SOCIAL WORK STUDENT HANDBOOK

DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (BSW) PROGRAM
VIRGINIA STATE UNIVERSITY
1 HAYDEN STREET
PETERSBURG, VIRGINIA 23806

THE BACCALAUREATE DEGREE PROGRAM IN SOCIAL WORK
WAS GRANTED FULL ACCREDITATION STATUS FROM
THE COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
OCTOBER 2013

REVISED - FALL 2016 GBT
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>What is Social Work?</td>
<td>1</td>
</tr>
<tr>
<td>VSU Bachelor of Social Work Program</td>
<td>1</td>
</tr>
<tr>
<td>Social Work Faculty</td>
<td>3</td>
</tr>
<tr>
<td>Program Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>Program Goals</td>
<td>4</td>
</tr>
<tr>
<td>Social Work Program Core Competencies</td>
<td>5</td>
</tr>
<tr>
<td>BSW Four Year Curriculum of Study</td>
<td>8</td>
</tr>
<tr>
<td>Social Work Minor</td>
<td>9</td>
</tr>
<tr>
<td>BSW Degree Curriculum</td>
<td>11</td>
</tr>
<tr>
<td>Social Work Minor Curriculum</td>
<td>14</td>
</tr>
<tr>
<td>Homefront Readjustment for the Armed Forces Certificate Program Curriculum</td>
<td>14</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>15</td>
</tr>
<tr>
<td>Advising Tips for Social Work Students</td>
<td>16</td>
</tr>
<tr>
<td>Advising Worksheet</td>
<td>17</td>
</tr>
<tr>
<td>Students Rights and Responsibilities</td>
<td>19</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>19</td>
</tr>
<tr>
<td>The Student Academic Code</td>
<td>19</td>
</tr>
<tr>
<td>Code of Conduct</td>
<td>19</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>20</td>
</tr>
<tr>
<td>VSU BSW Admissions Information and Application</td>
<td>21</td>
</tr>
<tr>
<td>Admissions to the Major</td>
<td>21</td>
</tr>
<tr>
<td>Continuation of the Social Work Major</td>
<td>22</td>
</tr>
<tr>
<td>Ethics</td>
<td>22</td>
</tr>
<tr>
<td>Behaviors</td>
<td>23</td>
</tr>
<tr>
<td>Procedures</td>
<td>23</td>
</tr>
<tr>
<td>Application</td>
<td>23</td>
</tr>
<tr>
<td>Interview</td>
<td>23</td>
</tr>
<tr>
<td>Disposition</td>
<td>23</td>
</tr>
<tr>
<td>Criteria for Evaluating Student Application to Social Work Program</td>
<td>23</td>
</tr>
</tbody>
</table>
Welcome to the Student Handbook for the Social Work Program at Virginia State University. This Handbook is intended to provide students with information about specific program policies, information, rights and responsibilities. Another rich source of information for VSU students is the University student handbook: <http://www.sola.vsu.edu/files/docs/social-work-updates/bsw-student-handbook.pdf>. Students are encouraged to use both of these documents as resources. Of course, you are always welcome to visit with members of the Social Work faculty for guidance in any student related matter.

What is Social Work?

Social work is a profession devoted to assisting people in solving problems and affecting social change to improve the quality of their lives. The social worker is guided by a professional code of ethics in assisting people to achieve an effective level of psychosocial functioning and effecting social change to improve the well-being of everyone. Social work is founded on the principles of service; social and economic justice; personal dignity and worth; the importance of human relationships; integrity; and competence. Social workers are involved in addressing some of society’s most pressing issues such as poverty; abuse and neglect; mental illness; and juvenile crime – to name just a few. The profession can be very rewarding to those who like to make a difference. If you are interested in helping others and making your concern for people a career, social work will be the profession for you. The bachelor's degree in social work prepares students for the entry-level practice of social work and for membership in professional organizations such as the National Association of Social Workers.

VSU Bachelor of Social Work Program

The Social Work Program at Virginia State University’s Department of Sociology, Social Work and Criminal Justice received the full approval from the Virginia State Department of Education to reactivate the Bachelor of Social Work (BSW) degree beginning in the fall of 2008, focusing on generalist social work practice. Virginia State University Board of Visitors approved the Social Work Program as a stand-alone Department in November 2014. The BSW degree curriculum at Virginia State University is designed to prepare generalist social work practitioners to become knowledgeable and competent in the practice areas related to diverse populations who are oppressed, marginalized and underserved in the Commonwealth of Virginia, especially in the Central and Southern regions. VSU Department of Social Work is committed to upholding the Social Work profession’s commitment to promote social justice, economic stability, and the enhancement of the quality of life for individuals, families, groups, organizations, and communities in the central and southern Virginia region. The Department is further committed to continuing the HBCU heritage in the delivery and the pursuit of educational excellence by preparing culturally aware entry-level professional generalist social workers for entry-level positions, and/or admission into an accredited graduate program. VSU offers the Bachelor of Social Work program, which prepares students for entry-level practice or graduate school.

You should be receiving this handbook as soon as you first appear at VSU and express an interest in social work, or when you take SOWK 210 - Introduction to Social Work and it is intended to be used as an ongoing reference. This handbook was prepared by the social work faculty and will be of interest to:

- Persons inquiring about the social work profession and / or transfer students
- Students entering the undergraduate social work program at VSU
- Members of the Social Work Program Advisory Board
- Other constituent groups who have an interest in the VSU Social Work Program
Keep this handbook handy, and please read it thoroughly. This information is designed to be an overall guide, and will be supplemented with a Field Instruction Manual at the end of the first semester of your junior year when students prepare for Field Instruction (Internship). The junior and senior sequence (SOWK 399, SOWK 490-499) gives you well over 600 hours of experience at a local social service agency working as a social worker.

We hope this booklet will answer some and raise questions. Don’t be shy in asking questions about the social work program and about SOCIAL WORK.

We are glad for your interest in the social work profession and, in particular, the undergraduate social work program at Virginia State University and we hope that you will find this handbook helpful.
SOCIAL WORK FACULTY

There are four full-time Social Work faculty members. The Social Work faculty teaches all of the Practice, Research, Social Welfare Policy and Human Behavior and the Social Environment (HBSE) courses.

Full-Time Faculty

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Our offices are located in Trinkle Hall on Hayden Street, across the street from Virginia Hall between Byrd Hall and Eggleston Hall. We are on the first floor.
SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Department of Social Work is to prepare traditional and non-traditional students for professional entry-level generalist social work practice who are committed to social, economic and environmental justice throughout the surrounding urban, suburban, rural and military base communities in Central and Southern Virginia.

