

**Fort Valley State University
Social Work Program**

Student Handbook

**Social Work Program
1005 State College Drive
HMB Building
Fort Valley, Georgia 31030
478-825-6232**

Social Work Student Handbook

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Introduction

The faculty of the Fort Valley State University Behavioral Science Department would like to take this opportunity to welcome you to the Social Work Program. We appreciate the fact that you have chosen to pursue the Bachelor of Social Work Degree.

We anticipate great things from you and are committed to ensuring that you receive a quality education. We will guide you through the next few years and provide you with skills and knowledge needed to challenge the demands of this profession while continuing to advocate for the populations we serve.

As you begin to navigate through the social work curriculum, it is important to remember that you have a responsibility to seek additional resources so that you may continue to increase your knowledge base. It is also important for you to understand the demands of this profession in terms of practicing and adhering to the Social Work Code of Ethics.

You will be expected to demonstrate sensitivity and compassion for the oppressed populations: women, ethnic and racial minorities, persons of different sexual orientations and other culturally diverse populations through advocacy work, community involvement as well as keeping abreast of local, national and international events that impact our profession and affect us as humans.

You will find a diverse faculty with many combined years of practice experience and educational expertise in such areas as Clinical Social Work, Social Policy, Research, Community Organization and Social Administration, International Social Work, Substance Abuse, and Child Welfare, who will assist you in your pursuit of academic excellence and social responsibility.

We realize that the path to obtaining a degree is full of challenges that are often painful. However, it is also filled with indescribable benefits, such as an increase in self awareness, personal direction, knowledge and enduring friendships.

Once again we welcome you, congratulate you and look forward to having you join our social work student body.

Social Work Program Faculty

Dr. Paul Jones, President,
Dr. T. Ramon Stuart, Provost and Vice President for Academic Affairs
Dr. Josephine Davis, Dean of the College of Arts and Sciences, Interim
Dr. Komanduri Murty, Department Chair of Behavioral Sciences

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FVSU Social Worker Student Handbook

MISSION STATEMENTS

Fort Valley State University

The mission of Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- community outreach through the concept of the communiversality, an approach that highlights the interdependence of community and university;
- expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally;
- sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life;
- preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream;
- encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit;
- providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- Otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

Department of Behavioral Science

The Behavioral Science Department is committed to the mission of Fort Valley State University. The Behavioral Science Department offers undergraduate majors in Social Work, Sociology, and Psychology. Additionally, the department offers graduate programs which include Mental Health and Rehabilitation Counseling.

Social Work Program Mission Statement

In accordance to the Council on Social Work Education, the purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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, and the exercise of leadership within the professional community.

Mission Statement: Develop and inspire young men and women to become professional social workers with the knowledge, character, discipline, and skill sets to make a positive difference in the lives of others. Congruent to the CSWE standards, the mission of FVSU's Social Work Program is to produce social workers educated in the generalist model who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. These students, upon graduation, will be prepared to search for solutions to various social problems with a focus on children, families, and communities. These graduates will promote social justice and social change with and on behalf of clients (individuals, families, organizations, groups, or communities). They are culturally competent professionals who will work to end discrimination. They understand the importance of research in practice and seek to assist clients in becoming self-sufficient. The BSW program at FVSU seeks to advance the aims of the profession through education for excellence in social work practice. The program utilizes a generalist perspective and a social work practice model heavily guided by humanistic values. The program seeks to educate students who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. The emphasis is to prepare graduates to search for solutions with a focus on children, families, and communities. The program is committed to the core values of the profession, including the promotion of social justice, a responsibility to serve oppressed, at-risk members of society; and the responsible application of profession values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

Equal Opportunity Policy

Fort Valley State University subscribes to a legal and moral obligation in its pursuit to achieve affirmative action in the provision of employment and educational opportunities for all persons regardless of race, color, religion, national origin, marital status, age, gender, and physical or mental handicap. To this end, the Affirmative Action/Equal Employment Opportunity/ADA/504 Handicapped/Title Nine and Learning Disabled Office and the Office of the Vice President for Academic Affairs work closely to provide an environment which is free of bias and inequality.

University Admission Requirements

Fort Valley State University Admissions Requirements

Mr. Donavon O. Coley, Director of Admissions
130 C. V. Troup Administration Building
478-825-6672

Mission

To process efficiently, effectively and promptly, applications and notify future Wildcats in a timely manner while maintaining excellent customer service.

Application for Admissions

An applicant seeking admission to Fort Valley State University may apply on-line at <http://www.fvsu.edu> or www.GA411 or submit a written application by mail. The completed application, along with all supportive documentation, must be submitted no later than **20 days before the beginning of the semester** in which the applicant plans to enroll. *Applications received after this deadline will be processed at the discretion of the institution.* Applicants will receive official notification of their admissions status by mail.

Documents Required for Admission

The following documents, submitted to the Admissions Office, comprise a completed application packet:

- the completed official application form,
- a \$20.00, non-refundable application fee,
- official transcripts,
- official copies of the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) score,
- the student's immunization record, and

Applicants are notified of their admissions decisions soon after all required documents have been received. Upon acceptance to the University, first-time applicants must submit a final official high school graduation transcript before full acceptance to the University is granted. Transfer students must submit official transcripts from all institutions of higher education previously attended.

The College Preparatory Curriculum (CPC)

High school applicants are required to satisfy the College Preparatory Curriculum (CPC) for admission as a Regular Freshman. The CPC consists of the following courses of study:

- **English** Four (4) Units of Literature, Composition, Journalism, Speech, and Reading. (Courses in vocabulary development and creative writing are not acceptable as substitute courses.)
- **Mathematics** Four (4) Units of Algebra I, Algebra II, and Geometry
- **Science** Three (3) Units of Physical Science, Biology, Chemistry, or Physics (General Sciences is not an acceptable substitute course.)
- **Foreign Language** Two (2) Units of foreign language (Both units must be in the same language.)
- **Social** Three (3) Units of American History, World History,
- **Science** Economics, or Government (World Studies, World Culture, Geography, Ancient and Medieval History are not acceptable substitute courses.)

CPC Requirements for Foreign Language

Students graduating high school with less than two units of the same foreign language will be required to complete one additional three semester hour (for institutional credit) introductory foreign language course. The following provisions apply to the science, social science, and foreign language requirements. These additional required courses represent 9-11 semester hours of course work beyond the requirements for the program in which the student is enrolled. The student must earn a “C” or better in each of these courses.

Credit for Elementary-Level Language Courses

It is expected that students admitted to the University will have met the CPC requirements of two units of foreign language in the same language. Students who have not met the CPC requirement may register for the elementary-level course to satisfy the requirement with the understanding that (1) the course **will not** satisfy degree requirements, (2) the course and grade will appear on the student’s transcript, and (3) the grade awarded will be included in all grade point averages calculated. Furthermore, students taking 1001 to meet the CPC requirement cannot repeat that 1001 course to meet the degree requirements.

Students may register for and receive degree credit for the first elementary foreign language courses, numbered 1001, if they are not using the course to satisfy the CPC requirement and have not taken or have taken only one year of this language in high school. **The language sequence for students who have met the CPC requirement is 1002 followed by 2001, in the same language.**

College Preparatory Curriculum Policies and Procedures (CPC)

Each applicant's transcript will be carefully analyzed to determine if he/she has met requirements for the College Preparatory Curriculum. Students with deficiencies will be required to satisfy course work to be fully admitted to the University. The status of enrolled students with outstanding CPC deficiencies will be monitored by their CPC advisors. **All outstanding CPC deficiencies must be met within the first 30 semester hours of enrollment to avoid a mandatory reduced course load.**

Categories of Admission

Regular Freshman Admissions (First-Time Freshman) - Students who achieve the minimum score of 1940 on the Freshman Index are granted **Regular Freshman Admissions**. The Freshman Index is calculated as follows:

$FI = (500 \times \text{High School GPA}) + \text{SAT I Verbal} + \text{SAT I Math}$ OR $FI = (500 \times \text{High School GPA}) + \text{ACT Composite} \times 42 + 88$

SAT Scores + High School GPA x 500 must be greater than or equal to 1940

For Regular Freshman Admissions, students must satisfy the CPC requirements. The minimum acceptable high school grade point average is 2.25 (on a 4.0 scale) and the minimum acceptable SAT score is 430 on the Verbal and 400 on the Mathematics (or minimum ACT scores of 17 in English and 17 in Math). Students with a GPA less than 2.25 must score higher than 430 verbal and 400 math on the SAT, or higher than 17 English and 17 Math on the ACT, to qualify for Regular Freshman Admission.

