Studies  
Generations  
Geriatrics  
Gerontologist  
Health and Social Work  
Hospital and Community Psychiatry  
Human Relations  
Human Services in the Rural Environment  
Indian Journal of Social Work (Bombay)  
International Journal of Aging & Human Development  
International Journal of Children's Rights  
International Journal of Sociology and Social Policy  
International Journal of Social Work  
Issues in Social Work Education  
Journal of Adolescence  
Journal of Analytic Social Work  
Journal of Applied Social Sciences  
Journal of Baccalaureate Social Work  
Journal of Case Management  
Journal of Child Sexual Abuse  
Journal of Community Practice  
Journal of Continuing Social Work Education  
Journal of Early Adolescence  
Journal of Elder Abuse and Neglect  
Journal of Ethnic and Cultural Diversity in Social Work  
Journal of Family Issues  
Journal of Family Social Work  
Journal of Feminist Family Therapy  
Journal of Gay & Lesbian Social Services  
Journal of Gerontological Social Work  
Journal of Health and Social Policy  
Journal of Homosexuality  
Journal of Independent Social Work  
Journal of International and Comparative Social Welfare  
Journal of Jewish Communal Services  
Journal of Long Term Home Health Care  
Journal of Marriage and Family Counseling  
Journal of Marital and Family Therapy  
Journal of Mental Health and Aging  
Journal of Multicultural Social Work  
Journal of Policy Analysis and Management  
Journal of Primary Prevention  
Journal of Progressive Human Services (Formerly: Catalyst)  
Journal of Rehabilitation  
Journal of Social Service Research  
Journal of Social Welfare

Journal of Social Welfare and Family Law  
Journal of Social Work and Human Sexuality  
Journal of Social Work Education  
Journal of Social Work Practice  
Journal of Social Work Practice in the Addictions  
Journal of Sociology and Social Welfare  
Journal of Studies on Alcohol  
Journal of Teaching in Social Work  
Journal of Technology in Human Services  
Measurement and Evaluation in Counseling and Development  
NASW Legislative Alerts and Updates  
NASW News  
New Social Worker ([www.socialworker.com](http://www.socialworker.com))  
Policy and Practice of Public Human Services  
Policy Evaluation  
Policy Review  
Prevention in Human Services  
Psychology of Women Quarterly  
Psychoanalytic Social Work  
Psychology of Women Quarterly  
Public Welfare  
Race and Class  
Race and Society  
Research on Aging  
Research on Social Work Practice  
Residential Treatment for Children and Youth  
School Social Work Journal  
Smith College Studies in Social Work  
Social Casework (Now: Families in Society)  
Social Development Issues  
Social Forces  
Social Perspectives  
Social Problems  
Social Security Bulletin  
Social Service Review Social  
Work  
Social Work Abstracts  
Social Work and Christianity  
Social Work and Social Sciences Review  
Social Work Education  
Social Work in Education  
Social Work in Health Care  
Social Work Research  
Social Work Research and Abstracts (Now: Social Work Research and Social Work Abstracts) Social  
Work Today  
Social Work with Groups  
The Clinical Supervisor  
The Gerontologist  
The Urban and Social Changes Review  
Violence and Victims  
Youth and Society

### **INFORMATION ON DATABASES**

EbscoHost Masterfile includes indexing for over 3100 periodicals and full text, about 1900 includes such titles as:  
[www.ebscohost.com/public/masterfile-premier](http://www.ebscohost.com/public/masterfile-premier)

- Affilia*
- Child Welfare*
- Health and Social Work*
- Journal of Social Work Education*
- Social Work*
- Social Work in Education*
- Social Work Research*
- Social Work Research & Abstract*
- Society*
- Sociological Methods and Research*
- Sociological Perspectives*
- Sociological Quarterly*

Lexis/Nexis: Compendium of social legal, political, economic, and current affairs information in a number of areas, through a broad range of publications, including such journals as:

- Administration in Social Work*
- Journal of Social Welfare and Family Law*

Search Bank, Expanded Academic Index: An index and full text compendium of approximately 1500 periodical titles in a number of fields. Selective full text titles include:

- Administration in Social Work*
- Affilia, Journal of Women and Social Work*
- Child Welfare*
- Clinical Social Work Journal*
- Family in Society: The Journal of Contemporary Human Services*
- Health and Social Work*
- Journal of Gerontological Social Work*
- Journal of Social Work Education*
- Policy and Practice of Public Human Services*
- Public Welfare*
- Research on Social Work Practice*
- Social Work*
- Social Work Research*
- Social Work with Groups*

EbscoHost Health Source: full text health periodicals, pamphlets and reference books

ProQuest Direct: full text Research II Periodicals and Research II Peer Reviewed general topics

***Council on Social Work Education***  
**Educational Policy and Accreditation Standards [2015 EPAS]**  
**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated

competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity,

gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to

achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

## **PROGRAM MISSION AND GOALS**

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

#### *Values*

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

#### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

### **Accreditation Standard 1.0—Program Mission and Goals**

**1.0.1** The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.

**1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

**1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

## **THE EXPLICIT CURRICULUM**

### **Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

### **Accreditation Standard B2.0—Generalist Practice**

**B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

**B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Accreditation Standard M2.0—Generalist Practice**

**M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

**M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

**M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

### **Educational Policy M2.1—Specialized Practice**

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice.

Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### **Accreditation Standard M2.1—Specialized Practice**

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### **Educational Policy 2.2—Signature Pedagogy: Field Education**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

### **Accreditation Standard 2.2—Field Education**

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

## THE IMPLICIT CURRICULUM

*The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.*

### **Educational Policy 3.0—Diversity**

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity

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and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic makeup of its faculty, staff, and student body.

### **Accreditation Standard 3.0—Diversity**

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### **Educational Policy 3.1—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

**M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

**3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

**M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,\* or covered under a memorandum of understanding with international social work accreditors.

### **Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

#### *Admissions*

**B3.1.1** The program identifies the criteria it uses for admission to the social work program.

**3.1.4** The program describes its policies and procedures concerning the transfer of credits.

**3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

#### *Advisement, retention, and termination*

**3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

**3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs

students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

*Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.2—Faculty**

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

**Accreditation Standard 3.2—Faculty**

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### **Educational Policy 3.3—Administrative and Governance Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### **Accreditation Standard 3.3—Administrative Structure**

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
  - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
  - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
  - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
  - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
  - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
  - M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5** The program identifies the field education director.
  - 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

- B3.3.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.
- M3.3.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.
- B3.3.5(c)** The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- M3.3.5(c)** The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.
- 1.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### **Educational Policy 3.4—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

### **Accreditation Standard 3.4—Resources**

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computermediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats. 18 2015 Educational Policy and Accreditation Standards

### **Educational Policy 4.0—Assessment of Student Learning Outcomes**

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible.

Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multidimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

#### **Accreditation Standard 4.0—Assessment**

**4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

**4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

**4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

**4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

**4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

## HELPFUL TELEPHONE NUMBERS

Name	Building and Office	Telephone Number	Email Address
Registrar's Office	West/Bldg. C, 1 <sup>st</sup> floor	500-2959	
Bookstore	ASU Student Center	500-2007	
Counseling & Disability	ASU Student Center	500-3442	
Financial Aid	West/Bldg. C, 137	500-2926	
Health Services	BCB 138	500-3546	
Information Technology Help Desk	JPL 307	500-4017	
Library	JPL Building	500-3468	
Police Department	ASU PD	500-4711	
Student Affairs	West/Bldg. C, 103M	500-3553	
Enrollment Mgmt//Student Success	West/Bldg. C, 228	500-2925	
Veteran Affairs	ASU Student Union	500-2928	
President Marion Fedrick	West/Bldg. K, 3 <sup>rd</sup> fl.	500-3500	<a href="mailto:Marion.fedrick@asurams.edu">Marion.fedrick@asurams.edu</a>
Provost Dr. Rajeev Parikh	BCB, Room 392	500-2003	<a href="mailto:Raj.parikh@asurams.edu">Raj.parikh@asurams.edu</a>
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