As entry-level practitioners, students are capable of delivering social services in a manner that is consistent with the values (social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry) and ethics of the social work profession. Ultimately, students recognize their responsibility to continue their professional growth and development in research and the incorporation of the latest technologies in their practice.

Building on a strong liberal arts base, the program provides quality professional educational experiences in partnerships with a wide variety of community agencies and organizations throughout the Central and Southern Virginia area. The Department is committed to serving culturally and economically diverse students, including first-generation as well as those coming to the university from their first two years in the community colleges in the region, and from four-year institutions as well.

The mission, purpose and philosophy of the Social Work Department at Virginia State University are consistent with the overall institutional mission. The institutional mission is “to prepare graduates to enter the work force of the twenty-first century, pursue advanced study, assume leadership roles, and be competitive in a global society”.

SOCIAL WORK PROGRAM GOALS

The goals of the Social Work Program flow directly from the mission to provide students with a liberal arts and social work education that prepares them for graduate school or as culturally aware and competent entry-level generalist practitioners to practice with individuals, families, small groups and organizations in underserved rural and urban communities, and reflect the purposes of Educational Policy, 1.0. [EPAS 2015]

1. Prepare students for entry-level generalist social work practice.

2. Prepare students to be culturally aware and knowledgeable generalist social work professionals with a demonstrated commitment to social, economic and environmental justice in an ever-changing global society, especially in the central and southern Virginia region.

3. Prepare students to be able to facilitate and provide community advocacy and service to diverse populations-at-risk in urban, suburban and rural settings, including surrounding military base communities.

4. Prepare students to think critically and be able to integrate social work knowledge, values, practice skills, social policy and the research process to ethical social work practice with an emphasis on addressing the needs of central and southern Virginia residents;

5. Instill in students a commitment to life-long learning by pursuing graduate education, training opportunities and leadership roles.
SOCIAL WORK PROGRAM CORE COMPETENCIES

The core competencies for the BSW Social Work Program were adopted from CSWE 2015 EPAS and serve to further specify program goals. They represent the expected skills, knowledge, and values that will be achieved by students at the completion of the undergraduate social work program.

Competency 1 - Demonstrate Ethical and Professional Behavior

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

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

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers;

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

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**

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

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

**Competency 5 – Engage in Policy Practice**

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge
to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW Four-Year Curriculum of Study

The BSW curriculum content is consistent with Program Mission Statement, Goals and CSWE Educational Policy and Accreditation Standards (2015), and the needs of the Central and Southern Virginia regions. The social work curriculum is solidly grounded in the liberal arts, which serve as a building block upon which the professional foundation in social work is taught. The curriculum is developed and organized as a coherent, integrated whole in the form of liberal education courses and degree-specific courses. Social work students graduating from Virginia State University are required to complete a minimum of 120 credit hours of course work offered through a semester system. The course work is distributed over the following areas: General Education requirements (33 credit hours), Pre-Social Work Support Courses (9 credit hours), Unrestricted Electives (36 credit hours), Professional Social Work required coursework (42 credit hours).

The majority of the university general education core requirements are completed during the first two years. The Support Social Work courses, SOWK 210, SOWK 260 and STAT 210 are completed in the freshman and sophomore years. In your junior you will start your Practice courses (SOWK 370 & 375) and Field Instruction –SOWK 399 taken concurrently with SOWK 375, Research course (SOWK 315), Writing for Social Work Practice (SOWK 318), Human Behavior and the Social Environment (SOWK 320 & 321), Social Welfare Policy (SOWK 340) and Diversity and Cultural Competency in Social Work Practice (SOWK 330); and your senior year courses include, Practice (SOWK 475), Field Instruction (SOWK 490-499), Upper Level Social Work Elective (SOWK 495), and Senior Seminar (SOWK 498). In addition, with the approval of the Department Chair, students may pursue an independent studies project (SOWK 395 – 495) with the mentorship of a faculty member.
Social Work Minor

This minor is an interdisciplinary program for undergraduate students who are interested in the field of social work or social services and want more in-depth study in this area than other courses provided. The program is designed to complement undergraduate study programs in the University. The Social Work Minor is a great complement to majors such as sociology, criminal justice, psychology, education, political science and other allied disciplines.

The Social Work Minor introduces students to the knowledge, values, and skills necessary to:
- Comprehend the structures and functions of the field of social work;
- Develop a more informed position on social policy issues;
- Appreciate the economic, social, political, environmental, and ethical challenges that societies and their citizens face in responding to basic human needs;
- Become actively involved in helping to address social needs; and
- Broaden and further enhance their professional career paths.

The Social Work Minor is not preparation for professional social work practice and is only intended to enhance a students’ overall knowledge, skills and professional ethical practice in their chosen field of study.

Students must complete all general education core requirements prior to enrollment in the required upper level social work minor courses. Faculty advisors in the Social Work Department and/or Counselors in the Academic Excellence Center (ACE) are available to help students interested in adding a social work minor to their program of study.

Homefront Readjustment for the Armed Forces Certificate Program

This program is designed for undergraduate students and professionals in interdisciplinary fields who wish to develop specific knowledge of military culture and communities, and acquire the skills to interact in community settings where the needs of veterans and their families are met. Courses in the program will focus on, but not limited to, understanding the roles of human service workers in addressing existing and potential challenges and stigma often confronted by this population, as well as identifying and facilitating access to essential services and resources, social supports, case management, care coordination, and advocacy (NASW, 2013). Students who complete the certificate program will possess critical competencies and skills to:
- Engage, assess, intervene with members of the military, veterans and their families;
- Coordinate military-competent services, enhance military programming for their agencies and provide opportunities to access new employment opportunities with military members or veterans;
- Advocate for social, economic and environmental justice, well-being and appropriate service delivery for military members, veterans and their families.

Goal: To prepare undergraduate students and human service workers (those who hold a degree in a human service field, military service members, Department of Defense civilians, or individuals currently working in the human service field with military members, veterans and their families) to understand and be able to work with this special and unique community.

Target Audience:
This certificate will be targeted toward undergraduate students and individuals who possess a bachelor’s degree in social work or human services related degree (e.g., psychology, counseling, criminal justice, education) and who serve as professional service providers working closely with military service communities, specializing in social work or a human services related discipline.
Time to complete:

Full-time and part-time undergraduate students may enroll in the certificate program.