Freshmen Limited - A limited number of students whose SAT or ACT scores indicate less than adequate preparation for Regular Freshman Admissions standing will be admitted to the University. They will be required to take the COMPASS. Students enrolled in the Learning Support Program take preparatory course work and qualifying examinations to assist them in meeting the requirements for Regular Freshman Admissions standing.

Non-Traditional Freshmen- Applicants who have been out of high school or whose high school class graduated at least five years ago from an accredited or approved high school or have satisfactorily completed the GED are considered *Non-Traditional Freshmen*. Also, applicants in this category who have attended

college must have earned fewer than 30 semester hours of transferable credit and have not attended college within the past five years.

Applicants eligible for review in this category are exempt from the SAT/ACT and College Preparatory Curriculum (CPC) requirements. However, students admitted in the non-traditional category must take the COMPASS.

Transfer Students - Students who seek admission to the University after matriculating at a different institution are termed *Transfer Students*. Transfer students are considered for admission subject to certain conditions. Transfer students who are admissible to the University must:

- Transfer from a fully accredited college or university.
- Have a cumulative grade point average of 2.00 or better (computed on all hours)
- Attempted at previously attended colleges and/or universities).
- Submit official transcripts from all institutions of higher education previously attended.

Transfer applicants who have less than 30 semester hours (45 quarter hours) of acceptable transfer credit must meet Freshmen Admission Requirements and submit SAT or ACT scores. Fewer than 30 semester hours of transfer credits from a fully accredited institution may be accepted, based on a 2.00 cumulative grade point average. Credits earned at accredited technical colleges transfer only if they were taken in a specific college transfer program. Students enrolling from a regionally accredited technical college or vocational school in a "non-college transfer program" must meet the requirements for regular freshman admission.

Post-Secondary Options (PSO) Program

The Post-Secondary Options (PSO) Program, also referred to as the *Joint Enrollment Program* is an opportunity for academically talented high school students in the Middle Georgia area to earn university credits while still in **PSO Eligibility Requirements**

- High School academic GPA of 3.0 in courses used to satisfy the required College Preparatory Curriculum (CPC) units.
- A score of 970 on the SAT (with at least 430 Verbal/400 Math) or 20 on the ACT (with at least 17 English/17 Math) with the following exceptions:
- Students with SAT I Verbal scores of at least 530 or ACT English scores of 23 who have-not completed the final unit of high school English and /or social studies may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment program.
- Students with SAT I Math scores of at least 530 or ACT Math scores of 22 who have not completed the final unit of high school mathematics may be permitted to fulfill these high school requirements with the appropriate college courses taken through the joint enrollment program.
- Completion of College Preparatory Curriculum requirements in English, mathematics, natural science, foreign language and social science (with the noted exceptions under SAT and ACT scores).
- Written recommendation from your high school principal or counselor
- Written consent of parent or guardian

Special Provisions and Requirements

Advanced Placement - High school students who score a three (3) or better on the College Board Advanced Placement Test may be eligible to receive college-level credit. Final determination of credit award is made after results have been evaluated by the University. **Home Schooled Students** - Applicants from home school programs may be considered for admission if they meet criteria established by the University System of Georgia www.usg.edu and Fort Valley State University www.fvsu.edu. The following items must be submitted with the application for admission in order to be evaluated:

- official SAT or ACT Score - Minimum total SAT score of 897 (at least 430 Verbal and 400 Math), ACT (17 English and 17 Math), immunization records,
- official transcripts from any public or private high school and colleges attended,
- copy of the Declaration of Intent to Home School filed with the local Board of Education,

- a portfolio that demonstrates satisfactory completion of the College Preparatory Curriculum (CPC) required for admission of traditional high school graduates:
- 4 Units of English
- 4 Units of Math (Algebra I, Algebra II, Geometry, 4th Unit of Advanced Math; Algebra, Trigonometry, Pre-Calculus, Calculus)
- 3 Units of Science (Physical Science, Laboratory Science)
- 3 Units of Social Science (American History, World History, Economics, Government)
- 2 Units of Foreign Language (2 Years of the Same Language)
- Students may use college course work, SAT II and Advance Placement scores to verify CPC requirements.
- letter certifying completion of high school course work and a date of graduation, and
- at least 2 letters of recommendation for admission from non-family members (clergy, employer, etc.) high school.
- Official documentation must include information about each individual course used to satisfy CPC requirements, the amount of credit earned per course, course syllabus, textbooks used, level of performance (grades), and outcomes assessment.
- Extra-curricular activities and/or academic achievements may be included to support academic preparedness for college.

International Student Undergraduate Admission

Eligible international applicants will be admitted only after the following original or certified true copies of documents (including official English translations, if necessary) are in the applicant's file:

- the *International Student Application for Undergraduate Admission*. Please complete and return to the Office of Admissions, Fort Valley State University, 1005 State University Drive, Fort Valley, Georgia 31030, U.S.A., with the nonrefundable **\$75.00** USD application fee (check or money order only made payable to “**Fort Valley State University**”).
- transcripts from all secondary and post-secondary institutions attended.
- diplomas, leaving certificates, examination certificates and degrees earned.
- one letter of recommendation.
- Test of English as a Foreign Language (TOEFL) score if first language is not English,
- unless the English requirement has been completed at an accredited U.S. institution.
- If applicant intends to participate in NCAA athletics and has not received eligibility clearance from the NCAA:
- SAT or ACT scores are required
- Educational History Form
- If applicant has been an international student at an institution in the United States:
- Transfer Verification Form
- Current Visa, I-20, and ID page from passport.
- Students admitted to FVSU without SAT scores are required to enroll in a course with

English as a second language and take the Math portion of the COMPASS. *Student NOT Eligible for Scholarship funds for the first year.*

The U.S. Immigration and Naturalization Service (INS) Form I-20 AB will be issued only after the following original documents are in the applicant's file and the applicant has been admitted to Fort Valley State University:

- Confidential Financial Statement
- Official Bank Statement or Letter
- If a FVSU Scholarship Student, the Students Official Scholarship Award Letter and/or Grant-in-Aid Form with Specific Dollar Amount Awarded
- If a Government-sponsored Student, Official Sponsorship Certification

- **If an Athlete, NCAA Clearinghouse Certification (Since originals take two weeks to arrive, faxed copies are acceptable.)**
- **Immunization Form**
- **Health Examination**

U.S. Federal law explicitly requires all items in BOLD (and implicitly requires all items not in bold) to be in the applicant's file prior to issuing the I-20.

Senior Citizens - In compliance with the provisions of the Georgia Constitution Amendment 23, persons 62 years of age or older may enroll on a "**space available basis**" as regular or auditing students in university courses offered for resident credit, without payment of matriculation fees. Students enrolling in this status must pay for supplies and laboratory or shop fees. To be eligible for enrollment, such persons must be residents of Georgia and be 62 years of age or older at the time of enrollment as verified by a submitted birth certificate or other comparable written documentation. Proof of age is required to enable the institution to determine the person's eligibility to enroll. Applicants must meet all System and institution undergraduate or graduate requirements.

(MUST Apply in the Registrar's Office except for students applying for fully online or remote site programs)

Transient Students - Students who are regularly enrolled in another accredited institution with an academic record of satisfactory or superior quality and ordinarily expect to return to that institution, may apply as a transient student.

