DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

2019 - 2020

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Message from the Bachelor of Social Work Program Chair

The Department of Social Work at Virginia State University welcomes your participation in its Bachelor of Social Work Program (BSW). This manual describing the BSW Program, its mission, goals, policies and procedures, should be mutually beneficial to students, faculty, field instructors, advisory board members and stakeholders in the community.

In 1975, Virginia State University received its first initial accreditation for a BA degree in Sociology with a concentration in Social Work from the Council on Social Work Education. Unfortunately, the program lost its accreditation in 2001. In 2004, VSU made a public commitment to reactivating the Social Work major to establish campus-community partnerships and collaborations for addressing community needs and community development. In 2008, the State Council on Higher Education for Virginia (SCHEV) gave full approval for the reactivation of the Bachelor of Social Work Program beginning the fall of 2008. Virginia State University Baccalaureate Social Work Program was granted full accreditation status from the Council on Social Work Education (CSWE) in 2013. This assures a continuing commitment to the University and faculty to provide a high quality education in social work.

The VSU Bachelor of Social Work program is committed to collaborating and partnering with the community to assist in implementing the requests made by the community residents and stakeholders in the Central and Southern Virginia region.

Sincere appreciation is expressed to the administrators, social work faculty, staff and colleagues for their assistance, and to the many community persons who have supported the development and implementation of VSU Bachelor of Social Work Program.

Gwen Thornton, PhD LCSW
Social Work Department Chair

VIRGINIA STATE UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK

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NOTICE: While every attempt has been made to assure that this Student Handbook contain correct and updated information, the university reserves the right to alter the policies, rules, regulations procedures and the BSW Program at any time

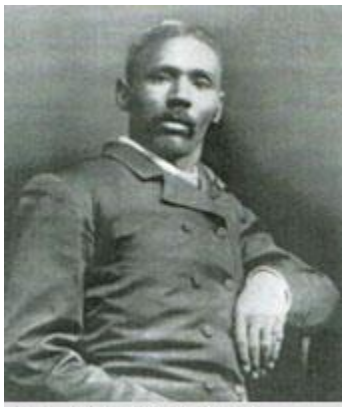
Bachelor of Social Work Program Student Handbook

About Virginia State University

Virginia State University was founded on March 6, 1882, when the legislature passed a bill to charter the Virginia Normal and Collegiate Institute.

The bill was sponsored by Delegate Alfred W. Harris, a Black attorney whose offices were in Petersburg, but who lived in and represented Dinwiddie County in the General Assembly. A hostile lawsuit delayed opening day for nineteen months, until October 1, 1883. In 1902, the legislature revised the charter act to curtail the collegiate program and to change the name to Virginia Normal and Industrial Institute.

In 1920, the land- grant program for Blacks was moved from a private school, Hampton Institute, where it had been since 1872, to Virginia Normal and Industrial Institute. In 1923 the college program was restored, and the name was changed to Virginia State College for Negroes in 1930. The two-year branch in Norfolk was added to the college in 1944; the Norfolk division became a four-year branch in 1956 and gained independence as Norfolk State College in 1969. Meanwhile, the parent school was renamed Virginia State College in 1946. Finally, the legislature passed a law in 1979 to provide the present name, Virginia State University.


Del. Alfred W. Harris

In the first academic year, 1883-84, the University had 126 students and seven faculty (all of them Black), one building, 33 acres, a 200-book library, and a $20,000 budget. By the centennial year of 1982, the University was fully integrated, with a student body of nearly 5,000, a full-time faculty of about 250, a library containing 200,000 books and 360,000 microform and non-print items, a 236-acre campus and 416-acre farm, more than 50 buildings, including 15 dormitories and 16 classroom buildings, and a biennial budget of $31,000,000, exclusive of capital outlay.

The University is situated in Chesterfield County at Ettrick, on a bluff across the Appomattox River from the city of Petersburg. It is accessible via Interstate Highways 95 and 85, which meet in Petersburg. The University is only two and a half hours away from Washington, D.C. to the north, the Raleigh-Durham-Chapel Hill area to the southwest, and Charlottesville to the northwest.

Virginia Hall, Built 1883-88; Demolished 1937

Virginia State University has a long history of outstanding faculty and administration. The first person to bear the title of President, John Mercer Langston, was one of the best-known blacks of his day. Until 1992, he was the only black ever elected to the United States Congress from Virginia (elected in 1888), and he was the great-uncle

of the famed writer Langston Hughes. From 1888 to 1968, four presidents - James H. Johnston, John M. Gandy, Luther H. Foster, and Robert P. Daniel served an average of 20 years, helping the school to overcome adversity and move forward.

For the next four decades, eight more presidents would lead the University to its current level of excellence including James F. Tucker, Wendell P. Russell, Walker H. Quarles, Jr., Thomas M. Law, Wilbert Greenfield, Wesley Cornelious McClure, Eddie N. Moore, Jr., Keith T. Miller, and Pamela V. Hammond.

On December 10, 2015, the Virginia State University Board of Visitors announced that Makola M. Abdullah, Ph.D. would become the institution's president. Dr. Abdullah officially took office on February 1, 2016.

First Graduating Class, 1886

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.

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 Social Work Department Website: http://www.sola.vsu.edu/departments/social-work/index.php. Students are encouraged to use both of these documents as resources. Of course, students are always welcome to visit with members of the Social Work faculty for guidance in any student related matter.

You should read 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 on-going 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.

Council on Social Work Education

The Council on Social Work Education is the accrediting body for bachelor and master's program in social work education. Virginia State University Baccalaureate Social Work Program was granted full accreditation status from the Council on Social Work Education (CSWE) October 2013.

Bachelor of Social Work Program

Mission and Goals

BSW Program Mission

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 will be prepared and capable of delivering social services in a manner that is consistent with the values (social justice, 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 will be able to recognize their responsibility to continue their professional growth and development in research, generalist practice and incorporating the latest technologies to enhance social work practice endeavors.

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. 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.

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. Educate competent practitioners prepared as liberal arts based baccalaureate level generalist social workers.

2. Prepare 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 geographic regions.

3. Prepare generalist level social work professionals who are imbued 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 generalist level social work practitioners to be critical thinkers who are able to integrate social work knowledge, values, practice skills, social policy and the research process to provide ethical social work practice with an emphasis on addressing the needs of central and southern Virginia geographical residents;

5. Prepare leaders in the social work profession dedicated to a commitment of lifelong learning by pursuing graduate education, training opportunities and leadership roles.

BSW 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 Program Curriculum

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 the junior year, students will begin the 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 the 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.

BSW Program Course Plan of Study

Freshman Year

ENGL 110	Composition I	3
ENGL 111	Composition II	3
HIST xxx	GE History Menu	3
HPER	Health and Wellness	2
MATH	Basic Math 112 & 113	6
BIO 116	Biological Science w/lab	4
PSYC 101 or	Introduction to Psychology	3
PSYCH 212	Developmental Psychology	
Elective	Unrestricted Elective	3
Elective	Unrestricted Elective	3
		30

Fall

ENGL 110	Composition I	3
MATH112	Basic Math II	3
HIST xxx	GE History Menu	3
HPER	Health and Wellness	2
Elective	Unrestricted Elective	3
		14

Spring

ENGL 111	Composition II	3
MATH 113	Basic Math II	3
BIO 116	Biological Science w/lab	4
PSYC 101 or	Intro to Psychology	3
PSYCH 212	Developmental Psychology	
Elective xxx	Unrestricted Elective	3
		16

Sophomore Year

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
PHIL	Philosophy Elective	3
STAT 210	Elementary Statistics	3
SPEE 214	Intro to Public Speaking	3
Elective(s) xxx	Unrestricted Elective(s) 200/300 Level	9
		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
		15

Spring

SPEE 214	Intro to Public Speaking	3
Elective(s) xxx	*Elective 200/300 Level	9
PHIL	Philosophy Elective	3
		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	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
		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
		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
		15

Senior Year

SOWK 475	Generalist Practice III (Community & Organizations)	3
SOWK 490	Professional Field Practicum I & Seminar	3
SOWK 495	Topics Course Elective	3
SOWK 498	Social Work Senior Seminar (Capstone Course)	3
SOWK 499	Professional Field Practicum & Seminar II	3
Elective (s) xxx	Unrestricted Electives – 300/400 Level	15
		30

Fall

SOWK 475	Generalist Practice III (Community & Organizations)	3
SOWK 490	Professional Field Practicum I & Seminar	3
Elective (s) xxx	Unrestricted Electives 300/400 Level	9
		15

Spring

SOWK 495	Topics Course Elective	3
SOWK 498	Social Work Senior Seminar	3
SOWK 499	Professional Field Practicum	3
Elective (s) xxx	Elective 300/400 Level	6
		15

Liberal Arts

Students majoring in social work must successfully complete 60 hours of course work in the liberal arts. The liberal arts perspective is the foundation for the professional sequence in the BSW Program. Liberal arts includes academic disciplines such as language, history, philosophy, humanities, global studies, mathematics and natural sciences that provide information and knowledge of broad and general scope and application as opposed to professional studies where information is more narrowly and practically focused. A person must be knowledgeable about the human and social conditions and general methodologies of reasoning and communication to be an effective social worker. A strong liberal arts base helps students to obtain that knowledge. A liberal arts base is a fundamental part of the foundation on which the VSU social work program was constructed. It is from the liberal arts courses (GE) and the pre-professional social work courses that students will be grounded in effective written and oral communication skills, develop a solid knowledge base about the world (past and present), gain an appreciation for understanding the arts, develop critical thinking skills, and develop a beginning understanding of and appreciation for human diversity. The liberal arts courses are offered in a logical and sequential manner whereas learning is integrated among and across courses. VSU liberal arts/general education curriculum is designed further to foster dispositions that value lifelong learning, personal responsibility, integrity, creative expression and the ethic of service.

Professional Sequence

The professional sequence of courses build on the liberal arts perspective and are designed to provide the knowledge, values and skills needed to begin entry level practice after graduation, and/or be eligible to pursue a Master of Social Work degree as and advanced standing student. The BSW Degree requires completion of 120 hours of which 60 are liberal arts courses taken the freshman and sophomore years, and 42 are social work major courses, and 18 unrestricted electives all of which is taken junior and senior years of study, except for Introduction to Social Work and Introduction to Social Welfare Policy which is taken the sophomore year. The professional sequence of courses include content on direct practice with individuals, families, groups, communities, and within organizations; human behavior and the social environment; evidence-based research for social work practice, social welfare policy and services; diversity and cultural competence; and field education. Students are required to take courses in sequence and in accordance to the plan of study for the BSW program.

Major Course Descriptions

SOWK 210 – Introduction to Generalist Social Work Practice (3 cr. hrs.).
Prerequisites: None
This course introduces students to the profession of social work and the settings in which it is practiced. Emphasis is focused on describing the social work profession and its history, including the educational requirements, values, the National Association of Social Work Code of Ethics, multi-sized systems of practice, career opportunities, licensure requirements, the generalist social work perspective, human diversity, the generalist planned change model and many other major concepts used throughout the curriculum. This course includes 25 hours of volunteer experience that occurs independently of class hours.

SOWK 211 – Honorable Fitness: Military Code of Conduct vs Self-Morality (3 cr. hrs.).
Prerequisites: None, permission of the Department Chair
Students learn how a service member or veteran may struggle to maintain a positive religious or spiritual mindset, after negative active duty service experiences. Students explore how challenging beliefs can hinder the emotional and behavioral stability of a person. Students learn skills for intervening in a variety of practice settings to assist service members and veterans with spiritual fitness.

SOWK 212 – From Bootcamp to Home: Exploring Veterans Benefits (3 cr. hrs.).
Prerequisites: SOWK 211 or with permission of the Department Chair
Students are introduced to an assortment of veteran education, medical and employment benefits. A transitioning veteran may not know the benefits that they are capable of receiving. Students learn how to inform and guide a veteran to assist with the veteran's new future life planning.

SOWK 260 – History of Social Welfare Policy-1600 to Present (3 cr. hrs.).
Prerequisites: None
The development of social welfare systems in Western society and diverse cultures is analyzed, with emphasis on issues of economic oppression, social oppression, human rights, and restorative justice.

SOWK 313 – Honoring Grief Loss, Mourning and Respect for Life Variety (3 cr. hrs.)
Prerequisites: SOWK 211, SOWK 212 or with permission of the Department Chair
Students are introduced to a variety of exposures of grief. The significant daily and life altering impact of a veteran's grief from traumatic experiences are examined. Students learn beginning skills for interceding in diverse practice settings with the veteran grieving population.

SOWK 314 – Family Vow: Acknowledging Family Stressors (3 cr. hrs.)
Prerequisites: SOWK 211, SOWK 212, SOWK 313 or with permission of the Department Chair
Students are introduced to the marital and family stressors of a service member or veteran. The diminished family structure expanding from poor stress management to physical violence are examined. Students learn the initial skills for intervening in an array of direct practice settings with service members and veterans.

SOWK 315 – Social Work Research I (3 cr. hrs.).
Prerequisites: SOWK 210, SOWK 260 and STAT 210 with a minimum grade of C or better; majors only and junior standing*; acceptance as social work major*
Co-requisites: SOWK 318, SOWK 320, SOWK 330 and SOWK 370**.**
This course is designed to provide social work students with a basic understanding of social work research and the connection between research, theory, and practice. Students are introduced to the basic research concepts and research process; including research design, sampling, instrument construction, data collection and qualitative/quantitative analysis, and report writing.

SOWK 318 – Writing for the Social Work Profession (3 cr. hrs.)
Prerequisites: Junior or senior standing. (Sophomore standing with permission of Department Chair)
Co-requisites: SOWK 315, SOWK 320, SOWK 330 and SOWK 370
This course introduce students to the study of various forms of written and verbal communication pertinent to social work practice. It is designed as a discipline-specific junior writing course. This course offers students opportunities to practice and master skills in various types of writing, to critique the writing of peers and colleagues and to revise their own writing after peer and faculty review.