- Degree seeking students can complete the certificate in a minimum of 9 to 18 months
- Non-degree seeking students can complete the certificate in a minimum of 12 to 24 months.
- Full-time students, maintaining a course load of at least 9 credits per semester, are able to complete the course component of this certificate in a minimum of 1 to 1 ½ years.
- Part-time students, maintaining a course load of less than 9 credits per semester are expected to complete the program in 1 ½ to 2 years

All students are considered undergraduate students.

Admission:
The following admissions requirements apply to all applicants:

- Undergraduate students must have completed 60 credit hours and have a cumulative GPA of 2.5 or better.
- Students majoring in other disciplines other than Social Work must take SOWK 210 prior to applying to the Certificate Program
- Students with a bachelor’s degree from a regionally accredited institution must have achieved a cumulative GPA of 2.5 or better. Students with a bachelor’s degree and a cumulative GPA above 2.3 may petition the Department Chair for a waiver of the cumulative 2.5 GPA requirement.
- Official transcripts from all colleges and universities attended. Applicants do not need to send in transcripts for courses taken at Virginia State University.
- Submit a carefully written 1,000-word goal statement outlining background and experience (academic and/or professional), and future career goals after the completion of the certificate. Applicants who do not hold a social work undergraduate degree must indicate how their academic and/or professional background has prepared them for admission to the certificate program.
- TOEFL scores are required for international applicants (minimums). Computer-based TOEFL - 173 (Suggested 197); Internet-based TOEFL - 61 (Suggested 71); Paper-based TOEFL - 500 (Suggested 527).
# College of Humanities and Social Science
## Department of Social Work
### Baccalaureate Social Work (BSW) Degree Curriculum

#### Freshman Year

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 110</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST xxx</td>
<td>GE History Menu</td>
<td>3</td>
</tr>
<tr>
<td>HPER</td>
<td>Health and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>MATH</td>
<td>Basic Math 112 &amp; 113</td>
<td>6</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Biological Science w/lab</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101 or PSYCH 212</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Unrestricted Elective</td>
<td>3</td>
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#### Fall

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#### Sophomore Year

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<td>SOWK 210</td>
<td>Introduction to Generalist Social Work Practice</td>
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<tr>
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Total Credits: 30
### Fall
- **SOWK 210** Introduction to Generalist Social Work Practice 3
- **SOWK 260** History of Social Welfare Policy 3
- **ENGL xxx** Literature Elective 3
- **Global Studies** GE Global Studies Menu 3
- **STAT 210** Elementary Statistics 3

**Total:** 15

### Spring
- **SPEE 214** Intro to Public Speaking 3
- **Elective(s) xxx** *Elective 200/300 Level* 9
- **PHIL** Philosophy Elective 3

**Total:** 15

### Junior Year
- **SOWK 315** Social Work Research I 3
- **SOWK 318** Writing for Social Work Practice 3
- **SOWK 320** Human Behavior and Social Environment I 3
- **SOWK 321** Human Behavior and Social Environment II 3
- **SOWK 330** Diversity and Cultural Competence in SOWK Practice 3
- **SOWK 340** Social Welfare Policy & Services 3
- **SOWK 370** Generalist Practice I & Lab (Individuals) 3
- **SOWK 375** Generalist Practice II (Groups) 3
- **SOWK 399** Field Practicum & Seminar 3
- **Elective** Unrestricted Elective 3

**Total:** 30

### Fall
- **SOWK 315** Social Work Research I 3
- **SOWK 318** Writing for Social Work Practice 3
- **SOWK 320** Human Behavior and Social Environment I 3
- **SOWK 330** Race Relations & Social Work 3
- **SOWK 370** Generalist Practice I & Lab (Individuals) 3

**Total:** 15

### Spring
- **SOWK 321** Human Behavior and Social Environment I 3
- **SOWK 340** Social Welfare Policy & Services 3
- **SOWK 375** Generalist Practice II (Groups) 3
- **SOWK 399** Field Practicum & Seminar 3
- **Elective** Unrestricted Elective 3

**Total:** 15
## Senior Year

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<td>Professional Field Practicum I &amp; Seminar</td>
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<td>SOWK 495</td>
<td>Topics Course Elective</td>
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<td>Social Work Senior Seminar (Capstone Course)</td>
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<td>Professional Field Practicum &amp; Seminar II</td>
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<td>Social Work Senior Seminar</td>
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<td>SOWK 499</td>
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**Social Work Minor Curriculum**

A minimum of 18 semester hours of coursework from the following courses are required for the minor.

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<th>Credit Hours</th>
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<td>SOWK 210</td>
<td>Introduction to Social Work</td>
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<td>SOWK 320</td>
<td>Human Behavior and the Social Environment I</td>
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<td>SOWK 340</td>
<td>Social Welfare Policy and Services</td>
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**Social Work Electives and/or Advanced Courses – [9 credit hours needed]**

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<tr>
<td>SOWK 211</td>
<td>Spiritual Fitness: Military Religion and Spirituality</td>
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<tr>
<td>SOWK 212</td>
<td>From Bootcamp to Home: Exploring Veteran Benefits</td>
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<td>SOWK 260</td>
<td>History of Social Welfare Policy (1600 – Present)</td>
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<td>SOWK 313</td>
<td>Honoring Grief, Loss, Mourning and Respect for Life Variety</td>
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<td>SOWK 314</td>
<td>Family Vow: Acknowledging Family Stressors</td>
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<td>SOWK 315</td>
<td>Social Work Research</td>
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<td>Diversity and Cultural Competence</td>
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<td>Generalist Practice II – Groups</td>
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<td>Boots on the Ground Mental Health: Learning, Discussing and Reclaiming Mental Stability</td>
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<td>SOWK 475</td>
<td>Generalist Practice III – Community &amp; Organizations</td>
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<tr>
<td>SOWK 495</td>
<td>Special Topics in Social Work</td>
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**Homefront Readjustment for the Armed Forces Certificate Program Curriculum**

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<td>Honorable Fitness: Military Code of Conduct vs. Self-Morality</td>
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<td>*SOWK 212</td>
<td>From Bootcamp to Home: Exploring Veteran Benefits</td>
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<tr>
<td>SOWK 313</td>
<td>Honoring Grief: Loss, Mourning and Respect for Life Variety</td>
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<tr>
<td>SOWK 314</td>
<td>Family Vow: Acknowledging Family Stressors</td>
<td>3</td>
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<tr>
<td>SOWK 415</td>
<td>Boots on the Ground Mental Health: Learning, Discussing, and Reclaiming Mental Stability</td>
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<tr>
<td>SOWK 416</td>
<td>Right Hand Resilience: Trauma and Coping Skill</td>
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<tr>
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<td><strong>Total Hours Required</strong></td>
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*SOWK 211 & SOWK 212 are prerequisites that must be taken in sequence prior to enrolling in upper level courses for the Certificate Program.
STUDENT ADVISEMENT

The advisee/advisor relationship is extremely important in a professional social work program. Advisory contacts occur throughout a student’s academic career at VSU.