- Transient admission will be granted for one academic semester only and students ordinarily return to their home institution.
- Students desiring to continue their enrollment at Fort Valley State University beyond that point must apply for admission as a transfer student and comply with transfer student admission requirements.
- Students in remedial or developmental studies, on scholastic probation, academic suspension or disciplinary suspension may not be eligible for consideration.
- Applicants for transient admission must present a statement of good standing from the registrar of the institution where they are regularly enrolled, which clearly states their current academic status and recommends their acceptance.
- Fort Valley State University will consider accepting transient student applications only when their admission will cause no hardship or inconvenience to either the University or its regularly enrolled student body.
- Transient applicants must also submit an undergraduate application, application fee, and provide Immunization Records.

(MUST Apply in the Registrar's Office except for students applying for fully online or remote site programs)

Readmission Requirements - Students who have attended another college or university since their last enrollment at Fort Valley State University, regardless of the length of time away from FVSU, must submit an application for readmission through the Office of Admissions. Likewise, any former students whose attendance has been interrupted for one semester, excluding summer school, are required to complete and submit an application for readmission. The application for readmission must be received in the Registrar's Office at least 30 days prior to the beginning date for the semester in which enrollment is desired. The application form for readmission is provided by the Office of the Registrar and should be returned to the Registrars' Office when completed.

Veteran Students - To enable veterans to apply for formal educational programs leading to the award of a degree, the University System is able to grant academic credit according to the recommendations listed in *A Guide to the Evaluation of Educational Experiences in the Armed Services*, which is published by the American Council on Education. The following guidelines and requirements are set for students who receive Department of Veterans Affairs (VA) Benefits under Provisions of Chapter 30, 31, 32, or 35, Title 38, or

Chapter 106, Title 10, U.S. Code. Failure to comply with these guidelines may result in the termination of benefits. Any student expecting to receive VA Educational Benefits is required to enroll with the Office of Financial Aid and Veterans Affairs prior to the close of registration for a given semester. VA benefits are provided for courses of study which have been noted on VA Form 22-1990 or 22- 5490. Students will not be certified to receive VA Benefits for courses of study not identified on this form. A veteran (or his/her dependent) desiring to change his/her major, must, for VA purposes, complete VA Form 22-1995 or 22-5490 (which may be obtained from the Office of Financial Aid and Veterans Affairs) and submit it to the Veterans Administration; a copy of the form must also be filed with the Veterans Affairs Officer on campus. If the student has received pay for the number of required elective courses, he/she will not be eligible to receive VA funds for his/her enrollment in additional elective courses except by written consent of the U. S. Department of Veterans Affairs.

Eligible veterans may receive equivalent credit for physical education activity courses upon presentation of a copy of his/her separation papers (DD-214) to the Office of the Registrar. Still, a veteran has the option to enroll in these activity courses without receiving equivalent credit, if desired. Once credit is awarded for these activity courses based on military service, they may not be taken as electives. Independent study courses are not approved for VA Benefits. Veterans are limited in terms of the number of hours that may be attempted in remedial courses.

Social Work Program Admission

Admission to the FVSU Social Work Program

The BSW program at FVSU addresses the goals, objectives, and curriculum structure consistent with the Curriculum Policy Statement (EP 2.0).

Application for admission to Fort Valley State University Social Work Program may be submitted following completion SOWK 2001(Introduction to Social Work and Social Welfare) and SOWK 2002 (Social Work Ethics). Students may obtain the application package/instructions from the Social Work Program Coordinator. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below. This program structure is designed to prepare matriculating BSW students to practice generalist social work. As proficient entry-level social workers, their intensive training is a holistic approach to addressing social welfare issues. The foundation of this program and the structure of the curriculum are derived from the strengths perspective and the generalist social work foundation. The first year in the program is used to educate and enlighten potential social work majors on the helping field. As a common finding, many high school graduates and incoming freshmen do not know about social work and the benefits (tangible and intangible) associated with the field. Students are presented with two entry-level courses (SOWK 2001 and SOWK 2002) prior to their application to the major. FVSU has an open enrollment policy. Consistent with this policy, students are permitted to submit an application package throughout the year to the program coordinator after meeting the basic criteria. Application packages are reviewed for approval during the fall and spring semesters.

The criteria admission to the Social Work Program:

- a. Unconditional admission to Fort Valley State University
- b. Officially declared social work as the major area of study
- c. Consulted with a faculty advisor about the field
- d. Student has a University GPA of 2.25 or higher
- e. Student has a “C” or better in SOWK 2001 and SOWK 2002
- f. Complete a personal statement (maximum of four (4) pages, typewritten and double-spaced) discussing your motivations for choosing social work as a profession, and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work.
- g. Provided a copy of the most recent transcripts

The Social Work curriculum is designed to prepare students for professional careers in social services, including preparation for immediate employment and graduate study. The curriculum utilizes class and field instruction to develop and strengthen the attitudes, values, skills and knowledge essential for helping to alleviate problems that impair the social functioning of individuals, groups and communities. In addition to the formal requirements of the Social Work program, students are expected to demonstrate their interest and concern in social matters by way

of active voluntary participation in campus activities, community groups, agencies and organizations related to human social services.

Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of social work courses.

<p>FVSU Social Work Program Admission Record <i>This form is for the advisor's use to assure application is complete</i></p>
Candidate _____
Student ID# _____
Date Received _____
_____ Student has been unconditionally admitted to Fort Valley State University
_____ Student has declared Social Work as their major (Area of Concentration)
_____ Student has met with assigned faculty advisor or off-campus facilitator
_____ Student has completed 15 hours of credit <i>towards degree</i> including <i>pending hours</i> .
Total Hours _____
_____ Student has a "C" or better in SOWK 2001 and SOWK 2002 other core social work classes as noted on program evaluation or unofficial transcript.
_____ Student has a University GPA of 2.25 or greater
_____ Student has provided an up-to-date FVSU unofficial transcript or copy of official transcript(s) if a transfer student
_____ Student has submitted a letter of interest

Students successfully completing the entry level courses (SOWK 2001 and SOWK 2002) are encouraged to apply to the major. The criteria for applying:

1. Complete the application form
2. Submit two letters of recommendation (at least one from a university faculty or staff member.
3. Submit a brief statement (2-4 pages in length) to the program coordinator or department chair indicating why the student desires to be a social work major.
4. The student must have at least a 2.25 GPA
5. The student must be interviewed by program coordinator or an assigned social work faculty member.

Students may declare an intended major or minor in social work at the time they enroll at FVSU, or at any time while enrolled at the University. Transfer students may also declare social work as their intended major or minor at the time of enrollment at the University.

Process and Procedures for Social Work Student Application to the Program

Step 1: The student submits the application package to the program director no later than the mid-term grade submission date of each semester. Incomplete packages will be returned to the student under the advisement that the deadline for submission will be enforced.

Step 2: The program coordinator assembles the Social Work Application Panel to review the application package for approval.

Step 3. Each student's record and credentials will be reviewed by the faculty panel. A merit point scoring system (rubric) based on the critical thinking abilities, knowledge of the social work career path, understanding of the code of ethics, and GPA will assist and objectify the panel's decision making.

Step 4: The panel has one month to review the applications for approval. A signed form letter will be submitted to the program coordinator on the results of each student applicant. Students will be notified in writing no later than the last class day of their approval status.

Processing of the application and acceptance into the program is contingent upon the decision by the FVSU Social Work Program Coordinator.

If the student is not accepted in the program, then he or she may make an appeal. Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major may meet with a faculty advisor to discuss how the student may improve upon the application for a future semester or to discuss other possible majors the student may wish to pursue. The student may ask the faculty advisor for reasons why he or she was not accepted. Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal may make an appointment with the Social Work Program Coordinator to discuss their circumstances for reconsideration and submit copies of supporting documents that should be considered. The program coordinator will bring the student's issues before the social work faculty at a regularly scheduled Program meeting. Faculty will discuss the student's circumstances and respond accordingly to the student within four weeks after the meeting date. The decision of the faculty is final and will no longer be considered. Students who believe the situation warrants further consideration may set an appointment with the Dean of the College of Arts and Sciences to discuss their concerns. The Dean will respond to the student accordingly after consulting with the Social Work Program Coordinator.