SOWK 320 – Human Behavior and the Social Environment I (3 cr. hrs.).
Prerequisites: SOWK 210, SOWK 260 and STAT 210 with a minimum grade of C or better; majors only and junior standing; or permission of the Department Chair; *acceptance as social work major*
Co-requisites: SOWK 315, SOWK 318, SOWK 330 and SOWK 370.
This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from a bio-psychosocial-spiritual perspective about human behavior. This course explores development from pregnancy and infancy through early childhood with attention on how individuals, families, organizations, and communities are shaped by life events. This course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting
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SOWK 321 – Human Behavior and the Social Environment II (3 cr. hrs.).
Prerequisites: SOWK 320 with a minimum grade of C or better; majors only and junior standing; *acceptance as social work major*
Co-requisites: SOWK 340, SOWK 375 and SOWK 399
This course takes a social systems approach to presenting, unifying, and integrating concepts and knowledge from a bio-psychosocial-spiritual perspective about human behavior. This course explores development from middle childhood through late adulthood with attention on how individuals, families, organizations, and communities are shaped by life events. This course includes applications to professional practice from the social work literature and to service-learning experiences in a social service setting.

SOWK 330 – Diversity and Cultural Competence in Social Work Practice (3 cr. hrs.).
Prerequisites: SOWK 210 & STAT 210 with a minimum grade of C or better; majors only and junior standing; *acceptance as social work major*
Co-requisites: SOWK 315, SOWK 318, SOWK 320 and SOWK 370

This course is designed to present concepts and theories for generalist practitioners to assess clients from cultural-general and cultural-specific perspectives, and it provides students with a positive perception of cultural diversity. The most important elements of cultural diversity, understanding and awareness is addressed and examined. The overall goal is to examine the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society.

SOWK 340 - (WI) Social Welfare Policy and Services (3 cr. hrs.).
Prerequisites: SOWK 210 & STAT 210 with a minimum grade of C or better; majors only and junior standing; *acceptance as social work major*
Co-requisites: SOWK 321, SOWK 375 and SOWK 399
This course introduces students to a framework for the analysis of social problems and services, and focuses upon the variables that shape human service delivery systems. Application of analytical skills to a social policy is a required component of the course. This course is writing intensive.

SOWK 370 – Generalist Practice (Micro) I: Individuals 3 semester hours
Prerequisites: SOWK 210 & STAT 210 with a minimum grade of C or better; majors only and junior standing; *acceptance as social work major*
Co-requisites: SOWK 315, SOWK 318, SOWK 320 and SOWK 330
This course is designed to develop beginning professional social work skills, knowledge, and values. Provides an introduction to the generalist approach, systems theory, and planned change process as utilized in work with individuals, families, groups, organizations, and communities. Students acquire skills in: use of self in the helping role; interviewing techniques; client assessments, intervention strategies, evaluation of outcomes; and integration of these skills with knowledge of diverse lifestyles and racial, ethnic, and cultural patterns. This course stresses work with individuals and includes a minimum of two (2) hours a week practicing fundamental interpersonal skills required for effective social work practice, which includes use of video equipment, role-playing exercises, various methods of practicing culturally sensitive generalist social work.

SOWK 375 – Generalist Practice (Mezzo) II: Families & Groups (3 cr. hrs.).
Prerequisites: SOWK 370 with a minimum grade of C or better; majors only and juniors standing; *acceptance as social work major*
Co-requisites: SOWK 321, SOWK 340, and SOWK 399
This course continues the development of knowledge, skills, and values for beginning generalist social work practice. Work with groups and families are stressed as well as integration of experiences from concurrent junior field placement.

SOWK 395 – Social Work Special Topics (3 cr. hrs.)
Prerequisites: Majors only and juniors standing; *acceptance as social work major*
Co-requisites: None
Selected special topics in social work, which may include controversial issues; domestic violence, spirituality and social work; child welfare, health and mental health issues; substance abuse; social work and the law; gerontology. The topics will reflect current trends in the field of social work. The content may be repeated for credit with different topics with the consent of the department.

SOWK 399 – Field Instruction I & Seminar (3 cr. hrs.).
Prerequisites: SOWK 315, SOWK 318, SOWK 320, SOWK 330 & SOWK 370 with a minimum of grade of C or better, majors only and junior standing; *acceptance as social work major*
Co-requisites: SOWK 321, SOWK 340 and SOWK 375
In the junior field experience the student is introduced to the realm of social work practice by allowing him/her to shadow a social worker in a variety of practice roles and by participating in various activities that are planned to meet the learning objectives. Through this experience, students learn how to integrate practice behavior with social work knowledge, values and skills. Upon successful completion of the junior year, the student will have attained a beginning understanding of, and integration with the Council of Social Work Education (Educational Policy Accreditation Standards – EPAS) core competencies. Junior year students are in field work two days a week (160 clock hours) during their second semester. This course also includes a weekly seminar to integrate theory to generalist social work practice.

SOWK 415 – Boots on the Ground Mental Health: Learning, Discussing and Reclaiming Mental Stability (3 cr. hrs.).
Prerequisites: SOWK 211, SOWK 212, SOWK 313, SOWK 314 or with permission of the Department Chair
Students are introduced to an assortment of mental health traumas of service members and veterans. The mental health stability of a service member or veteran can be compromised due to exposure of singular or multiple traumatic events. Students learn strategies and resources to assist service members and veterans to strengthen their mental health firmness.

SOWK 416 – Right Hand Resilience: Trauma and Coping Skills (3 cr. hrs.)
Prerequisites: SOWK 211, SOWK 212, SOWK 313, SOWK 314, SOWK 415 or with permission of the Department Chair
Students are introduced to a variety of traumas within the service member and veteran community. Students analyzes how the traumatic experiences are impactful with the service members, veterans and their families. Students commence to assist with learned resources and techniques of this population.

SOWK 475 – Generalist Practice (Macro) III: Communities and Organizations (3 cr. hrs.).
Prerequisites: SOWK 375 with a minimum grade of C or better, majors only and senior standing. Social Work Major, completion of all required courses (general education and the professional foundation curriculum) and a cumulative 2.5 grade point average.
Co-requisites: SOWK 490
This course focuses on social work methods for practice with diverse communities and organizations, with an emphasis on the advancement of social justice. The dominant theme of the course addresses how professional social workers practice within these systems and the strategies, tactics, and methods they employ to advance social justice. Students explore basic content pertaining to the values and ethics of macro social work practice, the roles and methods practitioners use in various situations in which organizational practice and community practice and where social action occurs. Students will complete the course with an expanded awareness of organizational practice and community practice and social action and they will establish an initial framework for themselves that will ground their work in generalist practice. This course integrates

concurrent field experience, all areas of the social work curriculum, and continued professional growth.

SOWK 490 – Professional Field Practicum I & Seminar – (3 cr. hrs.)
Prerequisites: Social Work Major, completion of all required courses (general education and the professional foundation curriculum) and a cumulative 2.5 grade point average
Co-requisite: SOWK 475
This course provides a 240 clock-hour (minimum) advanced supervised field practicum in selected social work and human service agencies. In addition to the hours spent in the agency, a weekly seminar is held for the purpose of integrating theoretical and experiential information, processing personal experiences, providing assignments relevant to agency work, discussing the nature of agency services, and reviewing student's goals and competencies/practice behaviors. Social Work majors must earn a grade of C or higher.

SOWK 495 - Advanced Social Work Elective (Selected Topic in Social Work) (3 cr. hrs.).
Prerequisites: Majors only and senior standing
Co-requisites: SOWK 498, SOWK 499
This course focuses on selected topics in controversial issues and social work practices that reflect current trends in the field of social work. This course may also provide an interdisciplinary study abroad experience for students to better understand social service planning and delivery in other countries. Students will learn about the cultural, historical and political aspects of the host country through lectures, field trips and student centered activities. The course may be repeated for credit with different topics with the consent of the department**.**

SOWK 498 - (WI) Social Work Senior Integrative Seminar – (3 cr. hrs.).
Prerequisites: Majors only and senior standing
Co-requisites: SOWK 499
This capstone course is the final required course in the social work program curriculum, which emphasizes professional writing skills, ethics, and legal dilemmas for professional generalist social work practice. It is designed as an opportunity for integration of previous learning and assimilation of this learning in a way which is meaningful for each student. This course utilizes a discussion format, with inclusion of minimal lecture, student-facilitated groups, and experiential activities. As a means of individualizing the contents of this course, student will assist in the transaction of this syllabus. This course is writing intensive.

SOWK 499 – Professional Field Practicum II & Seminar – (3 cr. hrs.)
Prerequisites: SOWK 490, Majors only and senior standing
Co-requisites: SOWK 498
This course is the final professional level field education course in the field education sequence, and it provides a 240 clock-hour advanced educational practicum for the students through supervised experience at an approved social service agency. In addition to the hours spent in the agency, a weekly seminar is held for the purpose of integrating theoretical and experiential information, processing personal experiences, providing assignments relevant to agency work, discussing the nature of agency services, and reviewing student's goals and competencies/practice behaviors. The goal of field placement experiences is designed to facilitate student's achieving the social work program competencies. Social Work major must earn a grade of C or higher.

Social Work Program 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 complements 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.

Social Work Minor Curriculum

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

SOWK 210	Introduction to Social Work	3
SOWK 320	Human Behavior and the Social Environment I	3
SOWK 340	Social Welfare Policy and Services	3
Social Work Electives and/or Advanced Courses		9
Total Hours Required		18

Social Work Electives and/or Advanced Courses – [9 credit hours needed]

SOWK 211	Spiritual Fitness: Military Religion and Spirituality	3
SOWK 212	from Bootcamp to Home: Exploring Veteran Benefits	3
SOWK 260	History of Social Welfare Policy (1600 – Present)	3
SOWK 313	Honoring Grief, Loss, Mourning and Respect for Life Variety	3
SOWK 314	Family Vow: Acknowledging Family Stressors	3
SOWK 315	Social Work Research	3
SOWK 318	Writing for Social Work Practice	3
SOWK 321	Human Behavior and the Social Environment II	3
SOWK 330	Diversity and Cultural Competence	3
SOWK 375	Generalist Practice II – Groups	3
SOWK 415	Boots on the Ground Mental Health: Learning, Discussing and Reclaiming Mental Stability	3
SOWK 475	Generalist Practice III – Community & Organizations	3
SOWK 495	Special Topics in Social Work	3

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 TOEFEL – 61 (Suggested 71); Paper-based TOEFL – 500 (Suggested 527).

Homefront Readjustment for the Armed Forces Certificate Program Curriculum

*SOWK 211	Honorable Fitness: Military Code of Conduct vs. Self-Morality	3
*SOWK 212	From Bootcamp to Home: Exploring Veteran Benefits	3
SOWK 313	Honoring Grief: Loss, Mourning and Respect for Life Variety	3
SOWK 314	Family Vow: Acknowledging Family Stressors	3
SOWK 415	Boots on the Ground Mental Health: Learning, Discussing, and Reclaiming Mental Stability	3
SOWK 416	Right Hand Resilience: Trauma and Coping Skill	3
Total Hours Required		18

*SOWK 211 & SOWK 212 are prerequisites that must be taken in sequence prior to enrolling in upper level courses for the Certificate Program.

Student Registration

Registration and pre-registration for classes begin with a consultation with the academic advisor. In preparation for the meeting with the advisor students should make an appointment with the advisor and review their program of study and their transcripts to identify courses needed for the semester. The advisor will give the student his/her Alternate Pin. Junior and Senior students will only be able to register for elective course with their Alternate Pin. Alternate pin numbers will not be given to any student until they have been advised by their faculty advisor.

Students may register by using Banner Self-Serve. Students may use Banner Self-Serve from anywhere in the world to register for courses and gain important information such a course offerings, grades, unofficial transcript, housing, billing information, status of financial aid application, and other information. To register and obtain personal academic information a

Personal Identification Number (PIN) is needed to access Banner Self-Serve. http://www.vsu.edu/registrar/registering-classes/index.php. If a student is logging into Banner Student Self-Service for the first time, the initial PIN is the student's birthday in MMDDYY format (6 digits). For example, if your birthday was January, 14th, 1988, your initial PIN would be 011488. The purpose of the initial PIN number is to allow the student to set up a login PIN number and challenge question in case they forge the PIN that was set is forgotten. The initial PIN expires as soon as it is used and must be reset to a login PIN. Note: When logging in the USER ID is the students "V" number. Any problems concerning BANNER Self Service, please contact the student help desk at (804) 524-2000.

Academic Regulations

Admission to the Bachelor of Social Work Program

For admission to the Bachelor of Social Work Program at Virginia State University, the following criteria apply.

1. Applications to the BSW Program are accepted throughout the academic year - October 1st - March 31st. The application cut-off deadline date is February 28th . Applications are not 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.
2. When applying for admission to the university, students may declare social work as a major on the university admissions application. All admitted students are considered pre-majors until they achieve junior class status (completion of the 60 liberal arts/core curriculum hours according to the Plan of Study), and are formally admitted to the BSW Program.
3. Students transferring into the university and having completed less than the required core curriculum hours may apply for admission to the BSW program as a pre-major. All transfer students are considered pre-majors until they achieve junior class status (completion of the 60 liberal arts/core curriculum hours according to the Plan of Study), and are formally admitted to the BSW Program.
4. Students interested in formally declaring social work as a major and having completed the 60 credit hours in the liberal arts/core curriculum as defined by the Plan of Study, and who

present a minimum overall GPA of 2.7, may apply for formal admission as a social work major. If the grade point average is below 2.7, the student may apply to the program and be admitted on a ***conditional basis*** after consideration by the BSW Admissions Committee. Students admitted on a conditional basis are considered pre-majors until the minimum GPA of 2.7 is achieved and/or other designated required minimum criteria are met.