If you are an incoming **Freshmen** and you have declared social work as your major, you will be assigned to a Counselor in the Academic Success Center (ACE) located in Johnston Memorial Library. Your initial advising session will include a discussion of social work as a career choice, general education requirements and evaluation of any transfer or VSU credits, and how these fit into the social work curriculum. After completion of your Freshmen year (30 credit hours) you will be assigned to a Social Work Faculty Advisor located in Trinkle Hall, 1st Floor.

Declared social work majors who are **Sophomores** (31 credit hours) must apply for admission to the Social Work Program and receive an “accepted status” as a VSU baccalaureate social work major. Therefore, it is extremely important that you meet with your Social Work Faculty Advisor and plan to apply to the program during the first semester of your sophomore year. See page 21 for further instructions for admissions to the social work major.

All **Transfer** students are required to meet with a Social Work Faculty Advisor upon admission to the University. Your advising session will include an evaluation of your transcript and all transfer credits and how they fit into the social work curriculum. Meeting with your Social Work Faculty Advisor is extremely important to assure that you will not be repeating courses and/or taking unnecessary courses. In addition, it is our desire that your transfer to VSU be a smooth transition and expedite the process so you will graduate in a timely manner.

All students are required to meet with their Social Work Faculty Advisors at least once each semester for pre-registration advising. This usually occurs in October for Spring semesters, and in March for Fall and Summer semesters. We suggest that you check a current catalog or college calendar for exact dates each semester, because this timeline may vary from year to year. Students are always encouraged to pre-register and to make full use of this regular visit with their advisors. Students are welcome to meet with their Social Work Faculty Advisor at any time and are encouraged to do so over career questions, academic problems and opportunities, questions about college or social work requirements, graduation requirements, potential field placements, potential graduate school opportunities, and personal issues.

Something unique to the Social Work Major at VSU is our special admissions and screening criteria in addition to those required for all students for admission to the University. Be sure to read about these procedures on page 21 in this handbook.

The Social Work Department maintains a bulletin board where information is located. This is located near the Social Work Faculty Offices (Trinkle Hall, 1st Floor hallway). Please check this board on a regular basis for all kinds of information and announcements.
ADVISING TIPS FOR SOCIAL WORK STUDENTS

Here are some thoughts on the advising process that might assist you. Each semester we would like for you to meet for a short meeting in your advisor’s office. This conference with your advisor is a time to review the classes that you have taken, make plans for classes in the next semester, and monitor your general progress towards graduation with a major in Social Work.

I. You can take a few steps before this meeting that will help.
   - Please carefully review your overall social work plan (as indicated in the Social Work Curriculum completed on your entry into the program) so that you are clear about courses you have taken and courses you still need to take. We strongly encourage you to follow the recommended sequences and timing for courses.
   - Please review the “Trojan Link – Banner” online so that you know what courses are available in the upcoming semester and when they are offered.
   - Please fill out your “Undergraduate Registration Form” (in pencil, if you are uncertain about your plan for the next semester) and be prepared to discuss your course selection and how it fits into your overall plan. Remember to select at least three alternate courses.
   - Please check several available resources if you are uncertain about either the Social Work Requirements or about courses for which you have already received credit. These resources include: - Virginia State University Catalog; the Social Work Student Handbook; the VSU Registrar (who can help with concerns regarding transfer of credit, transcripts, and verification of your readiness for graduation).

II. Set up a meeting with your advisor (if you think that you will need extra time, please indicate this to the advisor). At this meeting, please
   - Bring your registration form and any related questions so that we can review this and provide the required signature on the form.
   - Inform your advisor of any courses (if any) in which you risk a failing grade so that you can discuss this and together plan corrective action.
   - Inform your advisor of any other issues or problems that may impede your progress toward graduation so that together we can discuss these,
   - Work with your advisor to keep the advising folder up to date (it should include year of admission to VSU, official transcript evaluations, all waivers, current transcripts, and other important documents).

We hope that this doesn’t sound too complicated and formal. Because Social Work has many requirements for the Major, we believe that it is essential that you take an active role in your course selection and overall educational plan. Ultimately, you are responsible for the successful completion of the VSU Social Work Program. These suggestions are offered to aid you in assuming this responsibility.
# Advising Worksheet

**DEPARTMENT OF SOCIAL WORK**  
**BACHELOR OF SOCIAL WORK (BSW)**

**NAME:** ____________________________________________  
**Student's Signature:** ________________________________  
**Student's V #** ______________________________________  
**Date** ______________________________________________  

**Bachelor of Social Work**  
**Expected Date of Graduation** __________________________  
**Advisor Signature** ____________________________________  
**Date** ______________________

## GENERAL EDUCATION REQUIREMENTS

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<th>Grade</th>
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Total = 60 cr. hrs.  
[Required GE courses 33 cr. hrs.; SOWK required prerequisite courses -9 cr. hrs.; unrestricted elective courses- 18 cr. hrs.]
# SOCIAL WORK MAJOR COURSES

## Third Year of College – Pre-Professional Level

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<td>SOWK 321 HBSE II</td>
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<td>SOWK 318 – Writing for SW Practice</td>
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<td>SOWK 330 – Race Relations &amp; SW</td>
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## Fourth Year of College – Professional Level

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<td>SOWK 495 – Upper Level Social Work Elective (Topics Course)</td>
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<tr>
<td>SOWK 490 – Professional Field Practicum I &amp; Seminar</td>
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<td>SOWK 498-Senior Seminar (Capstone Course)</td>
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<td>SOWK 499 – Professional Field Practicum II</td>
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<td>TOTAL CREDIT HOURS</td>
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Total: 60 credit hours. SOWK = 42 cr. hrs.; unrestricted Electives = 18 cr. hrs.

TOTAL CREDIT HOURS 120
STUDENT RIGHTS AND RESPONSIBILITIES

Your rights as a student are very important. You should consult a Student Handbook that includes important information on your rights and responsibilities as a VSU student. Consult with the Chair of Social Work, Director of Residence Life, or the Student Government Association for more information about your rights and responsibilities. You should learn more about procedures for grade and other appeals policies, sexual harassment complaints, the Code of Academic Work, College Discipline, and a host of other policies vital to student rights and responsibilities. These policies are also available on the University Website (http://www.vsu.edu/include/StudentHandbook1.htm) and grade review procedures are included in this manual on page 30.