Goals of the Social Work Program

The mission and goals are based on the concepts, core principles, and practice behaviors of generalist practice as outlined in Educational Policy B2.2 and the core competencies of B2.1. The program is adapting the 41 practice behaviors as written in the Council of Social Work Education EPAS. To achieve the mission, the FVSU Social Work Program six goals are:

Goal #1 – The program will effectively instruct social work students on the curriculum, program standards, and the university requirements. Teaching from the strengths-based and ecological systems perspective, students learn to comprehend their work in an ever changing and diverse world. This would mean that the perspective social worker must consider the individual, family system, the community, and the overall environment and thoroughly assess each to amply implement the necessary preventive and/or interventive measures to bring about the desired solutions. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5

Goal #2 – The program will embed National Social Workers Code of Ethics in all coursework, the classroom environment, practice settings, and on campus/off campus activities. General practitioners adhere to the NASW Code of Ethics. The students are taught about the principles and concepts as they enter this field of study. A specific and required course at the sophomore level gives the full background of the Code and the applicability to the entire curriculum, field placement settings, and the overall social work field. The values, principles, and concepts are reinforced in all the courses. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5

Goal # 3 – The program will teach students about their roles in the helping profession. They will learn the importance of becoming a competent professional. Students seeking to become generalist practitioners are empowered to take on their roles as enablers, brokers, advocates, activists, mediators, negotiators, initiators, coordinators, researchers, facilitators, and speakers. They will grow in their knowledge of serving others. They will start with the foundational sources of knowledge and advance to learn the skill set of a professional. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9, EP2.1.10 (a)-(d)

Goal #4 – The program will bring awareness to the students the importance of being culturally competent. Students will be exposed to the ecological model in various environments. They are challenged to view the world through the clients' perspectives. They must be able to meet the client system in its familiar settings, analyze the problems inhibiting that system's betterment,

and engage the system in moving toward the agreed upon objectives. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9

Goal #5 – The program will educate student on the importance of social justice. Students must learn how people are impacted by public and private policies. Everyone should be able pursue their life’s goals unimpeded. Everyone should have equal access to the resources provided to all. Students are taught to advocate for fairness in opportunities, the rights of others, and justice. The program will make special efforts local communities to be an effective partner in serving oppressed and at-risk members of society. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9

Goal #6 – The program will emphasize the importance of empirically based decision making. Evidence based social work is necessary in today’s world. Limited resources (time, personnel, funds, etc.) must be used wisely. Ethical decision making is coupled with practical (best practice) methods in helping others. This challenge requires that student are taught about the various research techniques, the plausibility of using the data gathered, and engaging in sensitive approaches when applying the lessons learned. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9, EP2.1.10 (a)-(d)

Core Competencies

Fort Valley State University Social Work Program and the Council on Social Work Education Core Competencies and Practice Behaviors are as follows:

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

PRACTICE BEHAVIOR 1: Advocate for client access to the services of social work;

PRACTICE BEHAVIOR 2: Practice personal reflection and self-correction to assure continual professional development;

PRACTICE BEHAVIOR 3: Attend to professional roles and boundaries;

PRACTICE BEHAVIOR 4: Demonstrate professional demeanor in behavior, appearance, and communication;

PRACTICE BEHAVIOR 5: Engage in career-long learning; and

PRACTICE BEHAVIOR 6: Use supervision and consultation.

Competency 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

PRACTICE BEHAVIOR 7: Recognize and manage personal values in a way that allows professional values to guide practice;

PRACTICE BEHAVIOR 8: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work "Ethics in Social Work, Statement of Principles";

PRACTICE BEHAVIOR 9: Tolerate ambiguity in resolving ethical conflicts; and

PRACTICE BEHAVIOR 10: Apply strategies of ethical reasoning to arrive at principled decisions.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

PRACTICE BEHAVIOR 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

PRACTICE BEHAVIOR 12: Analyze models of assessment, prevention, intervention, and evaluation; and

PRACTICE BEHAVIOR 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:

PRACTICE BEHAVIOR 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

PRACTICE BEHAVIOR 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

PRACTICE BEHAVIOR 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

PRACTICE BEHAVIOR 17: View themselves as learners and engage those with whom they work as informants.

Competency 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

PRACTICE BEHAVIOR 18: Understand the forms and mechanisms of oppression and discrimination;

PRACTICE BEHAVIOR 19: Advocate for human rights and social and economic justice; and

PRACTICE BEHAVIOR 20: Engage in practices that advance social and economic justice.

Competency 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

PRACTICE BEHAVIOR 21: Use practice experience to inform scientific inquiry and

PRACTICE BEHAVIOR 22: Use research evidence to inform practice.

Competency 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live with an emphasis on rural and small communities; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

PRACTICE BEHAVIOR 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

PRACTICE BEHAVIOR 24: Critique and apply knowledge to understand person and environment.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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:

PRACTICE BEHAVIOR 25: Analyze, formulate, and advocate for policies that advance social well-being; and

PRACTICE BEHAVIOR 26: Collaborate with colleagues and clients for effective policy action.

Competency 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

PRACTICE BEHAVIOR 27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services with an emphasis on rural and small communities; and

PRACTICE BEHAVIOR 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Competency 2.1.10(a)—Engagement

Social workers:

PRACTICE BEHAVIOR 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

PRACTICE BEHAVIOR 30: Use empathy and other interpersonal skills; and

PRACTICE BEHAVIOR 31: Develop a mutually agreed-on focus of work and desired outcomes.

Competency 2.1.10(b)—Assessment

Social workers:

PRACTICE BEHAVIOR 32: Collect, organize, and interpret client data;

PRACTICE BEHAVIOR 33: Assess client strengths and limitations;

PRACTICE BEHAVIOR 34: Develop mutually agreed-on intervention goals and objectives; and

PRACTICE BEHAVIOR 35: Select appropriate intervention strategies.

Competency 2.1.10(c)—Intervention

Social workers:

PRACTICE BEHAVIOR 36: Initiate actions to achieve organizational goals;

PRACTICE BEHAVIOR 37: Implement prevention interventions that enhance client capacities;

PRACTICE BEHAVIOR 38: Help clients resolve problems;

PRACTICE BEHAVIOR 39: Negotiate, mediate, and advocate for clients; and

PRACTICE BEHAVIOR 40: Facilitate transitions and endings.

Competency 2.1.10(d)—Evaluation

Social workers:

PRACTICE BEHAVIOR 41: Critically analyze, monitor, and evaluate interventions.

Student Advisement

Advisement

Students successfully completing the entry level courses (SOWK 2001 and SOWK 2002) are encouraged to apply to the major. The criteria for applying:

6. Complete the application form
7. Submit two letters of recommendation (at least one from a university faculty or staff member.
8. Submit a brief statement (2-4 pages in length) to the program coordinator or department chair indicating why the student desires to be a social work major.
9. The student must have at least a 2.25 GPA
10. The student must be interviewed by program coordinator or an assigned social work faculty member.

There basically four possible after actions that social work program will take.

1. Accept the student into the major.
2. Deny the student acceptance into the major.
3. Postpone consideration of acceptance or denial to a later date.

Appeal of the admission decision is every student's right. Students who apply but are not accepted in the major may meet with a faculty advisor to discuss how you may improve upon the application for a future semester or to discuss other possible majors the student may wish to pursue. Student may ask the faculty advisor for reasons why he or she was not accepted. Students who have not been accepted, but believe the circumstances for denial are not correct may appeal the decision of the faculty. Students who wish to make a formal appeal make an appointment with the Social Work Program Coordinator on to discuss their circumstances for reconsideration. Submit copies of supporting documents that should be considered. The program coordinator will bring the student issues before the social work faculty at a regularly

scheduled Program meeting. Faculty will discuss the student's circumstances and respond accordingly to the student within four weeks after the meeting date. The decision of the faculty is final and will no longer be considered. Students who believe the situation warrants further consideration may set an appointment with the Dean of the College of Arts and Sciences to discuss the concerns. The Dean of the College would respond to the student accordingly after consulting with the Social Work Program Coordinator.