5. Students must have satisfactorily completed all pre-requisite BSW major social work courses with a grade of "C" or better. Pre-requisite courses are: *Introduction to Generalist Social Work Practice* (SOWK 210*); Introduction to the History of Social Welfare Policy* (SOWK 260) and, *Introduction to Elementary Statistics* (STAT 210).

6. Students must complete and submit a formal application for admission to the BSW Program including:
   A. A Personal statement (three to five pages, typed, double-spaced) which addresses the applicant's interest in pursuing a career in professional social work; (1) a commitment to social, economic and environmental justice and (2) personal qualities that the applicant brings to the social work profession, i.e., leadership characteristics, identified strengths and previous paid or volunteer experience in working with individuals, groups, communities and/or in organizations;
   B. Documentation of 25 pre-approved clock hours of volunteer or paid work experience in an appropriate human/social services agency within the past two years;
   C. Three letters of recommendation. Required are: one letter from an academic source, one volunteer or work supervisor letter and one letter from persons qualified to evaluate the applicants' abilities to pursue undergraduate study in social work.
   D. A narrative statement of personal characteristics that are aligned with Social Work Values and Ethics.
   E. Unofficial transcript
   F. A signed statement attesting to a code of ethical behavior, and students must be in good academic and nonacademic (i.e., academic honesty, appropriate classroom conduct, ethical behavior) standing with the university.
   G. Background check

Transfer Students

1. Transfer students who have completed an Associate degree are required to complete the BSW program pre-major courses [statistics, SOWK 210, SOWK 210 &SOWK 260 and obtain grades of 'C" 2.0 or higher) for admission to the social work major.

2. Transfer students who have successfully completed social work courses from an accredited program elsewhere must consult with the BSW Program Director for admission into the social work major.

Academic Standing Requirements

1. To remain in the program in good academic standing, students are required to:
   a. Maintain an overall GPA of 2.7, and a GPA of 2.75 in required social work courses.
   b. Maintain personal and professional behavior performance standards consistent with the NASW Code of Ethics.
   c. Successfully complete in-person contact social work practice with client systems as demonstrated through practice laboratory and field education courses.

Continuation in the BSW Program Major

1. To continue as a BSW Program student, the following criteria must be successfully met:

   - **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. Unethical behaviors such as falsifying time sheets and/or signing field instructors' names on field evaluations will be cause for immediate termination from the Social Work Program. Anyone found guilty, after program review 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 the violation of professional social work behavior standards that warrant review of the students' "accepted status" as a social work major behavior include but are not limited to (1) derogatory oral and written statements about other students, faculty, and/or persons from diverse population groups that reflect disregard and disrespect for the social work standards of confidentiality and for the principles of ethical behavior.

- **Interpersonal Behavior** – As social work roles involve helping clients and client systems from various backgrounds with a range of biopsychosocial problems in functioning, it is important that the social work student: (1) guard against permitting personal issues to interfere with professional social work roles, and (2) demonstrate the emotional and psychological resources to provide effective professional assistance to client/client systems in need. In instances, under program review, 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.

Applications to the program are accepted throughout the academic year - October 1st - March 31st. The application cut-off deadline date is February 28th . Applicants are notified in writing about the admissions decision by May 15th. Applications are not 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.

Policies and Procedures for Evaluating Applications and Notifying Applicants of the Decision

Once a complete application package, including references (see above), is received, an interview or panel interview is 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. At the interview, the student's academic record is reviewed; references, documented volunteer experience, and the written application and admissions narrative are considered. The narrative encompasses several topics,

including student's assessment of their strengths and needs, experience with diversity, commitment to social justice and interest in the profession.

Specific *Evaluation Criteria* for prospective student applications to the social work program are:

1. Completion of the general education curriculum and the required pre-requisite social work courses, SOWK 210 – Introduction to Generalist Social Work Practice, SOWK 260 – Introduction to Social Welfare History and STAT 210 – Elementary Statistics – 9 credit hours).
2. Following directions to complete the application
3. Current unofficial transcript
4. Presentation of the application [neat, spelling, grammar, etc.]
5. Submission of an essay/narrative that is evaluated for content, following directions, critical thinking abilities, commitment to social and environmental justice, clarity of thoughts and written communication effectiveness.
6. Documentation of completion of 25 hours of service learning volunteer experience at a social service agency.
7. Satisfactory Background Check
8. Letters of reference reflect the student's learning, commitment to work, learn and follow directions; and potential to become a social worker.

The completed Application for Admission to the BSW program, including recommendations, the essay, GPA and grades are reviewed by the Program Admissions Committee. Each item is given a percentile weight by the committee then averaged for an overall score.

• Program Admission Committee Interview	25%
• Personal Statement/Narrative	15%
• Cumulative GPA & transcripts	15%
• Completion of prerequisites General education & pre-social work courses	15%
• Letters of recommendation	15%
• Attendance of BSW Orientation	15%
Total	100%

Admission criteria scores will determine the following admittances:

- 90-100% = full acceptance
- 80-89% = conditional/contingency acceptance
- <79% = denied

Specific admissions decisions possible:

There are four admission outcomes possible:

1. Students may be admitted as a social work pre-major
2. Student may be formally admitted as a social work major (full acceptance)
3. Student may be admitted on a contingency basis as a social work major (conditional acceptance)
4. Student may be denied admission

Applicants are required to meet with the Program Admissions Committee for a face-to-face ***interview*** as a major requirement in the admission process [25% of the admission decision]. The interview questions are standard for each applicant and an interview rubric is utilized for scoring of the applicant's responses.

The ***personal statement/narrative*** is worth 100 points [15% of the admission decision]. It is evaluated for content, following directions, critical thinking abilities, commitment to social justice, clarity of thoughts and written communication effectiveness. The personal statement/narrative contains the following items that the applicants are asked to address in narrative form:

- Major reasons for interest in the social work profession.
- Description of some of the successes achieved in school, employment, and personal life
- Barriers overcome while pursuing their education, employment or personal goals
- Description and discussion of what they consider to be one of the most pressing social problems. The pervasiveness of the problem: What causes this problem (cite and document scope, causes, implications, etc. using information from the social work literature.
- Leadership, strengths, and weakness/limitations with a plan to address/improve or strengthen a weakness or limitation.
- Experience in working with diverse individuals, groups or communities.

- Commitment to social justice issues through one's service learning experience or other first-hand experiences.
- Personal and professional short term goals [within the next 2 years]- and long term goals [after 5 years].

The transcripts and applicant grades are evaluated for the cumulative GPA and general education course completion. A grade of "C' or better in the prerequisite (pre-social work) courses is required for admission into the social work major. These items have a total worth of 30%.

Although our program requires applicants to obtain a background check, it is not used as a measure to prohibit admission to the BSW program, however, adverse reports are carefully reviewed and feedback to applicants is used as "teachable moments" for applicants. The program recognizes that, often, young people make mistakes and are not able to grasp the consequences of early behaviors that result in a criminal offenses and a subsequent criminal record. When an offense appears on a background check, the program utilizes the record as an opportunity to discuss program behavioral expectations based on the NASW Code of Ethics and the program's commitment to social justice and second chances. In addition, dependent on what the particular offense may be, the information is evaluated to assist with identifying possible field agency placements open to acceptance of students with background challenges. We also request that students authentically share their background check liability with a prospective field agency during an internship placement interview so if the agency policy requires a placement background check, there will be no surprises. Background checks have served a useful and supportive purpose for our BSW program, our students and our field agencies.

Summary of Policies and Procedures:

- All program applicants must be admitted to the university
- Students admitted to the university as freshmen may declare social work as major upon admission. Freshmen students identifying social work as a major upon admission are considered pre-majors. Upon acceptance to the university, students are assigned an advisor in the Academic Center for Success (ACE) who collaborates with the Department of Social Work. Freshmen students are then subsequently scheduled for a new student orientation meeting with a social work faculty member.

- Students admitted as freshmen must apply for admission to the major after completing the general education (GE) core curriculum (60 hours), which includes the pre-requisites SOWK 210 – Introduction to Generalist Social Work Practice; SOWK 260 – Introduction to the History of Social Welfare Policy; STAT 210 – Introduction to Elementary Statistics.
- All applicants with less than 60 hours applying for admission to the BSW program must apply for the pre-major classification.
- Program applications are accepted throughout the academic year between October 1st and March 31st. The application deadline is Februray 28th . Applicants are notified in writing about the admissions decision by May 15th.
- Applicants to the BSW program must be admitted to the social work major prior to enrollment in 300 level courses.
- Once applications are submitted by students and received by the department, the BSW Admissions Committee reviews applications, and renders a decision. All applicants are interviewed as part of a group or individual interview, which is determined by the admissions committee. Once admitted, a student receives a Letter of Acceptance with the name of the assigned advisor and contact information, and is provided information on the New Student' Orientation held during the early fall semester of the junior year.
- Students not meeting the minimum criteria but show promise as a social work major as deemed by the Admissions Committee may be admitted on a contingency basis and granted full admission once the criterion/criteria's/are met.
- All students are notified by the Department Chair of admissions decisions made by the BSW Program Admissions Committee by letter/email sent to the address and/or email address indicated on the application. When the BSW Program Admissions Committee makes a decision to admit a student on a contingency basis, the letter itemizes the conditions to be met in order for the student to be formally admitted as a social work major. Students admitted on a contingency basis are treated a pre-majors and are assigned an advisor to assist them through the process to full admission.

<u>How applicants are notified if contingent conditions are associated with admissions:</u>

All students are notified by the Department Chair of admissions decisions made by the BSW Program Admissions Committee letter/email sent to the address and/or email address indicated on the application. When the BSW Program Admissions Committee makes a decision to admit a

student on a contingency basis, the letter itemizes the conditions to be met in order for the student to be formally admitted as a social work major. Students admitted on a contingency basis are treated a pre-majors and are assigned an advisor to assist them through the process to full admission.

Procedures for meeting contingent conditions:

Further, when a student is admitted on a contingency basis the following procedures occur:

1. The student receives a letter from the BSW Department Chair indicating the admission decision and itemizing the conditions to be met to achieve formal admission as a social work major, and the assigned academic advisor with contact information.
2. The assigned academic advisor receives a copy of the letter as well, and the student and advisor establish a mutual schedule to meet and monitor the student's progress.
3. Once the student and advisor decide that the student has met the contingencies, the student completes a form "Reconsideration for Formal Admission" which itemizes the contingencies and provides documentation that they have been completed. The form is endorsed by the faculty advisor.
4. The BSW Program Admissions Committee reviews the documents at the next meeting of the committee and renders a decision.
5. The student and the academic advisor are notified of the decision by letter.

The admissions criteria and procedures support the mission, goals and objectives of the BSW Program and are consistent with the admission guidelines established by VSU. BSW Program student admission applications are reviewed by the BSW Program Admissions Committee to determine whether their professional goals are consistent with the mission and goals of the program.

Applicants whose native language is other than English must provide an acceptable proficiency level as indicated by attainment of scores as follows: Computer-based TOEFL -173 (Suggested 197); Internet-based TOEFEL – 61 (Suggested 71); Paper-based TOEFL – 500 (Suggested 527).

Transfer Credit Allowed

The transfer policy is consistent with the University's transfer policy and guidelines for general education coursework. The university requires that:

*"*A candidate for the bachelor's degree must spend the last year in resident study for the degree at Virginia State University. A year's residence is interpreted to mean the accumulation of a minimum of twenty-seven (27) hours of upper-level courses in (1) two regular semesters, or (2) three regular summer sessions, or (3) one academic semester and one summer of nine weeks. Subject to the discretion of the chairman of department, the student may be required to take in residence a maximum of fifty percent of the credit hours required in his major sequence. This may in no case be less than twenty-if percent. Transfer students must spend a year in residence before graduation". Students who do not complete the last 27 credit hours required by the degree program in residence must have approval from the Department Chair, the Dean, and the Provost of Academic Affairs. This approval must be on file in the Registrar's Office."

The VSU Transfer policy further 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."

Resultantly, prospective BSW transfer students desiring to apply to the social work major must successfully [with a grade of "C" or better] complete the pre-requisite 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 human/social services agency within the past two years.

In addition to the above requirements, applicants are required to have earned 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.

A student transferring into the Department of Social Work from another institution must complete the last 30 hours (25%) in residence at VSU. The Department of Social Work will not accept more

than 24 credit hours of courses for transfer credit that were successfully completed in another BSW CSWE accredited program to be applied to the professional course sequence in the VSU BSW Program. Transfer credits will only be accepted when the student is in good academic and professional standing. Professional standing is assessed as ethical and behavioral compliance with standards outlined in the NASW Code of Ethics**.** The courses considered for transfer credit include: SOWK 210 – Introduction to Social Work (3 credit hours); HBSE I & II (6 credit hours), SOWK 260 – Introduction to Social Welfare Policy (3 credit hours); SOWK 315 – Research I (3 credit hours); SOWK 318 – Writing for Social Work Practice (3 credit hours) Diversity and Cultural Competence (3 credit hours); SOWK 340 – Social Welfare Policy & Services (3 credit hours), a social work elective (3 credit hours), for a total of 24 possible credit hours.

Consistent with the BSW program mission and goals which identify the preparation of students for beginning generalist practice as primary but with the focus on service to urban, suburban, rural and military family populations, all program majors must complete the following courses in residence at VSU where specific and essential content on the above population groups is provided: Generalist Social Work Practice I, II and III (9 credit hours), Junior Field Practicum and Seminar (3), Professional Field Practicum & Seminar I & II (9 credit hours), Senior Integrative Seminar (3 credit hours), Diversity and Cultural Competence (3 credit hours), a social work elective (3 credit hours) These are the compendium of courses that complete the total of the 30 VSU residence credit hours.