STUDENTS WITH DISABILITIES

The Virginia State University Board of Visitors, the administration and the faculty are committed to a policy of equal opportunity in education and employment prohibiting unlawful discrimination on the basis of race, color, creed, religion, marital status, sex, age, disability, political affiliation, or national origin.

The University will provide reasonable accommodations upon request to otherwise qualified disabled individuals who require such accommodations in order to perform the essential functions of their jobs, to meet the academic or technical standards of a University academic program, or to have an equal opportunity to participate in University programs or activities. Accommodation requests related to conditions or employment must be made directly to the Office of Human Resources. All accommodation requests must be written and consistent with the current documented needs of the individual requesting said accommodations.

Any student requiring an accommodation must request such services directly from the Students with Disabilities Program (located in Memorial Hall Room 101A). In the event a program, class, or activity is located in an inaccessible facility, the University will take such actions(s) as necessary to provide reasonable accommodations to ensure accessibility. All accommodation requests must be written and consistent with the current documented needs of the individual requesting said accommodation(s). A disability will be defined according to the parameters of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990.

Inquiries regarding interpretation or compliance with this policy should be directed to the Office of Human Resources, Virginia State University, P.O. Box 9412, Petersburg, Virginia 23806, (804) 524-5085

THE STUDENT ACADEMIC CODE

A student's conduct at Virginia State University is expected to reflect that of a person engaged in a serious endeavor - the pursuit of an academic degree. The Student Academic Code includes aspects of both behavioral and ethical conduct within the academic setting. The Student Code of Conduct contains rules and regulations governing student behavioral conduct and represents a means by which the orderly development of appropriate student conduct is assured. The Student Code of Conduct as it applies to academics is reproduced herein. The Student Academic Code ensures that students maintain the highest ethical standards when in the academic setting, when performing work in the classroom and when completing work outside the classroom.

CODE OF CONDUCT

Students are expected to abide by all University rules and regulations, standards, and by the laws of Chesterfield County, the Commonwealth of Virginia and Federal government. It is not possible to list all
acts of misconduct/disorderly conduct that can occur on campus, but students are required to exhibit the highest forms of good manners, behavior and respect for the University community and its inhabitants.

ACADEMIC DISHONESTY

Academic dishonesty is a violation of the Student Academic Code. All students enrolled in SOWK 210 – Introduction to Generalist Social Work Practice will be provided the Academic Code and the NASW Code of Ethics. Each student is then required to sign The Student Pledge of Academic Integrity and return the signed pledge to their instructor before instruction begins. Transfer students and non-degree seeking students will sign the pledge as part of the advisement process. The pledge should also be disseminated as part of course syllabi. It is the student’s responsibility to seek guidance from the instructor when there are questions or doubt pertaining to their academic integrity responsibilities. By accepting admission to Virginia State University students are automatically subject to the provisions of the Student Academic Code, and are expected to uphold and support this Code without compromise or exception.
Virginia State University’s Social Work Program, in addition to full support of and compliance with the University’s Americans with Disabilities Policy, is committed to equal opportunity to education and employment, prohibiting unlawful discrimination on the basis of race, color, creed, religion, marital status, sex, age, disability, political affiliation, or national origin. This encompasses all activities of the social work program, including but not limited to recruitment, retention, promotion, tenure, assignment and remuneration of program personnel. It also encompasses student recruitment, admissions, field placements and financial aid. Such non-discrimination, equal opportunity policies also extends into the classroom, field setting and the community and applies to all persons associated in any way with the Social Work Program at Virginia State University.

I. Admissions to the Social Work Major

In addition to admission as a classified student at VSU, and formal declaration of social work as your major with the Office of the Registrar, you must still apply for “accepted status” as a VSU baccalaureate social work major. This process is intended to provide a first screening mechanism as you proceed towards a career in the helping profession of social work.

Social work majors must be formally admitted to the BSW program before enrolling into social work [300 level and above] courses. Application to the BSW program is separate from application to the University. Criteria and procedures for admission to the BSW Program are outlined in the BSW Student Handbook.

The BSW Program admission process is a prerequisite for taking any 300-level social work course. In order to be formally admitted into the BSW program, students are required to make formal application during their sophomore year. To be accepted into the social work major, the student must have satisfied the following requirements:

1. Accepted by or in good academic standing with the University.
2. Completed Application for Admission to the BSW program, including recommendations, an essay and discussion of their commitment to social and environmental justice.
3. A copy of transcript(s).
4. Background Check
5. Successful completion with documentation of 25 pre-approved clock hours of volunteer or paid work experience in an appropriate social service agency within the past two years.

Volunteer Opportunities: Students often ask about the possibility of volunteer experience while they are students at VSU. We strongly encourage those who have available time to pursue volunteer work, both as an exciting opportunity and service in its own right and for the experience it can provide in social services. Don’t forget that you will be engaging in more than 600 hours of field instruction in your junior (160 clock hours – 3 credit hours) and senior year (480 clock hours – 6 credit hours). Volunteer work preceding field instruction is very helpful preparation for the field, especially if you have no previous social work experience.
Currently the Social Work Department is offering two prerequisite social work courses: *Introduction to Social Work* and *History of Social Welfare Policy*. These courses represent an excellent way to learn about and experience volunteer work. Students are expected to complete 25 hours of actual volunteer service.

6. Students are also required to take STAT 210 – Elementary Statistics as a pre-requisite for admission to the Social Work Program.

7. Completed the general education curriculum (33 credits) and the required prerequisite courses (9 credits) with a minimum 2.5 cumulative GPA (transfer students 2.5).

8. Transfer students holding an Associate degree will need to complete the prerequisite [SOWK 210, SOWK 260 & STAT 210] coursework (with a grade of C or higher) for admission into the social work major. Transfer students who have taken social work courses from an accredited program elsewhere must consult with the BSW Department Chair for admission into the social work major.

9. Grade C or better in the prerequisite courses required for admission into the social work major.

10. Three reference letters (from 2 professors and 1 volunteer supervisor)

11. Personal Statement – two to four page essay (typed & doubled spaced) detailing the following:
   a. Interest in social work
   b. Leadership, strengths, and experience in working with individuals, groups or communities.
   c. Personal and professional short and long-term goals
   d. Commitment to completion of VSU BSW Program

**Continuation in the Social Work Major.** A student must demonstrate readiness to enter and continue in the professional or upper level course in the baccalaureate social work program of study. This requires:

1. Academic achievement (maintenance of overall 2.3 GPA in general education courses, and overall 2.0 in the prerequisite courses; and 2.5 in professional-level courses for social work);
2. Student must successfully and satisfactory complete 640 hours of field practicum and seminar [junior year – 160 clock hours; senior year – 480 clock hours].
3. Personal and professional behavior consistent with the NASW Code of Ethics
4. Effective work with client systems as demonstrated through practice laboratory and field courses;
5. Capacity to master the necessary non-academic areas for continuance in the major.