Social Work Curriculum

Social Work Program of Study

The Social Work curriculum is designed to prepare students for professional careers in social services, including preparation for immediate employment and graduate study. The curriculum utilizes class and field instruction to develop and strengthen the attitudes, values, skills and knowledge essential for helping to alleviate problems that impair the social functioning of individuals, groups and communities. In addition to the formal requirements of the Social Work program, students are expected to demonstrate their interest and concern in social matters by way of active voluntary participation in campus activities, community groups, agencies and organizations related to human social services.

To be eligible for Practicum I and Practicum II, each student must satisfy the following requirements:

- Completion of all courses through the second semester of the junior year
- A grade of at least "C" in all major courses, including required psychology and sociology courses
- A cumulative average of at least 2.00

Social Work Major
Program of Study for the B.S.W. Degree Map
Total Number of Hours: 123

Freshman Year	Fall Semester	Hrs	Spring Semester	Hrs
	ENGL 1101	3	ENGL 1102	3
	MATH 1111 OR 1101	3	CSCI 1153	3
	BIOL 1104K	3	MUSC 1000 or ARTH 1000 or PHIL 1000	3
	COMM 1110	3	POLS 1100	3
	HIST 1111 or 1112	3	SOCI 2008	2
	FVSU 0100	1	FVSU 1402	1
		16		15

Sophomore Year	Fall Semester	Hrs	Spring Semester	Hrs
	ENGL 2111 or 2112	3	SOCI 1101	3
	SPAN/FREN/JAPN 1002*	3	SPAN/FREN/JAPN 2001*	3
	SOWK 2001	3	SOWK 2002	3
	PSYC 1101	3	HIST 2111 or 2112	3
	PHSC 1101	3	BHSC 2300	3
	PEDW	1	PEDW	1
		16		16

Junior Year	Fall Semester	Hrs	Spring Semester	Hrs
	SOWK 3001	3	SOWK 3002	3
	SOWK 3007	3	SOWK 3012	3
	SOWK 3011	3	SOWK 4399	3
	FREE ELECTIVE	3	SOWK ELECTIVE	3
	FREE ELECTIVE	3	FREE ELECTIVE	3
		0		0
		15		15

Senior Year	Fall Semester	Hrs	Spring Semester	Hrs
	SOWK 4131	3	SOWK 4132	3
	SOWK 4110	3	SOWK 4402	6
	SOWK 4401	6	SOWK ELECTIVE	3
	SOWK ELECTIVE	3	FREE ELECTIVE	3
		0		0
		0		0
		15		15

B.S.W. Degree in Social Work

A: Core Requirements

Area A: Essential Skills		9 Semester Hours Required
Course Number	Course Title	Semester Hours
ENGL 1101	English Composition I	3
ENGL 1102	English Composition II	3
MATH 1111 or MATH 1101	College Algebra I or Math Modeling	3

Area B: Institutional Options		5 Semester Hours Required
Course Number	Course Title	Semester Hours
SOCI 2008	Cultural Diversity	2
COMM 1101	Public Speaking	3

Area C: Humanities/Fine Arts		6 Semester Hours Required
Course Number	Course Title	Semester Hours
ENGL 2111 or ENGL 2112	World Literature	3
ARTH 1000 or MUSC 1000 or PHIL 2000	Art Appreciation or Music Appreciation or Intro to Philosophy	3

Area D: Science, Math, and Technology		10 Semester Hours Required
Course Number	Course Title	Semester Hours
CSCI 1153	Introduction to Computers	3
BIOL 1101K	Biology Science	4
PHSC 1101 or PHSC 1102	Physical Science I or Physical Science II	3

Area E: Social Sciences		12 Semester Hours Required
Course Number	Course Title	Semester Hours
HIST 1111 or HIST 1102	A Survey of Civilization	3
HIST 2111 or HIST 2112	A Survey of U.S. History	3
POLS 1101	American Government	3
ECON 2105 or GEOG 1230 or GEOG 1231	Principals of Macro Economics or Introduction to Physical Geography or Introduction to Regional Geography	3

Area F: Course Related to the Program of Study		18 Semester Hours Required
Course Number	Course Title	Semester Hours
SOWK 2001	Intro to SOWK & Social Welfare	3
SOWK 2002	Social Work Ethics	3
BHSC 2300	Behavioral Statistics	3
PSYC 1101	General Psychology	3
SPAN/FREN/JAPN 1002	Spanish I or French I or Japanese I	3
SPAN/FREN/JAPN 2001	Spanish I or French I or Japanese II	3

Major Requirements		24 Semester Hours Required
Course Number	Course Title	Semester Hours
SOWK 3001	Human Behavior in the Social Environment I	3
SOWK 3002	Human Behavior in the Social Environment II	3
SOWK 3007	Community Organizing and Development	3
SOWK 3011	Theory & Methods I	3
SOWK 3012	Theory & Methods II	3
SOWK 4110	Social Welfare Policy	3
SOWK 4131	Social Work Research I	3
SOWK 4132	Social Work Research II	3

Senior Internship		15 Semester Hours Required
Course Number	Course Title	Semester Hours
SOWK 4399	Field Preparation in Social Work Practice	3
SOWK 4401	Practicum I	6
SOWK4402	Practicum II	6

Major Restrictive Electives		9 Semester Hours Required
Course Number	Course Title	Semester Hours
SOWK 4000 level courses	Various Approved Courses	9

- SOWK 3013 – Cultural Diversity in Social Work Practice

- SOWK 3014 – Careers in Social Work
- SOWK 4030 – Social Work in the Field of Gerontology
- SOWK 4040 – Social Work with Developmentally Disabled Persons
- SOWK 4050 – Social Work Administration
- SOWK 4060 – Human Services in Rural Communities
- SOWK 4070 – Intervention in Violent and Abusive Relationships
- SOWK 4080 – Social Work with Children and Families

Major Free Electives		12 Semester Hours Required
Course Number	Course Title	Semester Hours
	Various Approved Courses	12

Institutional Requirements		3 Semester Hours Required
Course Number	Course Title	Semester Hours
FVSU 0100	Orientation to the University	1
PEDW 1402	Fitness & Lifestyle Assess	1
PEDW		1

Course Descriptions

Course Descriptions

SOWK 2001	
Course Title	<i>Introduction to Social Work and Social Welfare</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Demonstrate professional demeanor in behavior, appearance, and communication. e. Engage in career-long learning f. Use supervision and consultation
Prerequisite:	N/A
Course Description:	An awareness of the social problems and contemporary social systems impacting Americans from various walks of life is gained. Students examine and understand the roles of social welfare, social policies and social programs in meeting the challenge of our ever changing society. Insights are gained into the roles of social work professionals and their work settings.

SOWK 2002	
Course Title	<i>Social Work Ethics</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Recognize and manage personal values in a way that allows professional values to guide practice. b. Make ethical decisions by applying standards of the NASW Code of Ethics and as applicable in the IFSW/IASSW Statement of Principles. c. Tolerate ambiguity in resolving ethical conflicts. d. Apply strategies of ethical reasoning to arrive at principled decisions
Prerequisite:	SOWK 2000 level courses

Course Description:	Students will gain knowledge of social work core values to develop and enhance their professional lives. Using the NASW Code of Ethics, students will address case materials that will give them better insight in professional services, social justice, dignity and worth of persons, human relationships and competence. Students will learn how to critically think about moral issues as they apply to diverse populations and various practice settings.
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SOWK 3001	
Course Title	<i>Understanding Human Behavior in the Social Environment I</i>
Goals:	Apply knowledge of human behavior and the social environment. (E.P.2.1.7)
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. c. Recognize and communicate their understanding of the importance in shaping life experiences.
Prerequisite:	SOWK 2000 level courses
Course Description:	The course is the first in a two part foundational series on Human Behavior in the Social Environment. It continues an overview of life span development with a primary focus on adolescent to late adult life. Theories about human development, personality, and behavior across the life span are explored with a focus on human behavior, social justice, cultural diversity and social functioning.
SOWK 3002	
Course Title	<i>Understanding Human Behavior in the Social Environment II</i>
Goals:	Apply knowledge of human behavior and the social environment. (E.P.2.1.7)
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. c. Recognize and communicate their understanding of the importance in shaping life experiences.
Prerequisite:	SOWK 2000 level courses
Course Description:	The course is the second in a two part foundational series on Human Behavior in the Social Environment. It continues an overview of life span development with a primary focus on adolescent to late adult life. Theories about human development, personality, and behavior across the life span are explored with a focus on human behavior, social justice, cultural diversity and social functioning.