Transfer Credit Procedures

Students initiate the transfer of credit process by first submitting a request for transfer of academic credits to the Department Chair, accompanied by a copy of the required previous university program transcript and the course syllabi for courses under transfer consideration. The request is reviewed by the VSU BSW program Department Chair who also makes final decisions about transfer credits, and submits appropriate paperwork to the Registrar's office. Any transfer credits granted will be indicated on the student's Plan of Study and maintained in the student's department academic file. Transfer students are notified of approval or denial of their transfer credits from the previous university or college attended via an official letter from the Department Chair within two weeks of receiving all of the transfer credit documentations.

Successful Completion of SOWK 370

A written evaluation of generalist practice skills demonstrated in the Generalist Practice becomes part of the student's permanent record. A grade below a "C" or an unfavorable 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.

Continuing GPA and other Requirements

Automatic review of accepting 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 is determined by GPA and approval of the Social Work Department Chair and/or a panel of three Social Work faculty members.

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.

Degree Requirements

Total Hours Required

The BSW Degree requires 120 semester credit hours. There are 70 credit hours in the core courses/GE curriculum, and 60 hours in the professional sequence of courses.

Grades Required

Students enrolled in the Bachelor of Social Work major must maintain satisfactory progress toward the degree, the student is expected to achieve a satisfactory grade of "A", "B", or "C" in all social work courses attempted, an overall GPA of 2.7, and a 2.75 GPA for the social work professional sequence of courses. A social work GPA of 2.75 is required in order to be eligible to apply for field placement.

The VSU grading for undergraduate courses is:

Grade	Definition	Quality Points
A (90-100)	Excellent	4
B (80 – 89)	Good	3
C (70 – 79)	Average	2
D (60 – 69)	Below Average	1
F (59 or less)	Failure	0

The following grades are also used and have no quality point value, thereby being neutral in grade point average determination.

I	Incomplete grade–a student, otherwise passing, has for good reason failed to complete course requirements; must be removed within one year or be turned to an F (undergraduate only)
P	Satisfactory completion
S	Satisfactory completion of certain experiences at the undergraduate level
U	Unsatisfactory performance-student has not earned credit hours for which she/he has enrolled
W	Withdrawn
R	No credit given-administrative indication: awarded to Special Service students
AU/Z	Course Audit
N	Non-attendance
O	Omitted Grade – administrative indication

Incomplete Grades

A grade of "I" is assigned when students have maintained a passing grade but for reasons beyond their control have not completed some specific course requirement(s) such as a report, field experience, experiment, or final exam. The "I" grade must be removed following semester, or it will be automatically converted to a grade of "F". Students must complete the specified requirements to remove the "I" *(VSU Undergraduate Catalog).*

Credit for Work and Life Experiences

Consistent with the CSWE Accreditation Standards, the BSW Program does not grant social work course credit for life experience or previous work experience.

STUDENT ADVISEMENT

The advisee/advisor relationship is extremely important in a professional social work program. The advisor/advisee relationship is an ongoing relationship, which continues throughout the student's program of study. The faculty advisor assist the student in navigating the requirements of the program, choice of courses, planning for graduate study, and career considerations. The student's program of study is developed in consultation with the advisor and to register for classes each semester the student must secure an Alternate Pin to access registration on Banner from his/her advisor. Advisors maintain a program folder for each advisee through the completion of the degree. Students are expected to maintain a personal advisement folder as well. Faculty advisors are trained in the use of Banner, which provides both students and faculty with information on program requirements, courses taken by the student, and other pertinent data. Students have access to information regarding the courses they have taken and online registration capability through the Web from the Banner Self-Serve System.

Selection of course electives requires consultation with student's advisors. The BSW Field Director provides advisement specific to entry into field instruction.

Academic and professional advising for social work students is provided by social work faculty and/or staff member upon completion of their second semester as freshmen year at the university. The assignment of advisors is made through the office of the Department Chair. Factors taken into consideration in the assignment of advisors include faculty course/work load, number of advisees assigned to the faculty member, and a requests made by students. Requests for a change of advisor must be made to the Department Chair.

Incoming students (**freshmen**) who have declared social work as a major, are assigned to a Counselor in the Academic Success Center (ACE) located in Johnston Memorial Library. Initial advising sessions include a discussion of social work as a career choice, general education requirements, evaluation of transfer or other VSU credits, and an explanation of how such credits, if accepted, will apply to the BSW program curriculum. Upon completion of the first year of matriculation and completion of (30 credit hours) BSW major students are assigned to a Social Work Faculty Advisor located in Trinkle Hall, 1st Floor.

Declared social work majors who have achieved **sophomore** status (31 credit hours) must apply for admission to the Social Work Program and receive an "acceptance status" as a VSU baccalaureate pre-social work major. It is an essential step and a requirement that program applicants meet with their assigned Social Work Faculty Advisor prior to applying to the program during the fall semester of their sophomore year for curriculum planning and approval.

All **transfer** students to the BSW Program are required to meet with an assigned Social Work Faculty Advisor upon admission to the University. The advising session includes an evaluation of the student's transcript and a review of all submitted and approved transfer credits taken in another BSW program. The transfer student and advisor assess how the transfer credits are applied to the student's BSW program curriculum. The required meeting is important in that it assures during the transfer course review, the student will be advised so that courses will not be repeated and/or he/she will not enroll in nonessential courses. It is the program's objective that students who transfer to VSU BSW program are able to experience a smooth transition and an expedited process so they will graduate in a timely manner.

The University *emphasizes a nurturing environment that supports the needs of students.* For 135 years VSU has provided a nurturing environment supporting students' needs because of the many challenges African Americans and other marginalized individuals present in higher education settings. As a result, the advisee/advisor relationship is extremely important in the professional social work program. The VSU BSW program faculty members are completely committed to advising, monitoring and mentoring students beginning in the general education and pre-social work phase of studies. Many VSU students come from the same environments and are products of the systems they will professionally interact with in their future vocations. The BSW faculty is aware of these realities and with this understanding, the faculty demonstrate a strong commitment to the "*cultivation of pride and dignity for all program* students to support critical thinking and help facilitate an enduring search for knowledge. *(Adapted from the VSU Mission Statement, Principle #4*). The BSW program incorporates an innovative and culture sensitive approach to learning and to professional development through close faculty-student professional interactions. As a result, students are encouraged to meet with faculty advisors as often as necessary to inquire about any and all areas and requirements of program matriculation as well as other issues that may impact program success. Specifically, advising may cover a wide range of important content such

as career inquiries, academic problems, program and professional opportunities, university and/or social work requirements, graduation requirements, potential field placements, potential graduate school opportunities, job applications and opportunities, and personal issues. The student's learning style, time management, motivations for entering the social work profession are also areas that may be explored and covered in student and advisor meetings. In addition, the advisor reviews the student's progress, discusses course pre-requisites, and develops an academic plan for completion of degree requirements, provides career guidance, informs students of deadlines and other pertinent information for successful program completion. Finally, advisors serve as student advocates and help students problem-solve.

In summary BSW program faculty in roles as faculty advisors are committed to establishing a supportive and nurturing learning environment across all student-faculty interactions.

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 Majors

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 (Trinkle Hall). 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.

- Review Degree Works (http://www.vsu.edu/registrar/faq/degreeworks-faq.php) which is an online advising tool to help you and your advisor monitor your progress toward degree completion. Degree Works matches your coursework (completed, currently enrolled, or registered for in the future) to your degree requirements in an easy-to-read worksheet that shows how the courses count toward degree requirements.
- 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.

STUDENTS 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.

Classroom Conduct

In appropriate classroom conduct is a violation of the Student Code of Conduct. In appropriate classroom conduct, tardiness, talking during lecture, use of cell phones and similar distracting behavior all lead to an environment that is not conducive to learning. Each instructor is responsible for maintaining a classroom environment that facilitates effective teaching, learning and safety. The classroom environment should be such that it prepares students for behavior that is expected in the professional and corporate environments in which they are preparing to live and work.

Disruptive and disrespectful behavior on the part of any student will not be tolerated. The instructor has the right to determine appropriate standards of behavior in the class as long as the requirement does not infringe upon the individual's rights. Appropriate classroom decorum should be described in the course syllabus. Classroom decorum may also be defined and disseminated as a department policy for each discipline or school. Science laboratory

classrooms that may introduce a safety hazard to the student under certain circumstances may inherently require strict regulation of safety protocol in addition to normal rules of behavior.

The instructor shall identify students who are in violation of the appropriate decorum or safety procedures and shall provide reasonable warning to the students of the consequences of such conduct. A reasonable warning would include a verbal reminder or a written note handed to the student regarding the expected expulsion from the class or laboratory for the day in question and notice to the student's Department Chair. Return of the student to the classroom or laboratory will require a written pledge by the student to abide by the rules of expected classroom decorum or safety. Continued inappropriate conduct or safety violations will be grounds for expulsion from the course in question for the remainder of the semester. Further action could be taken through Channels for Charges Against Students and by enforcement listed in the Student Handbook. Students have the right to dispute any action in accordance with the Student Grievance Procedure.

CODE OF ETHICS

Students are expected to exhibit exemplary ethical behavior as part of the University community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification and other unethical acts that may be specifically defined by a student's individual discipline are considered breaches of the Student Code of Ethics.

ACADEMIC DISHONESTY

Academic dishonesty is a violation of the Student Academic Code. 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.

THE STUDENT PLEDGE OF ACADEMIC INTEGRITY

Students are expected to comply with reporting procedures when they notice a violation, and all cases of academic dishonesty shall be reported by the instructor to the chairman of the department in which the incident occurred. The chairman of the department shall report the

incident to the chairman of the department for the student in question, if different, and the Dean of the Colleges. Penalties for academic dishonesty may be loss of credit for the work in question, loss of credit for the course, suspension or expulsion from the University. Students have the right to dispute any action in accordance with the Student Grievance Procedure. Ignorance of any aspect of the Student Academic Code is not a defense to an alleged violation.

Cheating: Cheating is obtaining an unearned academic advantage either through deliberate deception or indifference to the student academic code. A student is considered to be cheating if, in the opinion of the person administering an examination or test, the student gives, seeks, or receives aid during the test, examination or other assigned class work.

Cheating also includes, but is not limited to: (1) deliberate alteration of graded material for a re-grade or grade correction; (2) submitting without authorization the same assignment for credit in more than one course; (3) collaborating on any work when not allowed, either in or outside the classroom setting; (4) forging the signature of another or allowing forgery by another for any classroom related document such as class roll or an academic pledge; (5) use of unauthorized material stored or recorded on electronic devices during an exam or quiz; (6) use of crib notes or other unauthorized written material during an exam or quiz; (7) attempting to or allowing impersonation by another in order to take one's exam or quiz;
(8) copying, alteration or fabrication of data such as that collected in a teaching laboratory or as part of a research project; and (9) intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: Part of the college experience is the discovery of one's own voice. The Virginia State University teaching community is committed to helping each student find their voice. Plagiarism contradicts this end. Plagiarism is the presentation of others' ideas or written works as one's own. Written works can take the form of electronic or print media and could include - among other items - opinions, facts and statistics.

1. Citing a source is necessary when an idea or written work can be attributed in any way to someone else.
2. Direct copying requires a very specific acknowledgment, either using quotation marks

or a clear tatement describing how that material was reproduced.

3. An indication of how a source is used is necessary if unique words or phrases from the source are one's work. Words or phrases are considered unique if they would not be spoken or expressed the same way coincidentally. The use of unique language requires incorporation of quotation marks or a direct statement who is responsible for the word, phrase, sentence or group of sentences.
4. Finally, one should always acknowledge the contribution of any person who is a significant contributor to a work through discussion or any other such collaboration. Although, common knowledge does not require a reference, one may not be aware of what constitutes common knowledge. The golden rule is, when in doubt, cite.

Academic Honesty

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.

PLAN OF STUDY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK (BSW)

NAME:_____	Bachelor of Social Work
Student's Signature_____	Expected Date of Graduation_____
Student's V # _____	Advisor Signature_____
Date_____	Date_____

GENERAL EDUCATION REQUIREMENTS

Pre-Social Work Major

FALL_____	CR	Yr. & Sem.	Grade	Substitution - If Any:	SPRING_____	CR	Yr. & Sem.	Grade	Substitution - If Any:
FRESHMAN					**FRESHMAN**				
ENGL 110 – Composition I	3				ENGL 111 – Composition II	3			
MATH 112 - Basic Mathematics I	3				MATH 113 – Basic Mathematics II	3			
HISTxxx - History Elective	3				BIOL 116 – Biological Science w/Lab	4			
Soc. Science Elective xxx	3				PSYCH 101– Intro to Psychology (SOWK Required)	3			
HPER xxx – PE Elective	2				*Unrestricted Elective*	3			
TOTAL CREDIT HOURS	14				TOTAL CREDIT HOURS	**16**			

Pre-Social Work Major

FALL_____	CR	Yr. & Sem.	Grade	Substitution - If Any:	SPRING_____	CR	Yr. & Sem.	Grade	Substitution - If Any:
SOPHOMORE					**SOPHOMORE**				
****SOWK 210** Introduction to Generalist Social Work Practice *(must have a **C** or better)*	3				PHIL xxx – Philosophy Elective (Humanities)	3			
****SOWK 260** History of Social Welfare Policy *(must have a **C** or better)*	3				SPEE 214 – Intro to Public Speaking (SOWK Required)	3			
ENGL xxx – Literature Elective	3				*Unrestricted Elective*	3			
Global Studies xxx SPAN recommended	3				*Unrestricted Elective*	3			
****STAT 210** (SOWK Required) *(must have a **C** or better)*	3				*Unrestricted Elective*	3			
TOTAL CREDIT HOURS	**15**				TOTAL CREDIT HOURS	**15**			

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 –Professional Level

FALL_____	CR	Yr. & Sem.	Grade	Substitution – If Any:	SPRING_____	CR	Yr. & Sem.	Grade	Substitution – If Any:
JUNIOR					**JUNIOR**				
SOWK 315 – SW Research	3				SOWK 321 HBSE II	3			
SOWK 318 – Writing for SW Practice	3				SOWK 340 – Soc. Welfare Policy & Services	3			
SOWK 320 - HBSE I	3				SOWK 375 - Generalist Practice II –Groups	3			
SOWK 330 – Race Relations & SW	3				SOWK 399 – Field Practicum & Seminar	3			
SOWK 370 – Generalist Practice I –& Lab – Individuals	3				Unrestricted Elective	3			
TOTAL CREDIT HOURS	15				TOTAL CREDIT HOURS	15			

Fourth Year of College – Professional Level

FALL_____	CR	Yr. & Sem.	Grade	Substitution – If Any:	SPRING_____	CR	Yr & Sem.	Grade	Substitution – If Any:
SENIOR					**SENIOR**				
SOWK 475 – Generalist Practice III – Community & Organizations	3				SOWK 495 – Upper Level Social Work Elective (Topics Course)	3			
SOWK 490 – Professional Field Practicum I & Seminar	3				SOWK 498-Senior Seminar (Capstone Course)	3			
Unrestricted Elective 300 /400 Level Courses Recommended	3				SOWK 499 – Professional Field Practicum II	3			
Unrestricted Elective 300/400 Level Courses Recommended	3				Unrestricted Elective 300/400 Level Courses Recommended	3			
Unrestricted Elective 300/400 Level Courses Recommended	3				Unrestricted Elective 300/400 Level Courses Recommended	3			
TOTAL CREDIT HOURS	**15**				TOTAL CREDIT HOURS	**15**			
	Total - 60 credit hours **[SOWK = 42 cr. hrs.; unrestricted Electives = 18 cr. hrs.**								

TOTAL CREDIT HOURS 120

Class Attendance

Students in the BSW Program are expected to attend all classes and be punctual in attendance. Students are responsible for completing any assignments missed due to the absences, regardless of the reason. Tardiness constitutes and absence. Leaving class early without notifying the instructor constitutes an absence. Leaving in and out of class constitutes an absence.