The following further defines the non-academic conditions for continuance in the major:

**Ethics** – in addition to academic expectations, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Compliance with the National Association of Social Workers (NASW) Code of Ethics is expected. Behavior contrary to these ethics will be cause for review of the student’s continuance in accepted status as a social work major. Students unethical behavior such as falsifying time sheets and/or signing their field instructors name will be cause for immediate termination from the Social Work Program. Anyone found guilty of such actions will be immediately terminated from the Social Work Program and will be reported to the Office of Judicial Affairs.

Other examples of behavior which will warrant review of accepted standing in the major include but are not limited to: derogatory oral and written statements towards other students, faculty, and/or persons from populations reflecting racial, ethnic, disabled status, religious,
socio-economic, gender, and sexual orientation differences; disregard of the principles of confidentiality, etc.

**Behavior** – Since the role of a social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with this role and that he/she has the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others, students may be asked to withdraw from the program.

**II. Procedures**

**A. Application:** Applications for admission to the social work major are accepted from student who are currently enrolled at the University and have completed or currently enrolled in the Introduction to Generalist Practice and/or History of Social Welfare Policy (SOWK 210 & SOWK 260). Transfer students who meet these requirements and transfer courses evaluated by a Social Work faculty member as equivalent to SOWK 210, SOWK 260 and STAT 210 may also apply. **Application packages are found on the Social Work Department website:** [http://www.sola.vsu.edu/departments/social-work/field-education/index.php](http://www.sola.vsu.edu/departments/social-work/field-education/index.php)

Applications are accepted throughout the academic year between October 1st - March 31st. **The application cut-off deadline date is March 31st.** Applicants will be notified in writing about the admissions decision by May 15th.

**NOTE:** Applications will not be accepted after the final cut-off date unless prior approval has been granted by the BSW Program Admissions Coordinator or the Chair of the Department. Students MUST be admitted to the social work major prior to enrollment in 300 level courses.

**B. Interview:** Once a complete application package, including references (see above), is received, an interview or panel interview will be scheduled with the Social Work Department Admissions Committee. Students may check with the Department Administrative Assistant on the status of application materials and will be emailed for an appointment once everything is received. **Interviews are scheduled with a faculty panel and / or advisory board members.**

**C. Disposition:** Students will be informed of the disposition of their application, in writing or email, within two weeks of the interview or panel interview. The following dispositions are possible

- A. Full Acceptance
- B. Conditional Acceptance
- C. Denial

**III. Criteria for Evaluating Student Application to the Social Work Program**

- Following directions to complete the application
- Presentation of the application [neat, spelling, grammar, etc.]
- Submission of an essay that will be evaluated for content, following directions, critical thinking abilities, commitment to social and environmental justice, clarity of thoughts and written communication effectiveness.
• Documentation of completion of 25 hours of service learning volunteer experience at a social service agency.
• Satisfactory Background Check
• Letters of reference reflect the student’s learning, commitment to work, learn and follow directions; and potential to become a social worker.

Students who have been granted conditional acceptance or who have been denied may appeal such decisions through the regal appeal channels of the University (see University Handbook, Student Handbook, or seek assistance from the Student Government, Student Life or Registrar’s Office).

IV. Transfer Students

The transfer policy is in accordance with the University’s transfer policy and guidelines for general education coursework. The VSU transfer policy states: Any student who transfers to Virginia State University with an associate degree (college prep track) from a community college in Virginia (students with associate degrees from other states will be considered on an individual basis) is guaranteed a minimum of 60 credits of transfer credit. The student will be given complete credit for all General Education requirements, with the residual hours coming from major, minor or elective course requirements. Course equivalency will be determined by the University Registrar in consultation with the departments.

Prospective BSW transfer students desiring to apply to the social work major must successfully [C or better] complete the pre-social work courses [STAT 210, SOWK 210 and SOWK 260] and successfully complete with documentation 25 pre-approved clock hours of volunteer or paid work experience in an appropriate social service agency within the past two years.

In addition to the aforementioned items students need to have a cumulative GPA of 2.5 or higher to be considered for admission into the social work major. Students will not be allowed to substitute other social work coursework for 300 and 400 level social work courses. Transfer students who have taken social work courses from an accredited program elsewhere must consult with the Social Work Department Chair for admission into the social work program.

V. Readmission

Students who withdraw or are asked to withdraw from the program may reapply for admission under the same requirements and procedures utilized for initial applications. It is recommended that students in this circumstance delay reapplication for at least one full semester or until such time as it may take to resolve any problems cited by the student or program at the time of withdrawal.

VI. Continuing GPA and other Requirements

Automatic review of accepted standing occurs when grades of “D” or “F” are made in any required courses in the major or when a student is on academic probation. Probationary status in the major prevents a student from entering or continuing in 400-level courses. Readmission to good standing will be determined by GPA and approval of the Social Work Department Chair and/or a panel of three Social Work faculty members.

VII. Successful Completion of SOWK 370

A written evaluation of generalist practice skills demonstrated in the Generalist Social Work Practice class will become part of the student’s permanent record. A grade below a “C” or an
unfavorable lab evaluation of skills will result in automatic conditional acceptance status or denial of entry to SOWK 399 and 400-level classes until such time as accepted status is reinstated.

VIII. Policy on Social Work Credit for Life/Work Experience

Abiding by CSWE Standards, the BSW program does not grant academic credit for life experience or previous work experience. Only students admitted to the BSW program or enrolled in the Social Work minor may take 300 level and above social work courses.

IX. Termination of Student Enrollment/Academic and Professional Performance

In conjunction with the University Student Handbook (See website: http://www.vsu.edu/include/StudentHandbook1.htm) and the BSW program, a student’s conduct at Virginia State University is expected to reflect that of a person engaged in a serious endeavor, the pursuit of an academic degree and preparation for a profession. The Student Code of Conduct is designed to promote an environment in accordance with the highest standards of academic excellence, institutional integrity and the free expression of ideas and opinions. The Student Code of Conduct contains rules and regulations governing student conduct and represents a means by which the orderly development of appropriate student conduct is assured.

Students are expected to abide by all University rules and regulations and standards, and by the laws of Chesterfield County, the Commonwealth of Virginia and federal government. Students are expected to act responsibly and to avoid conduct detrimental to its effect upon themselves, their fellow students and the University. In addition to abiding to the aforementioned entities all BSW students are to abide by the NASW Code of Ethics.