SOWK 3007	
Course Title	<i>Community Organization and Development</i>
Goals:	Engage diversity and difference in practice. (E.P.2.1.4) Advance human rights and social and economic justice. (E.P.2.1.5) Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (E.P.2.1.8) Respond to contexts that shape practice. (E.P.2.1.9)
Objectives:	The student will learn to: <ul style="list-style-type: none"> a. Understand the forms and mechanisms of oppression and discrimination. b. Advocate for human rights and social and economic justice. c. Engage in practices that advance social and economic justice.
Prerequisite:	SOWK 2000 level courses
Course Description:	Students distinguish and interpret current social needs which impact the lives of entire communities on a macro level. Using the campus as a community, students identify a need, then plan, design and implement a change mechanism to improve the campus community. Through explorations and experiences, students acquire a sound knowledge of how to motivate "grass root" movements through community organizing. Prerequisite: SOWK 2001

SOWK 3011	
Course Title	<i>Social Work Practice Theory & Methods I</i>
Goals:	Identify as a professional social worker (E.P.2.1.1) Apply social work ethical principles to guide professional practice (E.P.2.1.2) Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3) Engage diversity and difference in practice. (E.P.2.1.4) <u>Engage</u> , assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.a)
Objectives:	The student will learn to: <ul style="list-style-type: none"> a. Distinguish, appraise, and integrate multiple sources of knowledge, including, research –based knowledge and practice wisdom. b. Analyze models of assessment, prevention, intervention, and evaluation. c. Demonstrate effective oral and written communication in working with individuals, families, groups. organizations, communities, and colleagues. d. Advocate for client access to the services of social work

	<ul style="list-style-type: none"> e. Practice personal reflection and self-correction to assure continual professional development. f. Attend to professional roles and boundaries g. Demonstrate professional demeanor in behavior, appearance, and communication. h. Engage in career-long learning i. Use supervision and consultation j. Apply strategies of ethical reasoning to arrive at principled decisions
Prerequisite:	SOWK 2000, SOWK 2001, SOWK 3000 (or permission from the course instructor)
Course Description:	Students examine in depth the theoretical models of therapy and basic counseling techniques that are central to expediting change in the individual. The most plausible means of engaging clients/patients using an eclectic approach are distinguished and determined. Students learn and practice the professional social workers' Code of Ethics.

SOWK 3012	
Course Title	<i>Social Work Practice Theory & Methods II</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p><u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.a)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Distinguish, appraise, and integrate multiple sources of knowledge, including, research –based knowledge and practice wisdom. b. Analyze models of assessment, prevention, intervention, and evaluation. c. Demonstrate effective oral and written communication in working with individuals, families, groups. organizations, communities, and colleagues. d. Advocate for client access to the services of social work e. Practice personal reflection and self-correction to assure continual professional development. f. Attend to professional roles and boundaries g. Demonstrate professional demeanor in behavior, appearance, and communication. h. Engage in career-long learning i. Use supervision and consultation

	j. Apply strategies of ethical reasoning to arrive at principled decisions
Prerequisite:	SOWK 2000, SOWK 2001, SOWK 3011
Course Description:	Students explore in depth the theories, issues and challenges involved in helping people using the methodology of group work. Practical experiences required for students to function in therapeutic group settings with the skills and proficiencies of a generalist are acquired

SOWK 3013	
Course Title	<i>Cultural Diversity in Social Work Practice</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. c. Recognize and communicate their understanding of the importance in shaping life experiences. d. View themselves as learners and engage those with whom they work as informants.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	<p>This course enhances student understanding of human diversity and engages students in critical thought and a lifetime pursuit of cultural competence. Students are also exposed to knowledge and understanding of the positive role of cultural and physical diversity in their lives. Participation in class discussion is encouraged concerning students' own particular diverse social statuses and their relations with other persons, particularly future social work clients. Students will be challenged to expand their perceptions of others who are different from them. Emphasis is placed on enhancing respectful and empathetic communication toward the pursuit of social justice. Prerequisite(s):SOWK 2001,2401,3011 & 3012 or consent of Instructor.</p>

SOWK 3014	
Course Title	<i>Careers in Social Work</i>
Goals:	Identify as a professional social worker (E.P.2.1.1)

	Apply social work ethical principles to guide professional practice (E.P.2.1.2)
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Demonstrate professional demeanor in behavior, appearance, and communication. e. Engage in career-long learning f. Use supervision and consultation
Prerequisite:	N/A
Course Description:	This course will provide basic information about the field of social work jobs and career paths. It will explore career opportunities, give an overview of the history of the profession and introduce the social work code of ethics. Students will be exposed to educational requirements for generalist social work practice They will be introduced to career prospects in specialized areas of social work.

SOWK 4110	
Course Title	<i>Social Welfare Policy</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p> <p>Engage in research-informed practice and practice-informed research. (E.P.2.1.6)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Understand the forms and mechanisms of oppression and discrimination. b. Advocate for human rights and social and economic justice. a. Engage in practices that advance social and economic justice. b. Analyze, formulate, and advocate for policies that advance social well-being. c. Collaborate with colleagues and clients for effective policy actions.
Prerequisite:	SOWK 2000, SOWK 2001, SOWK 3007
Course Description:	Students examine current U.S., Georgia, and local social welfare policies and the associated services. Students describe policy development, the intended impact, policy implementation and the actual impact (if available). Students assess current needs within their environment and make policy recommendations to local, state or federal officials.

SOWK 4131	
Course Title	<i>Social Work Research I</i>
Goals:	Engage in research-informed practice and practice-informed research. (E.P.2.1.6) Engage, <u>assess</u> , <u>intervene</u> , and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.b) Engage, assess, <u>intervene</u> , and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.c) Engage, assess, intervene, and <u>evaluate</u> with individuals, families, groups, organizations, and communities. (E.P.2.1.10.d)
Objectives:	The student will learn to: <ul style="list-style-type: none"> a. Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological development, and emerging societal trends to provide relevant services. a. Collect, organize, and interpret client data b. Assess client strengths and limitations c. Develop mutually agreed-on intervention goals and objectives d. Select appropriate intervention strategies a. Initiate actions to achieve organizational goals b. Implement prevention interventions that enhance client practices c. Help clients resolve problems. d. Negotiate, mediate, and advocate for clients. e. Critically analyze, monitor, and evaluate interventions
Prerequisite:	BHSC 2300
Course Description:	An understanding of quantitative and qualitative research procedures is acquired through a review of statistical and qualitative measurement procedures. Students explore different phases of the research process with an emphasis on literature reviews. The design of a research proposal is begun

SOWK 4132	
Course Title	<i>Social Work Research II</i>
Goals:	Engage in research-informed practice and practice-informed research. (E.P.2.1.6)

	Engage, <u>assess</u> , intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.b) Engage, assess, <u>intervene</u> , and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.c) Engage, assess, intervene, and <u>evaluate</u> with individuals, families, groups, organizations, and communities. (E.P.2.1.10.d)
Objectives:	The student will learn to: <ul style="list-style-type: none"> a. Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological development, and emerging societal trends to provide relevant services. b. Collect, organize, and interpret client data c. Assess client strengths and limitations d. Develop mutually agreed-on intervention goals and objectives e. Select appropriate intervention strategies a. Initiate actions to achieve organizational goals b. Implement prevention interventions that enhance client practices c. Help clients resolve problems. d. Negotiate, mediate, and advocate for clients. f. Critically analyze, monitor, and evaluate interventions
Prerequisite:	BHSC 2300, SOWK 4131
Course Description:	Students gain a working knowledge of the processes by which surveys and case studies are conceptualized and conducted. They review the literature on a topical question and complete the design of a research proposal prior to conducting the research.