Student Evaluation for Academic and Professional Performance

Policy

Academic Performance

- All pre-majors must maintain a GPA of 2.7 or higher and must earn a "C" or higher in ENG 110 & 111, SOWK 210, SOWK 260 and STAT 210.
- All majors must earn an overall GPA 2.5 and a social work GPA of 2.75.
- All students failing below the minimum GPA requirements will be placed on a Plan of Action by the department.

Student academic performance is evaluated in each course using a variety of assessment strategies identified in the course syllabus. All social work syllabi course outline specific criteria for course evaluation or assessment of performance with course grading, including weighted grades and scales**.** Additionally, there are often explicit grading criteria for specific assignments. Students are provided with the CSWE Core Competencies specific for each course that are to be mastered for each classroom course and for all field education courses. Required core competencies for field education courses are discussed with Faculty Field Liaisons and students preceding the semester for each field practicum placement. Also important is that program academic and professional performance evaluation criteria are discussed in detail, beginning with admissions criteria and then Generalist Practice Lab endorsements that are required to be completed by agency field instructors prior to approval for agency field instruction.

For additional emphasis on the importance and mastery of core competencies and professional behaviors that must be assessed, the evaluation instruments in *Field Instruction I* (SOWK 399) and *Professional Field Practicum I & II* (SOWK 490-499), explicate each item that defines

program core competencies and professional behaviors that must be assessed and utilized for evaluation of program competencies. The student, the Faculty Field Liaison, and the Field Instruction Supervisor review the students' progress in achievement of the designated competencies during the mid-semester Field Practicum review and again at the end of semester. This process occurs to evaluate student achievement and to identify practice areas that require strengthening. Students in field instruction must pass field education courses with a grade of" C" or better.

Professional Performance

- Students enrolled in the BSW Program are expected to exhibit professional behavior consistent with the NASW Code of Ethics and the VSU Student Code of Conduct consistently at all times.
- Students should not engage in any behavior that would place themselves, the BSW Program or Virginia State University in jeopardy. This applies not only to the student's behavior on campus, but to the field practicum as well.

The Social Work Department at Virginia State University has adopted a set of professional dispositions to continuously assess students' professional dispositions in all social work courses, including practicum. These dispositions are essential for prospective social workers to possess and demonstrate throughout their program. Faculty observe all students for evaluation of these dispositions and utilize a rubric form to indicate concerns [see Appendices 3.1-A, p. 386 & 3.1-B, p.389]. The professional behaviors or dispositions expected of students in the Social Work Program that follow are examples of the kind of conduct expected of students in the Social Work Program. The list is not intended to be inclusive, but covers: professional demeanor & responsibility, commitment to diversity, good communication, collaboration, self-reflection and adherence to the Code of Ethics.

If warranted, students who do not demonstrate these dispositions may be suspended or dismissed from the social work program. Program students are aware that they must meet high standards in both their academic and professional performance in order to earn a BSW degree in social work at VSU.

The NASW Code of Ethics may be accessed electronically on the department's website http://www.sola.vsu.edu/departments/social-work/professional-organizations.php. as well as in

the appendices of this document. The student Code of Conduct is located under Student Life on the university website http://www.vsu.edu/student-life/support-and-resources/student-code-of-conduct.php. Further information on the student grievance process may be found on page 52 of this document.

Grading for Field Placement

The formal mechanisms for evaluation of student performance are the Field Learning Contract, Field Evaluation Form, Process Recordings, Conference Agendas and Reflection Journals. Field Instruction Evaluation is an ongoing process that must be discussed by student and field instructor weekly. The field instructor evaluates students in placement at the mid-point and at the end of each semester. At the end of each semester, the student, the field instructor and field liaison meet for an evaluation conference to discuss the student's performance. During the conference, students are provided an evaluation report and assigned a recommended grade by the field instructor. The performance evaluation report provides a mechanism for addressing students' performance and professional strengths and weaknesses. The faculty liaison use the completed report to assign the final grade for field placement. Evaluation of student performance is evaluated on a grading scale of A (Exceptional), B (Good), or C (Satisfactory), D (Fail) and I (incomplete).

The BSW degree, must be completed within four (4) calendar years from the date the first course carrying undergraduate degree credits applicable to the BSW Program is begun.

POLICIES AND PROCEDURES

Credit for Life and Work Not Given

The BSW Program will not grant academic credit for life or work experience. Only students admitted to the program may take SOWK 370 – Generalist Social Work Practice I. Also, only those students who have been admitted to the program, completed all prerequisite course work and receive an endorsement from the SOWK 370 instructor indicating that the student has demonstrated fundamental readiness practice skills to take SOWK 399 – Junior Field Practicum & Seminar. Only those students who have successfully passed SOWK 399 may enroll in the Professional Field Practicum I & II (SOWK 490 & 499) courses.

National Association of Social Workers Code of Ethics

The National Association of Social Work Code of Ethics is a policy, which is adhered by the BSW Program. Students are required to use the NASW Code of Ethics as a guide for their conduct in and outside of the classroom. All BSW students are expected to attend at least one ethics workshop or conference. See appendix for copy of Code of Ethics.

Confidentiality Guidelines

The BSW Program, faculty, staff and students affiliated with the program must follow the guidelines for privacy and confidentiality established by the National Association of Social Workers Code of Ethics. Failure to do so may result in dismissal from the program. The basic guidelines are:

a) Social workers should respect clients' right to privacy. Social worker 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 expectations that social workers will keep information confidential does not apply when disclosures is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the lease 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 legal requirement or client consent.

e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of client's right to confidentiality. Social worker 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 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, employers, 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 works should protect the confidentiality of clients during legal proceeding 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 works 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 record 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 (retrieved 05/27/2017 from https://www.socialworkers.org/nasw/ethics/pdfs/)

Class Assignments

Students are required to proofread all class and field practicum assignments for misspelling and grammatical errors **before** submitting their assignments to professors and field instructors. Significant number of misspellings and grammatical errors may warrant students receiving a drastic grade reduction or fail the assignment. All completed assignments are typed, unless otherwise directed by the professor. Students are expected to submit papers reflecting critical assessments that are supported by research findings. Assignments should conform to the latest edition of the American Psychological Association Manual (APA Manual), and contain current resources. Students are expected to use primary resources, unless the professor does not require it. Secondary sources, such as selected websites and textbooks are not always appropriate to use for papers. Whenever possible, students are encouraged to use original research and theory development.

Grounds for Suspension and Dismissal

Every effort is made through advising to discuss student termination policies and procedures in a timely manner with students prior to potential or imminent termination from the program. Factors leading to potential or imminent termination from the program include:

- Failure to maintain a grade of "C" or higher in all major courses. A student whose GPA drops below a 2.7 overall, or a 2.75 social work GPA will be placed on academic probation.
- Earning a grade of "D" or a "F" grade in any major social work course which initiates a withdrawal from the program.
- Student conduct (Students enrolled in the BSW Program are expected to exhibit professional behavior consistent with the NASW Code of Ethics and the VSU Student

Code of Conduct. Student engagement in behaviors that will place themselves, the BSW Program, or Virginia State University in jeopardy will initiate a program or university response that may initiate potential or imminent termination. Failure to maintain program and university requirements may be grounds for dismissal from the program.

Other grounds for termination include:

- Inappropriate conduct in the field placement or in connection with other social work related duties including but not limited to behaviors, which indicates lack of professional judgment, skills and demeanor necessary for effective and ethical practice.
- Assaultive behavior including harassment or discriminatory activities and actions, which threaten or harm the physical and or emotional well-being of others.
- Conduct which occurs off campus which may indicate a lack of suitability for social work practice (i.e., criminal code violations)
- Conduct resulting in litigation or where other outside procedures are pending or have taken place (i.e., an internal grievance in relation to ethical practice in a human service agency).

Procedures for Termination

- Any faculty member, including classroom instructor, Director of BSW Field Education, field instructor, field liaison, task supervisor, faculty advisor, or faculty liaison must submit in writing to the BSW Department Chair a recommendation for terminating the student for one or more of the above identified program or university violations. When a recommendation is received, the following procedures apply:
    - The BSW Department Chair submits the student termination request to the BSW program Academic Committee.
    - The BSW Program Academic Committee initiates and coordinates consultations with relevant parties regarding the recommendation for the student's termination. Consultations may be scheduled as one or more joint meetings with the relevant faculty, with the student, with the student and relevant faculty, faculty advisor and/or field practicum personnel.

- The BSW Academic Committee reviews the evidence to determine whether the alleged violation occurred as indicated in the compliant and assesses whether the violation(s) meets the standard of grounds for termination.
- The BSW Academic Committee submits in writing a recommendation to the BSW Program Department Chair. The Department Chair notify the student via university official email. In addition, a copy of the letter on official university letter head is mailed to the student through the United States Postal Services. If the student is not satisfied with the outcome, the student may write a letter of appeal to the Dean of Humanities and Social Sciences

BSW Program Academic Committee Roles

1. The BSW Academic Committee reviews the evidence in order to determine whether the alleged violation occurred and assesses whether there are grounds for termination.
2. Determines if alleged violation warrants termination from the BSW Program
3. Determines the appropriate sanction for violation
4. Submits in writing a recommendation to the Department Chair
5. Department Chair writes a letter to the student informing him/her of the Academic Committee decision.

Students are also informed of these policies via: social work courses, syllabi, orientation meetings, and advisement.

Appeal Process

Any student terminated from the BSW Program may appeal. To initiate appeals, students must apply in writing to the Chair of the Department of Social Work, or the Dean of Humanities and Social Sciences. By conferring with the student a resolution by mutual agreement will be sought. Failing such resolution, the dean will transmit the written appeal to the University Academic Credits Committee. The university ACC is a group organized under the auspices of Office of the Provost/VPAA. The committee is convened and facilitated by the Provost or his/her designee(s). The following positions comprise the committee membership: Provost (or designee), who will serve as chair; Recorder (non-voting member designated by the Provost); Registrar (or designee); Vice President for Student Affairs (or designee); Deans of the Colleges (or their designees); four

Faculty Representatives (Chair of the Faculty Senate [or designee], Chair of the Admission and Retention Subcommittee of the Faculty Senate and two faculty members at large designated by the Faculty Senate). The dispositions of ACC are the final recourse for students, i.e., students may not appeal to any other authority at the University. However, ACC decisions may be reviewed by the Provost who has the authority to reconvene ACC if additional information relative to a particular case becomes available after a disposition is rendered. ACC decisions are communicated to students via letter from the Office of the Provost with copies to the student's dean and department chairperson as well as the Office of the Registrar.

Students terminated from the BSW Program are administratively withdrawn from all social work courses.

Withdrawal and Readmission

Students should talk with their faculty advisor and the Department Chair **before** withdrawing from the BSW Program. Readmission to the BSW Program **is not** automatic. If students withdraw from the BSW Program, unless there are extenuating circumstances, i.e., illness, military deployment, etc. students must reapply for admission to the BSW Program. Students withdrawing from the BSW Program due to extenuating circumstances and desire automatic admission to the program must submit a letter to the Department Chair requesting automatic admission before **withdrawing from the BSW Program**. Students should include in the letter the reason for withdrawing from the program and the date they plan to re-enroll in the program, Student will be notified by letter of the decision to approve or disapprove their request for automatic admission to the BSW Program. Extenuating circumstances, i.e., car accident, natural disaster, etc. Will be considered if students are not able to submit a letter, requesting automatic admission to the BSW Program.

Grievance Policy

Virginia State University is committed and dedicated to fair and equal treatment of all students. Policies and procedures governing student academic and non-academic activities cover procedural resolutions of all university matters affecting its students regardless of race, color, gender, age, disability, political affiliation, national origin, religious belief or association. The Student

Grievance Procedure applies to academic and non-academic student complaints, disputes or perceptions of unfair or discriminatory treatment.

Procedural due process is the means by which all matters involving students' complaints or disputes will be resolved.

An *academic grievance* or complaint is defined as a dispute between a student and a faculty member about teaching and learning activities as they relate to or affect the student in an academic environment. Complaints may include academic policies and procedures, attendance requirements, or similar issues where the student believes he/she is subjected to capricious or arbitrary treatment. Procedural due process for redress of an academic grievance is conducted in accordance with the University's Academic Policies, Procedures, and Regulations procedure.