Academic:
A student may be terminated from the social work program for the following academic performance reasons:
- The student must earn at least a 2.00 semester average each regular semester to remain in good academic standing.
- The student must pass each social work course (300 & 400 level) with a “C” (2.0 GPA) or higher.
- Academic sanctions and possible termination will be imposed if the student’s attendance and academic honesty is below average performance expectations. Attendance and academic honesty are discussed in each course syllabus, the BSW student handbook and field manual.

Performance:
A student may be terminated from the social work program for the following performance reasons:
- A student assumes an obligation to behave in a manner that is incompatible with the institution and BSW Program educational enterprises. This applies not only to the student’s behavior on campus, but to the field practicum as well. The BSW student handbook and field manual will delineate conduct for which a student can be sanctioned and/or disciplined, or possibly terminated from the BSW program.
- Sanctions (including but not limited to termination from the field placement and/or the program) may be imposed upon any BSW student who has been found to have violated the professional expectations and standards as described in the NASW Code of Ethics.
- The student is repeatedly performing below average expectations in the field practicum as outlined in the course syllabus, the BSW student handbook and field manual, and documentation from the Faculty Field Liaison (and possibly the Field Supervisor) via mid-semester and/or final field evaluations.
- The student does not follow a Field Practicum Improvement Plan with supporting documentation by the Faculty Field Liaison

X. Student Grievances Policy.

A non-academic grievance or complaint is defined as a dispute between a student and a staff member, administrator, faculty member, or another VSU student concerning the application of any policies or procedures of an academic unit, administrative unit, or that are announced University wide. This may include issues related to co-curricular or extra-curricular activities, Student Affairs, personal conduct or decorum, student governance, or other administrative decisions and/or actions perceived by the complainant to be unfair, arbitrary and/or capricious in nature.

It is recommended that a student initiate an academic grievance within twenty (20) class days of the academic term following the date in which the incident occurs. Non-academic grievances shall be initiated within ten (10) calendar days of the academic term following the date in which the incident occurs. Failure to adhere to established time lines by any principal party involved in a grievance may result in immediate termination of the Student Grievance Procedure.

BSW Grade Appeal Procedure

The purpose of this policy is to ensure students and instructional faculty members are afforded due process and fair treatment when a student wishes to appeal a final course grade.

a. Informal Discussion
   The student discusses the course grade with the relevant instructor. Should resolution not be reached, the student moves to the next phase of the grade appeal procedure as outlined below:

b. Formal Appeal
   1. The student files a formal, written appeal of the course grade with the Social Work Department Chair or his/her Designee. Students must file no later than the third week of classes of the fall semester to appeal spring and summer grades, no later than the third week of classes of the spring semester to appeal fall semester grades.

   2. In cases where the instructor whose grade is being appealed is the Department Chair, the social work faculty member of the department (other than Department Chair) who is senior in terms of University faculty assumes the duties of the Department Chair.

   3. Evidence is submitted to the Department Chair or designee and he/she sends one copy to the instructor within two days of its receipt. The student should keep a third copy of the completed information for the student’s own records.

   4. The evidence submitted by the student is offered to substantiate the claim that an incorrect grade has been registered by the instructor. Such evidence might include any of the following plus other material deemed appropriate and relevant by the student:
      a. Course syllabus and other written guidelines relevant to the course and assignments;
      b. Evaluated written assignments and tests;
      c. Written evaluation of the student’s oral or skill performance.
5. The instructor, upon receipt of the evidence, may submit any relevant documentation to substantiate the grade. A copy of the evidence is forwarded to the student within five (5) academic days of its receipt.

6. The student and the Program Chair or designee will discuss the case set forth by the student and the evidence supporting the grade appeal.

7. The Department Chair or designee will discuss the appeal with the instructor. It is the student’s responsibility to show that the student has earned a grade other than that submitted to the program Chair.

8. The Department Chair or designee makes a decision based on all evidence and documentation and communicates that decision in writing to both instructor and student within three academic weeks of the date Appeal was initiated.

9. The decisions which can be made by the Department Chair or designee either to deny the appeal of the student, or with a recommendation that a three-member departmental review panel be appointed.

10. If the matter is not resolved at the departmental level, contact should be made with the Dean of the College of Humanities and Social Science to review the challenge of the student as set forth on the accompanying evidence, and to render a written recommendation.

11. If the matter is not resolved at dean’s level, the student should submit a written request, containing the signatures of the chairperson and dean, to the Academic Credits Committee.

X. **Field Instruction Application Procedure**

1. Junior Status

2. Successful completion (“C” or better) of SOWK 370, with favorable evaluation of skill performance in practice lab.

3. Concurrent enrollment in SOWK 375, SOWK 321 and SOWK 340

4. Overall GPA of 2.3 and an overall GPA of 2.5 in the social work Pre-professional and Professional (SOWK 210; SOWK 260; STAT 210; SOWK 315; SOWK 318; SOWK 320 & SOWK 370) level courses

5. Completed and approved acceptance to Field Instruction I & Seminar (SOWK 399).

6. The field form for Junior Field Placement must be filed with the Director of Field in the fall semester directly preceding spring placement, by the last day for withdrawing from classes without penalty of failing grade.

**Important Note:** All of the foregoing may be appealed by students through regular University appeals channel.
PROFESSIONAL ORGANIZATIONS

**Council on Social Work Education (CSWE)**  
www.cswe.org
This national organization is specifically involved in social work education and serves as the accrediting body for all undergraduates and graduate programs in social work in the United States. VSU was granted full accreditation at the undergraduate level in October 2013. Social work faculty members belong to this organization and often attend the Annual Program Meeting held in October annually. Student membership is also available – see Dr. Thornton for details.

**Baccalaureate Programs Directors, Inc. (BPD)**  
bpdonline.org
The Association of Baccalaureate Social Work Program Directors, Inc. (BPD) is a voluntary, individual membership association that since 1975 has represented the interests of undergraduate education and practice in social work. The association's approximately 800 members represent BSW program directors, baccalaureate faculty and field coordinators, as well as social work educators and practitioners who have an interest in BSW education and practice.

BPD has been instrumental in the development of undergraduate social work for entry level professional practice and has been a driving force in the development of generalist practice as the professional foundation for social work. As the primary organization that represents undergraduate social work, BPD maintains an informative website, active listserv, an array of supportive resources and publishes its own journal. In addition, BPD holds an annual conference focusing on educating and building the profession. BPD is known as a warm, open, and egalitarian organization that is member focused and service driven. All are welcome and support is liberally given.