SOWK 4399	
Course Title	<i>Field Preparation in Social Work Practice</i>
Goals:	Identify as a professional social worker (E.P.2.1.1) Apply social work ethical principles to guide professional practice

	<p>(E.P.2.1.2) Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3) Engage diversity and difference in practice. (E.P.2.1.4) <u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.a)</p>
Objectives:	<p>The student will learn to:</p> <ol style="list-style-type: none"> a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. c. Recognize and communicate their understanding of the importance in shaping life experiences. d. View themselves as learners and engage those with whom they work as informants.
Prerequisite:	SOWK 2000, SOWK 2001, SOWK 3000, SOWK 3011, SOWK 3012
Course Description:	Students prepare for social work practice by learning to apply social work theory to the interpretation of current social issues. Students gain insight into and learn what their unique contributions are as a general social work professional.

SOWK 4401	
Course Title	<i>Social Work Practicum Internship I</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1) Apply social work ethical principles to guide professional practice (E.P.2.1.2) Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3) Engage diversity and difference in practice. (E.P.2.1.4) Engage in research-informed practice and practice-informed research. (E.P.2.1.6) Respond to contexts that shape practice. (E.P.2.1.9) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.b) <u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.a)</p>
Objectives:	<p>The student will learn to:</p> <ol style="list-style-type: none"> a. Distinguish, appraise, and integrate multiple sources of knowledge, including, research –based knowledge and practice wisdom. b. Analyze models of assessment, prevention, intervention, and evaluation. c. Demonstrate effective oral and written communication in working with individuals, families, groups. organizations, communities, and colleagues.

	<ul style="list-style-type: none"> d. Advocate for client access to the services of social work e. Practice personal reflection and self-correction to assure continual professional development. f. Attend to professional roles and boundaries g. Demonstrate professional demeanor in behavior, appearance, and communication. h. Engage in career-long learning i. Use supervision and consultation j. Apply strategies of ethical reasoning to arrive at principled decisions
Prerequisite:	All 2000 level courses, All 3000 level courses or permission from the instructor
Course Description:	Students engage in meaningful learning opportunities in a variety of social work settings in regional, community-based agencies and organizations. Students spend on the average about 20 hours per week on site. Their experiences are shared in a weekly seminar held on campus.

SOWK 4402	
Course Title	<i>Social Work Practicum Internship II</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Engage in research-informed practice and practice-informed research. (E.P.2.1.6)</p> <p>Respond to contexts that shape practice. (E.P.2.1.9)</p> <p>Engage, <u>assess</u>, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.b)</p> <p><u>Engage</u>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (E.P.2.1.10.a)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Distinguish, appraise, and integrate multiple sources of knowledge, including, research –based knowledge and practice wisdom. b. Analyze models of assessment, prevention, intervention, and evaluation. c. Demonstrate effective oral and written communication in working with individuals, families, groups. organizations, communities, and colleagues. d. Advocate for client access to the services of social work e. Practice personal reflection and self-correction to assure continual professional development.

	<ul style="list-style-type: none"> f. Attend to professional roles and boundaries g. Demonstrate professional demeanor in behavior, appearance, and communication. h. Engage in career-long learning i. Use supervision and consultation j. Apply strategies of ethical reasoning to arrive at principled decisions
Prerequisite:	All 2000 level courses, All 3000 or permission from the instructor
Course Description:	Students are placed in a social service agency, institution or community organization; students apply the knowledge and skills of general social work practice appropriate to the setting he/she is in. Students are placed under the supervision of a social service worker while completing 400 hours of service.

SOWK 4030	
Course Title	<i>Social Work in the Field of Gerontology</i>
Goals:	<ul style="list-style-type: none"> Identify as a professional social worker (E.P.2.1.1) Apply social work ethical principles to guide professional practice (E.P.2.1.2) Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3) Engage diversity and difference in practice. (E.P.2.1.4) Advance human rights and social and economic justice. (E.P.2.1.5)
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Use empathy and other interpersonal skills e. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. f. Critique and apply knowledge to understand the person and the environment.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	Students examine social work practices with elderly clients and describe their unique problems consistent with the experiences of a generalist social worker. Current U.S., Georgia and local social welfare policies and social welfare systems governing services rendered to the elderly are evaluated. Comparisons and contrasts are made in services provided the general population, the elderly population and sub-categories of the elderly population (women and minorities). Prerequisites: Completion of ALL SOWK 2000 Level Courses

SOWK 4040	
Course Title	<i>Social Work with Developmentally Disabled Persons</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ol style="list-style-type: none"> Advocate for client access to the services of social work Practice personal reflection and self-correction to assure continual professional development. Attend to professional roles and boundaries Use empathy and other interpersonal skills Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Critique and apply knowledge to understand the person and the environment.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	Students examine the etiology of developmentally disabled persons as well as the courses their lives follow. Problems common to disabled persons (and their families) are identified and measures of intervention are appropriately characterized consistent with the practical skills of a generalist social worker. Students appraise current U.S., Georgia and local social welfare policies and the associated services as well as social welfare systems in rendering services to disabled persons. Prerequisite: Completion of All SOWK 2000 Level Courses

SOWK 4050	
Course Title	<i>Social Work Administration</i>
Goals:	Identify as a professional social worker (E.P.2.1.1)

	<p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Recognize and manage personal values in a way that allows professional values to guide practice. b. Attend to professional roles and boundaries c. Demonstrate professional demeanor in behavior, appearance, and communication. d. Engage in career-long learning e. Use supervision and consultation f. Distinguish, appraise, and integrate multiple sources of knowledge, including, research –based knowledge and practice wisdom. g. Analyze, formulate, and advocate for policies that advance social well-being. h. Implement prevention interventions that enhance client practices
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	Students learn the origin of social work administration and its applicability to profit and nonprofit agencies. Work relationships , managerial and supervisory styles, resource planning and procedures for organizing and coordinating interagency business are examined and analyzed so that students are able to assess and determine their roles as prospective administrators in the field. Prerequisite: Completion of All SOWK 2000 Level Courses

SOWK 4060	
Course Title	<i>Human Services in Rural Communities</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p>

	<p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Use empathy and other interpersonal skills e. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. f. Critique and apply knowledge to understand the person and the environment.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	Students examine the special confronted by human services workers in rural areas to include an exploration of attitudes and values of rural citizens and the obstacles they face in service delivery. Innovative collaborative approaches are used. Prerequisite: Completion of All SOWK Level Courses.

SOWK 4070	
Course Title	<i>Intervention in Violent and Abusive Relationships</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <ul style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Use empathy and other interpersonal skills e. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. f. Critique and apply knowledge to understand the person and the environment.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor

Course Description:	Students learn the history and source of violence and abuse in America. Specifically, students examine and analyze cultural and societal norms and value systems in America which facilitate the escalation of violence and abuse. Students learn and implement preventive measures to deter violence and abuse in their spheres of control. Prerequisite: Completion of ALL SOWK 2000 level courses.
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SOWK 4080	
Course Title	<i>Social Work with Children and Families</i>
Goals:	<p>Identify as a professional social worker (E.P.2.1.1)</p> <p>Apply social work ethical principles to guide professional practice (E.P.2.1.2)</p> <p>Apply critical thinking to inform and communicate professional judgments. (E.P.2.1.3)</p> <p>Engage diversity and difference in practice. (E.P.2.1.4)</p> <p>Advance human rights and social and economic justice. (E.P.2.1.5)</p>
Objectives:	<p>The student will learn to:</p> <p>The student will learn to:</p> <ol style="list-style-type: none"> a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development. c. Attend to professional roles and boundaries d. Use empathy and other interpersonal skills e. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. f. Critique and apply knowledge to understand the person and the environment.
Prerequisite:	All 2000 level courses, SOWK 3001, SOWK 3002 or permission from the instructor
Course Description:	This course is a critical examination of social policies, research, and practices impacting at-risk children and families' quality of life. Students will acquire skills necessary to understanding family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Emphasis is placed on the role of the social work practitioner in enhancing the well-being of children and families in contemporary society.