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. Such complaints 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 instructed in the Grievance Policy that students 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 coverage for the complaint under the Student Grievance Procedure. The purpose of this policy is to ensure that students and instructional faculty members are afforded due process and fair treatment when a student wishes to appeal a final course grade

If complaints occur in the field practicum, the student is to first bring the complaint to the agency field instructor. If the problem is not resolved at that level, the student should next take the complaint to the faculty field liaison for further consultation and direction. If the complaint is not resolved with the intervention of the faculty field liaison, the student and liaison should take the complaint directly to the Director of Field Education. The Student Grievance Policy directs that students initiate an academic grievance within twenty (20) class days of the academic term

following the date in which the incident occurs. Non-academic grievances must be initiated within 10 calendar days during the academic term of the date the incident occurred. If students are not satisfied with the outcome of the grievance process at the Departmental level, the student may file a written appeal with the appropriate vice president (or his/her designee), or provost within three business days following the receipt of the disposition of the grievance mentioned above

It is recommended that a student initiate an academic grievance within 20 class days during the academic term of the date the incident occurred. Nonacademic grievances shall be initiated within 10 calendar days during the academic term of the date the incident occurred. Failure to adhere to established deadlines by any principal party involved in a grievance may result in immediate termination of the Student Grievance Procedure**.**

Step I (Initial): A student with a grievance or complaint shall discuss his/her grievance with the faculty or staff member or student whose action(s) or decision(s) he/she is contesting. The student shall submit a written statement to the defending party that clearly, precisely, and specifically describes the nature of the grievance and the relief or resolution desired. If the student is not satisfied with the resolution of his/her grievance at Step I, the student may proceed to Step II or consult with an appropriate advisor or counselor for assistance or guidance. (NOTE: Advisors, counselors, and attorneys for either party shall neither be present nor participate in the Step I meeting. Electronic or automated taping or recording of the Step I meeting is not permitted.)

Step II (Intermediate): If no resolution was found or if the student does not agree with the outcome of Step I, the student may file a written grievance or complaint with the faculty or staff members or student's appropriate supervisor department chair or school dean within three business days of the attempt to resolve the matter at Step I. The student's written grievance shall include the document describing the issue(s) produced for Step I. The administrative-unit supervisor shall notify each party of the date of a Step II meeting within three business days following the receipt of the written grievance. Within five business days of the notification of the parties, the administrative-unit supervisor will convene the parties in an attempt to resolve the dispute. The administrative-unit supervisor shall prepare a report on the status or disposition of the grievance and distribute the report to both parties within five business days after the meeting. (NOTE: Advisors, counselors, and attorneys for either party shall neither be present nor participate in the

Step II meeting. Electronic or automated taping or recording of the Step II meeting is not permitted).

Step III (Advanced)

If the student is not satisfied with the status or disposition at Step II, he/she may file a written appeal with the appropriate associate vice president, vice president (or his/her designee), or provost within three business days following the receipt of the disposition of the grievance at Step II. Within five business days of the receipt of the student's appeal, the vice president shall schedule a meeting with a Student Grievance Panel for all principal parties involved with the grievance. A Student Grievance Panel shall convene not later than 10 business days following the notification of all parties of the Student Grievance Panel hearing. The appropriate vice president (or his/her designee) or the provost shall prepare a report of the final disposition of the grievance and distribute copies of the report to the student and all other appropriate parties. (NOTE: Advisors, counselors, and attorneys for both parties are permitted to be present and participate in the Step III hearing as observers only. Electronic or automated taping or recording shall be performed, and a copy will be available to the principal parties upon request.

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it **cannot** be changed except in the case of error in calculation, reporting, or recording. The instructor, Department Chair, Dean of the College Humanities and Social Sciences, Provost for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

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 social work final course grade.

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:

Formal Appeal

- 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.

- 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.

- 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.

- 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:
  - Course syllabus and other written guidelines relevant to the course and assignments;
  - Evaluated written assignments and tests;
  - Written evaluation of the student's oral or skill performance.

- 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.

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

- 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.

- 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.

- 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.

- 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.

- 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.

Written Complaint Procedure

When an area of the university needs improvement to better serve the needs of students, Virginia State University appreciates hearing from them. As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are methods prescribed for appeal in the applicable area in University Catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated.

Academic Complaints

1. Department Chair
2. Dean of the School/College
3. Provost for Academic Affairs

Non-Academic Complaints

1. Department Chair
2. Dean of the School/College
3. Office of Human Resources

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, these student(s) should appeal to the Office of the Provost.

Human Subjects Guidelines

The University and its faculty accept ethical and legal responsibility for the well-being and protection of all human subjects involved in research and classroom activities or demonstrations. Both the University and the faculty are legally responsible under relevant Federal, State and Virginia State University regulations, and the University has accepted the requirements of the Code of Federal Regulations 45 CFR 46 on the Protection of Human Subjects. The University has established procedures for the appropriate review and approval of all activities involving human subjects. Before students conduct any research, students must prepare and submit a research

project proposal for the VSU Human Subjects Committee review and approval. Students submit their research project proposals to the Director of Sponsored Research. The Office of Sponsored Research is located at the Sponsored Research Building, 3 Jackson Place. Policy and Procedures for the Protection of Human Subjects can be found at the Sponsored Research website: http://www.vsu.edu/research/research-compliance/human-subjects.php .

University Policy on Affirmative Action

Virginia State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on 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. Moreover, Virginia State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

Students with Disabilities

Policy: 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 qualify disabled individuals who require such accommodations in technical standards of a University academic program or to have an equal opportunity to participate in University programs or activities. Accommodation request related to conditions of employment must be made directly to the Office of Human Resources. All accommodations requests must be written and consistent with the current documented needs of the individual requesting said accommodation(s).

Any student requiring an accommodation must request such services directly from the Office of Student Enhancement and Engagement or the Office of the Provost. (The Students with Disabilities Program is located in Memorial Hall, Room 101). In the event a program, class, or activity is located in an inaccessible facility, the University will take such action(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.

Sexual Harassment

It is the goal of Virginia State University to provide a productive and challenging educational environment, free from sexual harassment. It is the responsibility of all members of the University community to ensure that individuals are provided equal access to education, employment and services without being subjected to sexual harassment. Sexual harassment is a type of sex discrimination and is prohibited misconduct which undermines the mission of the University.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature, or action taken in retaliation for reporting such behavior, when:

A. submission to such conduct is made explicitly or implicitly a term or conditions of an individual employment or participation in a university-sponsored educational program or activity, or;

B. submission to, or rejection of, such conduct by an individual's employment, academic standing or other benefits, or;

C. such conduct has the purpose of effect of unreasonably interfering with a person's work or academic performance or creating a hostile and offensive work or learning environment.

Sexual harassment may include, but is not limited to: (1) Sexually suggestive conduct or remarks about clothing, body, or sexual activities directed personally at a member of the University community; (2) whistling in a suggestive manner directed personally at others in the University community; (3) sexual propositions, invitations, or other unwanted pressures for sexual contact; (4) obscene gestures directed personally at other members of the University community; (5) patting, pinching, or any other sexually suggestive touching or feeling; (6) attempted or actual kissing or fondling; (7) coerced sexual acts; (8) assault; and (9) expressed or implied requests for

sexual favors as a condition of employment, promotion or favorable academic performance.

Policy: Virginia State University will not tolerate any conduct by any member of the University community that constitutes sexual harassment as outlined in TITLE VII of Sect. 703 of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Virginia's Human Rights Act, or other applicable state or federal laws and regulations. Upon notification of a sexual harassment complaint, the University shall take prompt and appropriate action in response to the charge presented by the complainant. Any employee of the University being advised of a complaint of sexual harassment shall immediately refer the matter to the Human Resources Manager (EEO). All complaints under the policy should be filed within 30 days* from the date of the alleged harassment.

Complaints and reports of discrimination, retaliation, sexual misconduct, and sexual harassment should be made to the Title IX Coordinator. VSU's Title IX Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct in accordance with the Discrimination Grievance Procedures and to oversee and address any problems that arise during any complaint. The Virginia State University's Title IX Coordinator is Julia Walker, Room 101 Virginia Hall 804-524-1007 or 804-524-5090 jawalker@vsu.edu.

STUDENT ORGANIZATIONS & ACTIVITIES

The BSW Student Organization

The purpose of the BSW Student Organization is to afford opportunities for students to organize, participate in policies and decisions about the social work program, and participate in community organizing activities Membership is open to students majoring and minoring in social work, or students who are interested in participating in activities sponsored by the BSW Student Organization. The Organization is driven and operates within the student affairs policies and procedures of the university. A faculty advisor is assigned to provide administrative and technical guidance, and the organization is supported by faculty as a whole. The President serves as a member of the Social Work Department Advisory Board has free voting rights. A BSW student

representative also attends departmental and program faculty and staff meetings. The student representative also has full voting rights and a voice around the table.

VSU Student Chapter of the National Association of Black Social Workers

The VSU Student Chapter of the National Association of Black Social Workers (NABSW) was reactivated in the fall of 2017. The purpose of NABSW is to provide a means whereby undergraduate social work students may exchange ideas, offer their services, and develop and enhance skills in the interest of the Black community, and communities at large. Students learn about the field of social work and the roles and responsibilities of social workers. The association provided an avenue for students to impact policies and services within the department, the university and the community at large.

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 eligible for membership in their junior or senior year after achieving national and local chapter requirements. Student members meet monthly to define community based activities to generate ideas for enhancing learning opportunities for themselves and their peers. A representative from Phi Alpha attends faculty departmental and program meetings representing the interest of peers and making recommendations for program and policy change.

Social Work Department Community Advisory Board

The Social Work Department Community Advisory Board provide support and guidance to the program. The purpose of the Board is to ensure the provision of a high quality BSW Program fostering communication between the Department and the community. Membership is comprised of social work practitioners, program directors, policy makers, field instructors, alumni, students, and consumer representatives. The Advisory Board contributions include strengthening

curriculum, promoting political support, fundraising, and increasing program visibility. The president of the BSW Club serves as the student representative on the Advisory Board.

Virginia Social Work Educators Consortium (VSWEC)

This group is a consortium of the accredited social work education programs or schools in Virginia. Virginia State University is an active member of 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. A student representative from VSU BSW program attends consortium meetings representing the interest of peers and making recommendations for academic and policy changes.

Professional Development

Students are encouraged to participate in professional development activities through attendance and presentations at professional conferences, program lectures, seminars, and colloquia. Students are encouraged to become members of local, state and national social work organizations.

Other 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:

- 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.

STUDENT SERVICES

Student Photo Identification Card

According to University policy, all students must possess an official VSU TrojanCard. Virginia State University TrojanCard is the official identification and security card for all Virginia State University students, faculty and staff. The TrojanCard is used to provide additional campus

security for students by granting access to residential halls only to authorized individuals. The TrojanCard also reduces the need for students to carry cash and offers parents the opportunity to deposit funds on the student card to pay for necessities when they are apart. The TrojanCard can be used for purchases in two ways:

For Identification**:** entering residence hall; eating at all VSU Dining Services facilities; admission to home athletic events; use of VSU recreation and sports facilities: admission to on-campus entertainment events

For Spending**:** bookstore purchases; on campus convenience store purchases; library & printing services; laundry machines in Residence Halls; select campus vending machines

Trojan Dollars: Trojan Dollars is a prepaid-stored-value account that's part of your TrojanCard. It is the convenient, cashless way to pay for purchases on and off campus. The campus area's most popular businesses accept Trojan Dollars.

Book Voucher Dollars: Students will need their TrojanCard in order to obtain a Book Voucher during registration. In addition, student will be able to use Book Voucher Dollars or Trojan Dollars to purchase any item in the Bookstore.

Flex (Dining) Dollars: Flex (Dining) Dollars is a stored value which is part of a purchased VSU meal plan. Flex Dollars can be used to purchase food items in the specialty dining locations on-campus (i.e., Chick-Fil-A, Subway, etc.). Unlike Trojan Dollars, Flex Dollars cannot be used at the off-campus locations.

Students are required to obtain a new card if their card is lost or stolen. Students are also required to obtain a new car if their name changes. A new card costs $25 (damaged $10) and can be purchased at the Cashier's office using cash, debit or credit, or check. If the card is purchased at the cashier's office the receipt must be brought to the card office to receive the new ID. OR if the patron has enough Trojan Dollars on the card to cover the charge, then $10/$25 can be deducted from the patron's card in the TrojanCard Office. Students should take another form of identification such as a driver's license or military ID to the Trojan Card Office, Monday–Friday, 8:30 a.m. – 4:30 p.m. in Virginia Hall, Room B10. Students may call (804) 524-5282 or email mytrojancard@vsu.edu for additional information.

Student Computer Labs

There are several Open Access Labs on campus. Open Access labs give VSU students the ability to use University computers to complete class work assignments and work on projects.

- Trinkle Hall, Room 102 – Open 8 – 5 pm. Monday through Friday
- Johnston Memorial Library, Room B25-B26 - Open 24 Hours/7 days a week
- Singleton Hall, Rooms 230, 308, and 308 – Open 8 a.m. – 7:30 p.m. Monday through Friday
- Hunter McDaniel, Room 22E – Open 8 a.m. – 5 p.m. Monday through Friday
- Engineering Building, Room 102 – Open 8 a.m. – 5 p.m. Monday through Friday

Pharos Printing Services

The Pharos printing system is a fee-based printing system that allows the students to print within the lab computers. This printing service is only available in Johnston Memorial Library and Jessie Bolling Building. The cost is .05 per black and white page and .25 per color page.

Pharos Instructions:

1. Select the document to print.
2. Go to the Pharos Print Station
3. Log into the Pharos Print Stations using your University Network credentials.
4. Select the document to print.