**National Association of Social Workers (NASW)** - www.socialworkers.org or www.naswva.org
The National Association of Social Workers of Virginia (NASW-VA) strives to assure achievement of the highest standards of Social Work practice in the Commonwealth via:

*Mission Statement*

- Promoting the core professional value of belief in inherent worth and dignity of each individual.
- Endorsing and advancing a core, professional, social work identity and presence.
- Connecting, educating and defining standards to provide the tools necessary for enhancing professional practice.
- Assessing and addressing current trends and issues relevant to and affecting, the profession.
- Advocating and supporting public policies and legislative efforts further the profession of Social Work and embrace the diversity of human need.

NASW is a network of over 134,000 professional social workers, including almost 3,000 in the state of Virginia. You will qualify for membership in this organization once our program is an accredited social work program.

NASW in Virginia co-sponsors the annual Social Work Student Rally in October and the local Richmond–Central Chapter meets about 4-5 times a year around interesting professional topics.

**Virginia Social Work Education (VSWEC)**
This group is a consortium of the accredited social work education programs or schools in Virginia. Virginia State University is currently an inactive member of this organization. When the program enters into candidacy, VSU will be eligible to reactivate its membership in this organization. This group co-sponsor, along with the Virginia NASW, of the State Student Social Work Rally in October. This group generally exchanges information and works together to promote social work and social work education in Virginia.
National Association of Black Social Workers: http://www.nabsw.org/mserver/. Mission Statement: The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. The National Association of Black Social Workers, Inc. will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. NABSW’s vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma’at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.
STUDENT ORGANIZATIONS

SOCIAL WORK ASSOCIATION (SWA)

The Social Work Club is a group of social work students who have their own organization and participate in a host of fun and interesting activities. The organization is funded by the Student Government Association and fund-raising by their own efforts. Officers will be elected and installed according to the organization's Constitution and Bylaws. The BSW Social Work Club is open to all students interested in the social work profession (pre-social work and social work majors). The club will meet monthly to plan activities, sponsor speakers, and generally promote interest in social work and community service.

The BSW Student Social Work Club was reactivated upon the implementation of the social work major [Spring 2009]. The Social Work Club submitted a letter to the Department of Student Activities for permission to re-organize. The purpose and scope of organization, proposed activities for the year, Constitution and Bylaws, list of prospective members, and Name(s) of faculty/staff advisor(s) were submitted to the Department of Student Activities. The objectives of the Social Work Club are consistent to good order, discipline, decency, and decorum, and appropriate for an educational environment. In addition to these University objectives the Social Work Club supports social justice efforts and encourages students to participate in four BSW program committees:
- Social Work Curriculum Committee
- Student Recruitment Committee
- BSW Program Appeals Committee
- BSW Planning Committee

Student involvement on these four committees ensures direct involvement in crucial decisions affecting them, their education and the program.

PHI ALPHA HONOR SOCIETY

The Social Work Program at VSU is a member of the Phi Alpha, a national honor society for social work. The Phi Alpha Honor Society was established in 1960 in order to recognize and promote scholastic achievement in departments of Social Work which are accredited by the Council on Social Work Education. Other objectives of Phi Alpha are to improve and further the goals of social work in the community, state, nation, and world and to recognize those professional social workers whose service and leadership are held in esteem. Social work majors are tapped for membership in their junior or senior year on the basis of GPA.

ASSOCIATION OF BLACK SOCIAL WORKERS STUDENT ASSOCIATION (ABSW)

The National Association of Black Social Workers, Inc., comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

The National Association of Black Social Workers, Inc. will work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. NABSW’s vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination,
Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma’at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

NABSW is designed to promote the welfare, survival and liberation of the Black Community; and to advocate for social change at the national, state, and local level. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

National Association of Black Social Workers
Code of Ethics

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.
The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action

(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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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.

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, theNASW Code of Ethicsdoes 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 theNASW Code of Ethicsas 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.

TheNASW Code of Ethicsis 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. TheNASW Code of Ethicsreflects 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 wellbeing 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 audio taping 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 are 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 client’s 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 wellbeing 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 wellbeing 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 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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, and 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’ wellbeing, 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability. http://www.socialworkers.org/pubs/code/code.asp

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**Recommended Readings**

The following works represent some “classics” in social work plus a few books, like the Wells book, that give you some insight to the profession by following a social worker in practice. Check with social work faculty for other books, especially introductory texts and novels about social work.


**Recommended Web Sites**

- Association of Baccalaureate Program Directors (BPD) [http://www.bpdonline.org](http://www.bpdonline.org)
- Virginia State University’s Social Work Program [http://www.vsu.edu/](http://www.vsu.edu/)
- Council on Social Work Education (CSWE) [http://www.cswe.org](http://www.cswe.org)
- Democratic National Committee [http://www.democrats.org](http://www.democrats.org)
- National Association of Black Social Workers (NABSW) [http://www.nabsw.org/mserver](http://www.nabsw.org/mserver)
- National Association of Social Workers (NASW)
http://nasw.org or http://naswva.org

NASW Code of Ethics
http://www.socialworkers.org/pubs/code/default.asp

National Organization for Women (NOW)
http://www.now.org

New Social Worker
http://www.socialworker.com

North American Association of Christians in Social Work (NACSW)
http://www.nacsw.org/index.shtml

School Social Work Departments and Student Organization
http://www1/50megs.com/studylinks1htm
VSU Baccalaureate Social Work Degree Curriculum Model

Generalist Practice

**Professional Level**

**Social Work Courses**
- Field Practicum (12)
  - SOWK 490 & 499
- Seminar/Capstone (3) SOWK 498
- Topics Elective (3) SOWK 495
- Generalist Practice III (3) SOWK 475

**Pre – professional Social Work Courses**
- Field Instruction (3) SOWK 399 – Generalist Practice I & II (6) SOWK 370 & 375
- Social Welfare Policy (3) SOWK 340 – Diversity & Cultural Competency in SOWK (3) SOWK 330
- Human Behavior and the Social Environment (6) SOWK 320 & 321
- Social Work Research (3) SOWK 315

**Pre-requisite (Support) Courses**
- SOWK 210 – Introduction to Generalist Social Work Practice (3)
- SOWK 260 – History of Social Welfare Policy (3)
- STAT 210 Statistics (3)

**Liberal Learning (GE Courses)**
- Speech (3)
- Social Science (6); English (6); Math (6); History (3), Global Studies 3
- Literature (3), Humanities (6)
- Biology and Health (6)