Social Work Field Education

The Field Manual represents collaboration between social work faculty, social work students and the field community to ensure a successful field education program. The Field Manual describes field education in the Bachelor of Social Work (BSW) Program. It was developed to enhance the field learning experience and provide students and field instructors with guidelines as to the Office of Field Education's policies and procedures. The Field Manual should enhance the

learning experience, and support students and field instructors throughout the field practicum. **Please note that the Field Manual is reviewed annually and the field policies, procedures and guidelines may be subject to change without advance notice.**

ACKNOWLEDGEMENTS

Students come to the university from all walks of life to study under reputable faculty who have obtained recognition for demonstrated expertise in their respective fields. In Social Work, students request placements in human service settings because of the reputations of those settings linked to quality professionals, service and programs. The agency-based, trained social worker is the single most important individual serving as both guide and role model for the developing professional.

There is no substitute for the field instructor who is able to convey knowledge, values and skills through personal contact, interest, feedback and by example. The Social Work *Field Practicum Manual* is an aid in the structuring of the field practicum. As such it is a product of the previous field practicum manuals, which were revised and used to strengthen this current document. Similar documents from other schools and programs of social work provided choices in selection and presentation of the material. New contributions from faculty brought the document in line with recent changes in the social work curricula.

The faculty in the Social Work Program at Fort Valley State University, recognizes the contributions of students, field instructors, the Community Advisory Council in linking us all to a common purpose of professional development for social work.

See the Social Work Program Field Director for a copy of the manual.

[CSWE Accreditation](#)

CSWE Accreditation

The Bachelor of Social Work Program is currently pursuing accreditation with the Council on Social Work Education. The program serves all students regardless of race, ethnicity, or culture and works to elevate the social, cultural, and economic conditions of all people; especially those from historically oppressed populations and geographical regions.

Underlying Assumptions

The Bachelor of Social Work (BSW) Program at Fort Valley State University views social work practice within a systems framework, incorporating social work knowledge and values with direct and indirect service skills working with individuals, small groups, families, communities and institutions. Emphasis is placed upon the interrelatedness and the transactions of entities within diverse systems. Presenting the breadth of social work exposes students to the range of skills and the varying roles social workers take on in serving diverse groups. The social environment is the context within which systems are assessed and interventions take place utilizing a problem-solving approach.

The BSW degree is the first level of professional education for entry into the profession. BSW students attain a beginning level of generalist practice proficiency, which enables them, with instruction, to provide direct services to clients, including the organization and provision of resources on behalf of clients.

General Education Core

The BSW program consists of two components: the General Education Core scheduled in the freshman and sophomore years; and the Social Work Core (professional major) scheduled in the junior and senior years. The BSW Program objectives are as follows:

- To prepare social work students for entry level professional social work practice with individuals, small groups, families and communities and institutions;
- To prepare students for graduate study in social work and related fields;
- To prepare students for employment in private, local, state, federal and human service agencies;
- To provide an organized structure through which students and faculty can provide service to the community.

The framework for the BSW field practicum, offered in the senior year is based upon several educational assumptions:

- that the student will engage in general practice at the undergraduate level;
- that the field instructors will have undergraduate and graduate degrees and practice experience in social work;

- that the activity of the field instructor is purposeful and guided by values, knowledge and skills acknowledged by and identified with the social work profession;
- that practicum learning be of such a high quality that it enhances the proficiency with which students will practice as social workers;
- that the practicum be clearly integrated with the knowledge, values and theory content of classroom instruction;
- that within the foundation curriculum content, this integration can best be achieved by a senior seminar which also serves as the capstone course.

BSW Curriculum Description

The liberal arts perspective provides the foundation for the General Education Core and the Social Work Core prescribed and approved by the University Systems of Georgia Board of Regents and the Council on Social Work Education. Students are required to complete 125 semester credit hours in order to obtain an undergraduate degree.

The General Education Core consists of 65 semester credit hours in Areas A, B, C, D, E and F. Areas A, B, C, D, and E represent 45 hours of courses in the Liberal Arts, Political Sciences, Social and Behavioral Sciences, and Natural Sciences and Math. Area F represents 18 hours of courses deemed appropriate to the program of study as specified by the major.

The Social Work Core consists of 65 semester credit hours, 57 hours of major course requirements, which includes two general electives. All social work majors are required to take the social work core which includes an introduction to the profession of social work, human behavior and the social environment, human diversity, policy and a series of practice courses. Additionally, with consultation from the student's advisor, students select three restricted social work courses of interest to complete the curriculum structure. The field practicum courses are taken in the senior year. The accompanying field seminar serves as a capstone course to ensure full integration of the student's total social work, and academic experience prior to graduation. Field practicum is offered concurrently with Senior Seminar and Research Methods I and II.

Maintaining Academic Excellence

Students admitted to the BSW program must **maintain** an overall GPA of **2.25 (C+)** in all of their social work program courses, after formal admission to the Social Work Program. It is important to note that admission to the BSW program is not an entitlement to a BSW degree. All students must meet the standards set forth by Fort Valley State University (SSU), the Council on Social Work Education (CSWE), the BSW program and the National Association of Social Workers (NASW) Code of Ethics.

National Association of Social Workers (NASW) Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW 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* 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:

1. The *Code* identifies core values on which social work's mission is based.
2. 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.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. 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 ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*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 professional.

Further, the *NASW 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 the 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 the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and 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 the 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, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or 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.

The *NASW Code of Ethics* is to be used by NASW and by 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 to allow the profession to counsel and 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. The *NASW Code of Ethics* 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 to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; 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' interests and the broader society's interests 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.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs,

reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Sexual Harassment

SEXUAL HARASSEMENT

Sexual harassment is a form of sexual discrimination prohibited by Title VII of the Civil Rights Act of 1964. Whether the harassment comes from the field educator or any agency employee, it is destructive to the learning and working environment, is demoralizing, and it adversely affects students' performance in their internship. Even if the agency has no sexual harassment grievance policy, students may make complaints of sexual harassment directly to the Office of Civil Rights, U.S. Department of Education, or file a lawsuit.

DEFINITION

The Equal Employment Opportunity Commission (EEOC) defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, verbal or other expressive behaviors or physical conduct of a sexual nature constitutes sexual harassment when any one of three criteria is met:

- 1) Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's continued internship.
- 2) Submission to or rejection of such conduct is used as a basis for decisions or assessments affecting the individual's welfare as a student placed in the agency.
- 3) Such conduct has the purpose or effect of unreasonably and substantially interfering with the individual's welfare, academic or professional performance, or creates an intimidating, hostile, offensive, or demeaning workplace or educational environment.

FORMS OF SEXUAL HARASSMENT

Sexual harassment may take a variety of forms ranging from subtle pressure for sexual activity to physical assault. Conduct defined as sexual harassment includes, but is not limited to the following:

- 1) Threats of, or intimidation by unwilling, non-mutual sexual contact.
- 2) Continual or repeated verbal abuse of a sexual nature including graphic commentaries about a person's body, sexually degrading words to describe the person, or propositions of a sexual nature.

3) □ Threats or insinuations that the person's employment, grades, wages, promotional opportunities, classroom or work assignments, or other conditions of a continued internship may be adversely affected by refusing sexual advances

Sexual harassment may be physical, verbal, or nonverbal

- **Physical** touching, holding, grabbing, hugging, kissing, “accidental collisions,” other unwanted physical contact, and, in the worst cases, physical assault and rape.
- **Verbal** offensive jokes, offensive language, threats, comments, or suggestions of a sexual nature.
- **Nonverbal** staring at a person's body, leaning over the intern at a desk, offensive gestures or motions, circulating sexually suggestive letters or cartoons, and other sexually oriented behavior.