The Johnston Memorial Library

Constructed in 1958 and completely renovated in 2004, the James Hugo Johnston Memorial Library, located in the center of the campus, contains materials that support the mission of the University and provides a full complement of research and information services to the University community. The Library contains monographs, periodicals and newspapers, microforms, and government publications. The Library is a selective depository for United States publications and receives selected Virginia government publications. The Library Media Center houses videos, CDs, audiotapes, musical scores and other media that enhance course offerings. An Assistive Technology Lab equipped with a Kurzweil machine, a Voyager Reader and large print software for the visually impaired is also available.

Library facilities include exhibit areas, conference and multimedia group study rooms, and individual and group study rooms and carrels. The library computer lab is a 24 hour complex located on the basement level near the Trojan Link Café. Wireless access and dedicated computer access is available throughout the building.

The Special Collections and University Archives Department, with a full-time archivist, is located in the Lindsay-Montague Hall. It contains historical documents, memorabilia, and artifacts, which are available to both the campus community and other researchers.

The Library participates in a statewide electronic resource sharing consortium, the Virtual Library of Virginia (VIVA). The Library provides local and remote access to numerous databases, full-text journals and newspapers, full-text works of poetry and verse drama, and additional full-text materials, including statistical reports and pamphlets. The Library supplements its collection through interlibrary loan in the Richmond Academic Library Consortium (RALC) and other resource sharing through such activities as interlibrary loan and direct borrowing by patrons. Media resources are shared through RALC's Richmond Area Media Co-op.

Each student enrolled at the university receive an identification card that also serves as the library card for borrowing materials. In addition, all students are provided library brochures that acquaint them with the facilities services, rules, and regulations governing use of the library and library materials. A How-to-Guide is also provided as guide to the efficient use of the library.

Johnston Memorial Library is ADA compliant and fully handicapped accessible.

Parking

The Parking and Traffic Enforcement Division of VSU Police Department enforces campus traffic and parking regulations, controls vehicle registration, and coordinates visitor parking for both private and common carrier vehicles. All members of the university community, including students, must register their vehicles. Vehicles must be registered with the Traffic and Parking Clerk between the hours of 8:30 a.m. and 5 p.m., Monday through Friday. Each year, on or before September 1, faculty, staff and students are required to renew their campus vehicle registration, which expires on August 31. It is the registrant's responsibility to ensure that a current year decal

is affixed to his/her vehicle. Vehicle registration fees for students are $75.00 (August 1st – April 30th); $91.00 (Jan. 1st – April 30th); $34.00 (May 1st – August 31st)

Any vehicle with a University Student decal may park in a lot designated as "Student Parking". The parking lots designated as "Student Parking" are lots 2, 3, 6, 10, 13, 15B, 17, 18, 21, 23, 25, 26, 27, 28, 30, 3lA, 31M, 33, 36, and 37. If available, there is additional street parking on Jackson Place. It is permissible for a vehicle with a faculty/staff decal to park in the student parking lots, if the need arises.

Parking fines range from $30.00 to $200.00 depending on the violation. Parking citations must be paid within five (5) business days of issuance unless the ticket is in the appeal process. Payments can be made in the Cashier's Office, Monday through Friday, between the hours of 8:30 a.m. and 4:30 p.m. Citation payments require the payment be made in certified funds (cash, money order, credit card or cashier's check). No personal checks will be accepted.
Further details regarding traffic and parking may be found by checking the Police Department Website or stopping by the Police Department. Questions regarding any aspect of police or transportation and parking services may be directed to the Chief of Police.

Food Services

Jones Dining Hall, Gateway Dining Hall and three other food venues located on campus are operated by the food service contractor. The daily hours of operation for *Jones Dining Hall* are Monday through Sunday, 7:00 a.m. – 8:30 p.m.; Gateway *Dining Hall* is opened on Monday through Thursday 11:00 am to 2:00 p.m. for lunch and 4:30 p.m. to 8:30 p.m. for Dinner, closed on weekends. *Jones-On-The-Go* is opened on Monday through Friday from 7:00 a.m. to 2:00 p.m., closed on weekends. *Starbucks* is opened on Monday through Friday, 7:00 a.m. to 2:00 p.m. and closed on weekends. *Chick-Fil-A* and *Subway* is located in Foster Hall and is opened on Monday through Thursday from 11:00 a.m. to 10:00 p.m. and on Fridays 11:00 a.m. to 9:00 p.m., Saturday 4:30 p.m. to 9:00 p.m. and closed on Sundays.

Services to Students with Disabilities

Embracing the university's general mission to promote and sustain academic programs in a design most responsive to the needs and endeavors of individuals and groups within its scope of influence,

the Students with Disabilities Program's mission is to provide a system of support for individuals with disabilities through equal access, empowerment, support, resource, advocacy, collaboration and outreach throughout the university campus and community. The Students with Disabilities Program works closely with faculty and staff in an advisory capacity and develops reasonable accommodations as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to allow students with disabilities to fully participate in all of the programs offered on campus.

The Coordinator is designated to develop and maintain a system of services at the University for students with disabilities that will enable them to access all academic programs, services and activities. The University may not discriminate on the basis of disability. The Coordinator assists the University to ensure that the programs it offers, including extracurricular activities are accessible to students with disabilities. The University can do this in a number of ways, which may include the following: Reasonable accommodations and appropriate academic adjustment support each student's academic needs shall be made on an individual basis. Academic adjustment(s) shall be made and recommended by the SWDP staff. However, essential criteria for courses, programs, services, activities and/or facilities are maintained.

Steps shall be taken to ensure that no otherwise qualified student will be excluded from participation in any programs or activities due to the absence of reasonable educational auxiliary aids. A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity to attain the same level of performance or enjoy equal benefits and privileges as are available to similarly student without disabilities. An academic accommodation makes it possible for a student with a disability to learn the material presented and for a professor to fairly evaluate the student's understanding of the material without interference because of a disability. Examples of academic accommodations may include the following:

a) Use of interpreters, scribes, readers, and/or note-takers
b) Taped classes
c) Quiet, distraction-free environment for taking exams
d) Use of aids such as calculators
e) Use of computers in class

Career and Employment Services

Career Services is dedicated to helping VSU students and alumni with exploring career options and empowering them to achieve their career and educational goals. Starting freshman year, Career Services provides the following resources:

- Career Research, Exploration and Assessment
- Career Advising, Planning and Preparation
- Job & Internship Opportunities
- Graduate School Admissions Process

The Career Services office partners with faculty, staff, student organizations, and University departments in providing career programs to help students obtain experiential learning and employment opportunities related to their major. In addition, Career Services provides career coaching/advising and serves as a liaison between the student and employer. The goal of Career Services is to assist students with their overall career and professional development and provide the highest quality of service and opportunities for our students, alumni, employers, faculty, staff, parents, and the community.

Social Work Bulletin Boards, Blackboard Announcements & Emails

The Department of Social Work Bulletin Boards are located in the hallways of the Department of Social Work. Students are encouraged to check the bulletin boards, their blackboard announcements and emails periodically for notifications such as workshops, conferences, department events, career opportunities, department and social work news, course schedules and other announcements.

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.

Addams, Jane. (1960) Twenty Years at Hull-House. New York: Signent Publishing (originally published in 1910).

Axline, Virginia M. (1964). DIBS in Search of Self. New York: Ballantine Books.

Bartlett, Harriett M. (1970). The Common Base of Social Work Practice. New York: NASW

Garrett, Annette. (1972). Interviewing: Its Principles and Methods. New York: Family Service Association of America.

Ginsberg, Leon H. (2001). Careers in Social Work. 2nd edition. Boston: Allyn and Bacon

Grobeman, Linda May. (2005). Days in the Lives of Social Workers. 3rd Edition: 54 Professionals Tell "Real-Life" Stories from Social Work Practice. Harrisburg, PA: WhiteHat Communications

Keith-Lucas, Alan. (1972). Giving and Taking Help. Chapel Hill, NC: The University of North Carolina Press.

Lubove, Roy (1972). The Professional Altruist: The Emergence of Social Work as a Career 1880-1930. New York: Atheneum

McBride, James (1996). The Color of Water, A Black Man's Tribute to His White Mother. New York: Rivernead Books, 1996.

Reynolds, Bertha Capen. (1975). Social Work and Social Living. New York: NASW

Towle, Charlotte (1965). Common Human Needs. New York: NASW

Wells, Carolyn Cressy (1989). Social Work Day to Day: The Experience of Generalist Social Work Practice. New York: Longman

Recommended Web Sites

Association of Baccalaureate Program Directors (BPD)
http://www.bpdonline.org
Child Welfare
http://www.childwelfare.com
Child Welfare League of America
http://www.cwla.org
Virginia State University's Social Work Program
http://www.vsu.edu/
Council on Social Work Education (CSWE)

http://www.cswe.org

Democratic National Committee
http://www.democrats.org

National Association of Black Social Workers (NABSW)
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

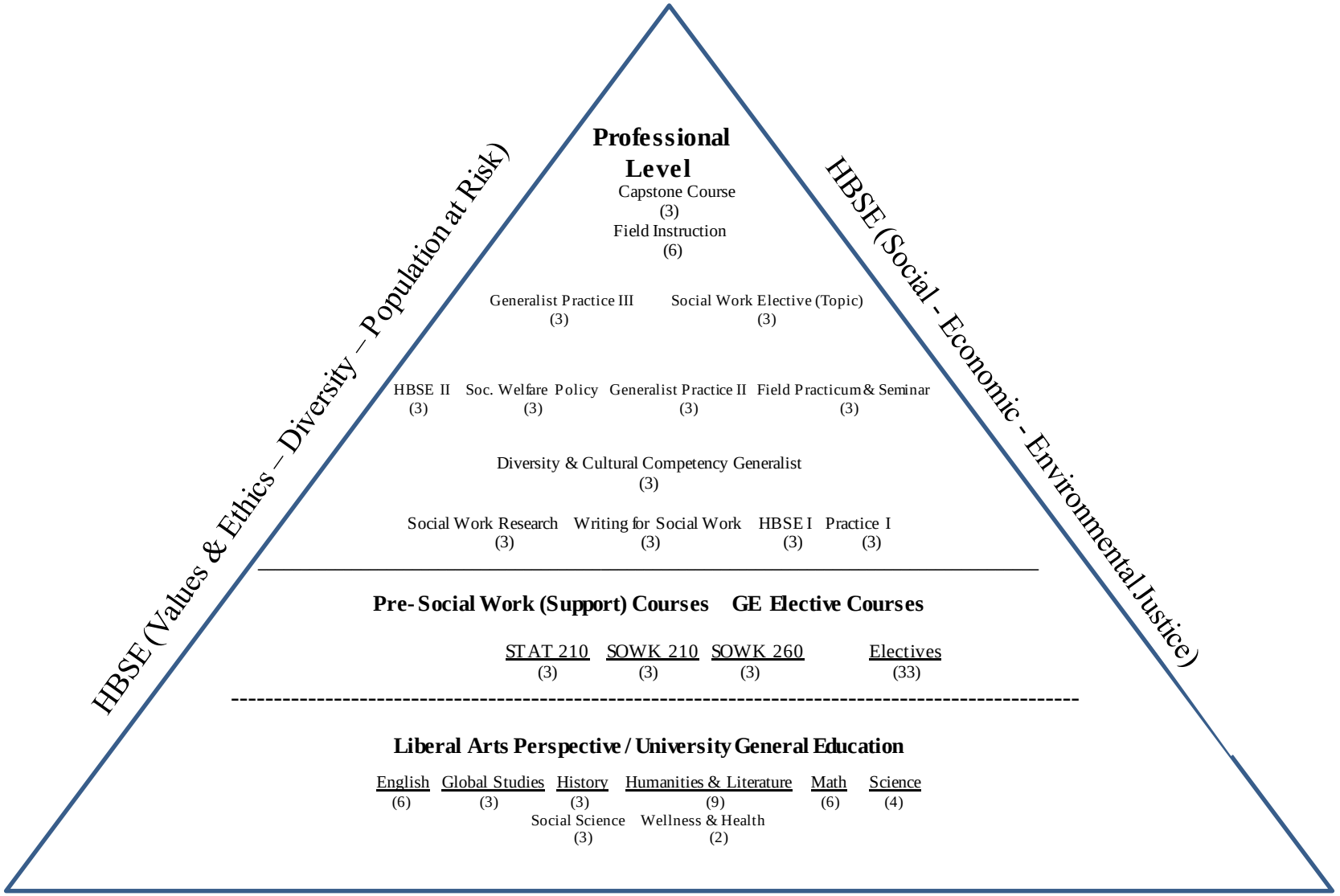
National Organization for Women (NOW)
http://www.now.org

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

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

School Social Work Departments and Student Organization
http://www1/50megs.com/studylinks1htm

VSU Baccalaureate Social Work Degree Curriculum Pyramid Model



HBSE (Strengths & Afrocentric Perspectives)

APPENDICES

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

Gwen Thornton, MSW, PhD, LCSW,
Director of BSW Program
Associate Professor
Office: Trinkle, Hall Room 101
Telephone: (804) 524-6276
Email: gthornton@vsu.edu

Ms. Denise Lucombe BSW, MSW
Director of Field Education
Instructor
Office: Trinkle Hall, Room 107
Telephone: (804) 523-2981
Email: dlucombe@vsu.edu

Ms. Jane Parker, BSW, MSW
Assistant Professor
Office: Trinkle Hall, Room 106
Phone: (804) 524-5454
Email: jparker@vsu.edu

Jimmie Fedrick, BSW, MSW DSW
Assistant Professor
Office: Trinkle Hall, Room 105
Phone: (804) 524 2471
Email: jfedrick@vs.edu

Adjunct Faculty

Amanda Whitlow, BSW MSW
Adjunct Instructor
Office: Trinkle Hall 104
Telephone: (804) 524-1435
Email: awhitlow@vsu.edu

Ms. Latroyal Smith, MSW LCSW
Adjunct Instructor/Field Liaison
Office: Trinkle Hall Room 104
Phone: (804) 524-1435
Email: lsmith@vsu.edu

Jaqueline Cowan, MSW
Adjunct Instructor
Office: Trinkle Hall 104
Telephone: (804) 524-1435
Email: JCowan@vsu.edu

Ms. Keinesha Thornton, MSW LCSW
Adjunct Instructor
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Ms. Tammy Walton, MSW
Adjunct Instructor/Field Liaison
Office: Trinkle Hall 104
Telephone: (804) 524-1435
Email: twalton@vsu.edu

Ms. Mary V. Ware, MSW
Adjunct Instructor
Office: Trinkle Hall 104
Telephone: (804) 524-1435
Email: mware@vsu.edu

Ms. Carla Jones, MSW LCSW
Adjunct Instructor
Office: Trinkle Hall 101
Telephone: (804) 524-1435
Email: cjones@vsu.edu

Ms. ToShera Friend-Kinmbel
Adjunct Instructor
Office: Trinkle Hall 104
Telephone: (804) 524-1435
Email:

Ms. Brittany Short, MSW
Adjunct Instructor
Office: Trinkle Hall 101
Telephone: (804) 524-1435
Email: bshort@vsu.edu

Directions:
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.

VIRGINIA STATE UNIVERSITY
College of Humanities and Social Sciences
Department of Socai Work
Bachelorof Socal Wor Program
Pre-Major Application

Banner ID

DOB (DD/MM/YYYY)

Name (First and Last)

Address (Street Number, Name, City, State, Zip Code)

Cell Phone

Secondary Phone

Academic Information

Classification: Freshman Sophomore Total hours of credits completed to date:

I know that I must maintain a GPA requirements Yes No

Current GPA:

Copies of up-to-date transcriptsfrom all educational intuitions attended). Yes No

Essay: Why I would like to become a social worker? (In two pages, typed, double spaced) Yes No

Gender: Male Fem

ale

Race / Ethnicity: Hispanic or Latino Asian Black or African American White American
Indian or Alaskan Native Nat waiian or other Pacific
Islande *please specify*)

Signature

VIRGINIA STATE UNIVERSITY
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM
APPLICATION FOR ADMISSION

The following documents are necessary to complete the program application

- ☐ Application (incomplete applications will not be considered)
- ☐ Personal Narrative ☐ 25 pre-approved hours of volunteer experience
- ☐ Three References
- ☐ Copy of Transcript – unofficial (VSU students can get a copy from Students Records on Banner)
- ☐ Background Check Completed

(Please print or type) Date Applied _____

NAME: _____ VSU V# _____
(Middle)

Permanent Address _____
(Street) (City) (State) (Zip)

Local Address: _____
(Street) (City) (State) (Zip)

Local Phone: _____ Permanent Phone _____
(Area Code) (Number) (Area Code) (Number)

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

Personal Narrative

Attach a personal narrative (typed, double spaced, three to five pages in length) to support your application. It should address the following:

- ❖ Discuss the major reasons for your interest in the Social Work profession.
- ❖ Describe some of the successes you have achieved in school, employment, and your personal life.
- ❖ Describe any barriers you have had to overcome while pursuing your education, employment or personal goals.
- ❖ Describe any experiences that you have had while working with people that you felt you were able to use a skill you thought at the time was related to the Social Work profession.
- ❖ Describe what you consider to be one of the most pressing social problems. How pervasive is the problem: What, in your opinion, causes this problem (cite and document scope, causes, implications, etc. using information from social work literature)?

- ❖ Discuss your commitment to social justice issues and experiences that you have had that make you feel that you could effectively provide services to individuals from diverse populations reflecting religious, racial, ethnic, physical, socio-economic, gender, and sexual orientation differences?
    a. Identify your strengths, weaknesses, and any concerns related to your potential career in social work.
    b. List your short-term and long-term career goals.

Demographic Information Optional

Demographic information is optional and is for statistical purposes only. I will in no way affect the consideration of your application.

Date of Birth _____ Gender: ____ Male ____ Female

Race/Ethnicity: ____ Hispanic or Latino ____ Asian ____ Black/African American

____ American Indian or Alaskan Native ____ White

____ Native Hawaiian or other Pacific Islander

____ Other _____ please specify)

Employment and Volunteer Experience

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

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

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

Have you had any paid Social Work experience? ____ Yes ____ No

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

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

***The BSW Program does not give course credit for prior work or volunteer experience**

Academic History - List all colleges and/or universities attended:

College Location Dates Hrs.

College Location Dates Hrs.

College Location Dates Hrs.

College Location Dates Hrs.

Degree Awarded:

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

Which of the following courses are you taking now or have completed? Indicate the semester, year (e.g. fall, 2016) and grade. If you are currently taking courses that are listed, indicate by typing "**NOW**".

	Course Name	Semester/Year	Grade
	ENGL 110		
	ENGL 111		
	MATH 112		
	MATH 113		
	HIST xxx		
	Soc. Science Elective		
	BIO 116		
	HPER xxx		
	PSYCH 101 or 212		
	Elective		
	ENGL Literature		
	Global Studies		
	PHIL xxx		
	Elective		
	Elective		

Which of the following pre-requisite courses in the social work curriculum are you taking now or have completed? Indicate the semester, year and grade.

Course No.	Course Name	Grade	Semester/Year
SOWK 210	Introduction to Social Work		
SOWK 260	Introduction to Social Welfare Policy	_____	

Background Information

Have you ever been arrested? Yes No Felony/Felonies? Yes No
When?

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

If yes to the conviction, what was the charge?

What was the disposition of the case? Explain.

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

If yes, what was the charge?

What was the disposition of the case? Explain.

Has any governmental agency ever substantiated allegations made against you for physical, mental, or emotional abuse or neglect, sexual abuse, or exploitation of (1) child, (2) resident of an adult care home, medical care facility, psychiatric hospital or state institution for the developmentally delayed, or (3) an adult ☐ **YES** ☐ **NO**

If you answered yes to either of the above, please attach an explanation.

Answering "yes" does not automatically disqualify you for admission to the BSW Program. However, depending on circumstances, it may affect your ability to be placed in a field practicum which is necessary to complete the BSW Program. Please contact the Social Work Department Chair if you have any questions.

I understand that prior convictions, diversions or pending charges may affect my ability to be placed in a field practicum which may be necessary to complete the BSW Program. (This means that while you may be admitted to the program, you may not be able to complete the degree if there is something in your background that would prevent you from being placed in a field practicum. Many agencies require background checks).

Initial

Drug and Alcohol History

Are you currently or have you ever been in a Drug and/or Alcohol Treatment or Detoxification Center as a client?
☐ Yes ☐ No

If yes, explain

Dates of Treatment(s):

Name and Address of Facility:

Did you complete the treatment(s) prescribed? Yes No

If no, please provide an explanation

Mental / Emotional History

Are you currently receiving or ever have required any type of counseling/psychotherapy? Yes No

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

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

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

Hospitalization Date(s):

Name and Location of Hospital(s):

Admission Requirements

Please check that you have met the following requirements for application to the BSW Program.

☐ Cumulative GPA of 2.7 or higher Current G

☐ Completion of 60 credit hours Number of hours comp

☐ Completion of the pre-requisite courses with a grade of C or better (See Plan of Study)

☐ Attendance of BSW Orientation Date or Orientation

(Orientation are held each semester. Information on the orientation will be announced via email, flyers, university announcements, flyers, etc.)

BSW Applicant Agreement

I hereby certify that the statements contained in this completed application and other information included as a part of my application and attachments are true and correct. I agree and understand that any misrepresentations or omissions on my part may delay the faculty's decision regarding my acceptance in the BSW Program

Initial

I hereby certify that I shall maintain professional conduct in accordance with the VSU Code of Conduct; the Department of Social Work academic and professional standards, and the NASW Code of Ethics. (NOTE: You will find NASW's Code of Ethics at the following website:

Initial

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

Signature Date

Type Name

Return complete application form together with personal narrative, three references (sealed) and a copy of transcript:

By Mail
Virginia State University
Department of Social Work
1 Hayden Street
P.O. Box 9010
Petersburg, Virginia 23806

Questions? Call Department of Social Work at
(804) 524 1435

or contact
Ms. Jane Parker, MSW, Admissions Coordinator
(804) 524 5454

jparker@vsu.edu

On Campus:
Trinkle Hall, Room FACP
Applications are accepted on a continuous basis

****

OFFICIAL OFFICE USE (Do not sign below until interviewed

STATEMENT OF UNDERSTANDING

I understand that the Social Work Major Curriculum requires 60 credit hours in upper-division courses, including a total of 600+ hours' field internship and integrative seminars. I further understand that I will need to make a Formal Application to the Social Work Program for field placement the semester prior to being assigned to an agency. While I shall be consulted as to my interests and choice of location for field placement, I am aware that my preference/choice may not be possible. I understand that I must have an overall grade point average (GPA) of 2.50 for admission into the Social Work Program. Once admitted, I must maintain a 2.50 overall GPA to be assigned in field placement. The Social Work Faculty has advised me that I would need to maintain a "B" or better in all Social Work Core Requirements to be considered for graduate school.

Date Interviewed

Student's Signature

Admission Committee Coordinator's Signature

****

Date Interviewed

COMMITTEE'S DECISION: Pre-major

Full Acceptance

Contingency/Conditional

Denial

Print

Academic Committee Coordinator's Signature

Date

Committee Members:

Print

Signature

Date

Print

Signature

Date

Print

Signature

Date

Date

Social Work Department Chair's Signature

Print

Virginia State University
Department of Social Work
BSW Program

Professional Dispositions Inventory

Social Work faculty continuously assesses students' professional dispositions in all social work courses, including practicum. The faculty uses the following policies and guidelines for assessing students' professional dispositions.

The Social Work Program at Virginia State University has adopted a set of professional dispositions that are essential for prospective social workers to possess and demonstrate throughout their program. The dispositions adopted by Virginia University's Social Work Program are listed below. The behaviors listed are examples of the kind of conduct expected of students in the Social Work Program, but are not intended to be inclusive. Faculty will observe all students for evaluation of these dispositions and use this forms to indicate concerns. If warranted, candidates who do not demonstrate these dispositions may be suspended or dismissed from the social work program. **(Areas of concern are highlighted in yellow).**

Professional Behaviors or Dispositions (Select from among the following behavior/s)	Not Observed	Meets Expectations	Cause for Concern (Document area/s of concern)*	Action Taken/Decisions Made for Remediation
1. **Professional Demeanor & Responsibility** • Punctual and prepared for classes and/or field experiences • Dresses appropriately in professional settings • Responsible for meeting deadlines • Following instructions • Accepts responsibility for own actions • Appropriately deals with disappointment				
2. **Commitment to Diversity** • Shows sensitivity to others • Respects individual differences • Responds appropriately in class and agency assignments • Embraces diversity • Demonstrates respect, compassion, patience and fairness.				

3. **Communication** • Demonstrates responsive listening skills • Able to communicate with a variety of audiences effectively and in a professional and ethical manner • Demonstrates a willingness and commitment to continually improve communication skills with peers, faculty, staff, clients and agency personnel. • Utilizes appropriate professional communication that demonstrates respect for others as deemed so by Faculty and Agency supervision				
4. **Collaboration** • Is skilled in expressing self in groups • Works effectively with others to facilitate completion of tasks. • Is able to accept and respect different points of view.				
5. **Self-Reflection** • Engages in self-evaluation and problem solving • Accepts and acts upon constructive criticism • Is receptive to new ideas, • Uses feedback to make improvements • Strives for personal and professional growth				
6. **Ethics** • Demonstrates truthfulness and honesty • Maintains ethical and legal behaviors in interactions with others according to the NASW Code of Ethics • Respects the intellectual property of others by giving credit and avoiding violations of academic integrity including, but not limited to, plagiarism or cheating as addressed in the University's Academic Integrity Policy 6. Adheres to the NASW Code of Ethics				

POST OFFICE BOX 9010

VIRGINIA STATE UNIVERSITY
PETERSBURG, VIRGINIA 23806

Social Work Program

Phone: (804) 524-1435

Student Disciplinary Action Form

STUDENT INFORMATION	
Student Name:	
ID Number:	
Major:	
INCIDENT INFORMATION	
Course Number:	
Course Name:	
Date of Incident:	
Time of Incident:	
Type of Incident (Disruptive Behavior): **___ Tardiness** • Late for class or leaves early	

___ Absenteeism • No class attendance **___Participation** • Refuses to participate or contribute to class activities or discussions • Off task or Sleeping during class **___Comments or Outbursts** • Inappropriate or negative comments, talking, or laughter directed towards students and/or professors **___ Cell Phone and Internet** • Inappropriate use **Physical or Verbal Altercation**	
Action Taken By Faculty: **___ Discussion with Student** • After Class or During Office Hours **___ Email Sent to Student** **___ Requested – Virginia State University Counseling Center** **___ Requested Student to Leave Class**	

___ Other	
Date:	
Signature:	

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change.

Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual

relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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

National Association of Social Workers
750 First Street, NE • Suite 700 • Washington, DC 20002-4241
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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.

CSWE 2015 Educational Policies
Accreditation Standards

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

1.1.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

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

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

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

education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

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

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

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

Accreditation Standard M2.0—Generalist Practice

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

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

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

EXPLICIT CURRICULUM

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specific the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

IMPLICIT CURRICULUM

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

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series,

seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.1.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.1.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

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

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

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

Admissions

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

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

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

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

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

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

Advisement, retention, and termination

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

3.1.6 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

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

Student participation

3.1.8 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating ad modifying policies affecting academic and student affairs.

3.1.9 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and fi number of

program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identified no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for

each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work *baccalaureate program*.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is suffi

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in *social work*.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work *master's program*

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is suffi

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree *practice experience*.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's

assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

ASSESSMENT

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies.

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.1.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.1.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.1.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.1.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.1.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

** This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accred*