

# SOUTHEASTERN UNIVERSITY

## ***BSW Student Handbook***

*Social Work Program  
Southeastern University  
1000 Longfellow Blvd.*

***Lakeland, FL 33801***

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## **Introduction**

This handbook has been designed to serve as a guide for students majoring in Social Work at Southeastern University. It was written with the following objectives in mind:

1. To provide those interested in the Social Work Program with information regarding the Program's purpose, mission, curriculum, policies and requirements.
2. To serve as a guide for students throughout their course of study in the Social Work Program.
3. To inform students of their rights and responsibilities as social work students.

## **Choosing a Career in Social Work**

Choosing a career is one of the most critical choices you will make in life, requiring careful consideration and prayer. Social work is a demanding but very rewarding field. It has typically been misunderstood, associated with low pay, government work, and removing children from homes. These ideas primarily represent mere stereotypes than any kind of a realistic picture of the profession. Social work has more realistically been called a "helping profession." In fact, the NASW has adopted the following definition of social work: "Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals" (Morales and Sheafor, 2007<sup>1</sup>, p. 39).

Historically, social work as a profession has its roots in the Judeo-Christian values of compassion, advocacy for social justice, care for the poor, the oppressed, and the broken-hearted. The Scriptures are replete from cover to cover with God's plea that His people demonstrate His care for the poor, the naked, the hungry, the sick, the prisoner, the alien, the widow, and the fatherless. In the Gospels we are told that the ultimate measure of a believer's service to Christ will be his or her response to the truly vulnerable. Jesus identifies Himself with them, saying, "I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me" (Matthew 25:40).

Even among secular writers, choosing a career in social work has been identified as a "calling" requiring something more of its ranks than simple interest, knowledge, or training can provide. According to author Craig LeCroy (2002)<sup>2</sup>, this "spark" enables those who are "called" to "contribute to compassion and justice in the world, to pursue social transformations, [and] to provide a vision for a better way of living." As disciples

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<sup>1</sup> Morales, A., Sheafor, B.W., & Scott, M.E. (2007). *Social work: A Profession of Many Faces (11<sup>th</sup> ed.)* Boston: Allyn & Bacon

<sup>2</sup> LeCroy, C.W. (2002). *The Call to Social Work: Life Stories*. Thousand Oaks, CA: Sage Publications.

of Christ, this acknowledgement of a special “calling” for service takes on even greater significance.

A call to social work requires a love for people and a commitment to persevere with others in the midst of their struggles and pain. It involves a willingness to empower others to solve problems and enhance their daily living. It requires an ability to see “gold where others see tin” and to celebrate the diversity that is evident in dealing with individuals, families, organizations, and communities. Those with a call to serve as professional social workers must be prepared to go the extra mile by becoming advocates of the vulnerable and willing to challenge injustice in our world.

At Southeastern University, the motto “your call—our commitment” has been used to articulate the purpose for which we exist. This motto, in fact, expresses what we hope transpires as you hear God’s distinctive call to work with people and are led to prepare for that vocation by pursuing a degree in Social Work. Our commitment to you is to join you in your journey and equip you with the basic tools you will need to fulfill that call.

### **Social Work as a Profession**

Social Work is a very diverse profession, allowing the graduate to work in a broad array of settings with many different populations. Social workers may work in schools, government agencies and services, mental health settings, churches, faith-based organizations, non-profit agencies, or the business sector. Within these settings, social workers fulfill a variety of functions, roles, and responsibilities. A few examples of careers in social work include school social worker, child welfare worker, employment counselor, hospital social worker, substance abuse counselor, adoption specialist, mental health counselor, juvenile court worker, community organizer, geriatric social worker, program administrator, and family therapist.

Some of the settings in which a social worker may find employment include:

Advocacy Programs	Home Care Agencies
Aging Services	Homeless Shelters
Children and Youth Services	Hospices
Churches	Hospitals
Community Action Centers	Income Maintenance Programs
Crisis Centers	Industry
Correctional Facilities	Legal Services Agencies
Criminal Justice Agencies	Mental Health Services
Domestic Violence Centers	Neighborhood Coalition Programs
Employee Assistance Programs	Schools
Head Start Programs	Substance Abuse Programs

The Bachelor’s degree in Social Work prepares students for basic generalist social work practice, while the Master’s degree in Social Work prepares students for more advanced

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practice, such as providing mental health counseling, child and family therapy, administration and community organizing. The BSW provides a foundational curriculum for the student who is preparing for graduate study. Many graduate programs allow students who have earned a BSW from an accredited program to enter graduate school with “advanced standing,” shortening the course of study for the MSW.

The Social Work Program at Southeastern University is designed to educate the professional entry-level social worker. This means that a student graduating from Southeastern University with a Bachelor in Social Work is prepared with the knowledge, skills, values, and ethics of the profession. The BSW graduate should be able to enter any social work setting as an employee and assume beginning social work responsibilities. The knowledge and skills the student learns will empower her or him to promote, restore, maintain, and enhance the functioning of individuals, families, groups, organizations, and communities. The graduate will be also prepared to plan, formulate, and implement social welfare policies, services, resources, and programs.

## **Introduction to Southeastern University**

### **Southeastern University History**

Southeastern College was founded in 1935 as an Assemblies of God College, intending to serve students preparing for ministry in the Assemblies of God movement in the Southeastern region of the United States. In the early 50s, the Assemblies began to recognize the need to provide a Christ-centered education for young people desiring to pursue careers in areas other than traditional ministry and began moving towards becoming a Liberal Arts College. The college began systematically adding majors in traditional liberal arts areas such as English, Education, Music, Psychology, Math, and Business. In 1986, the Southern Association of Colleges and Schools accredited Southeastern to confer baccalaureate degrees. Reaffirmation of Southeastern's accreditation was granted in December of 2001. In April of 2005, based on the college's growth, ongoing academic development and changes in structure, Southeastern College became Southeastern University with the approval of the Southern Association of Colleges and Schools.

### **Southeastern University Mission and Values**

The mission of Southeastern is as follows:

*Southeastern, a dynamic, Christ-centered university, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the spirit of Christ.*

Southeastern seeks to graduate students who:

- Orally and in writing, communicate with assessed competence and clarity;
- Demonstrate the knowledge, skills, and maturity necessary for the profession he or she has chosen;
- Have acquired scholarly habits and can perform skilled research;
- Have rendered, to the campus and the community, service appropriate to a Christian citizen;
- Demonstrate a broad cultural perspective informed by a Christian worldview.

Students are expected to graduate ready either to “enter graduate study or to serve throughout the world, as ministers, teacher/educators, social service and mental health professionals, and business men and women” (Southeastern Catalog, 2002-2003).

## **Introduction to the Social Work Program**

### **History and Purpose of the Southeastern University Social Work Program**

In 1998, Southeastern College began plans to establish a Social Work Major within the Behavioral and Social Sciences Department. The Dean of Academic Affairs at the time believed that the addition of a social work program strongly supported the mission of the college to prepare young people to have an impact on their generation through service and professional excellence. Many students were graduating from the Behavioral Sciences Department and obtaining employment in the social service field without the benefits of the specific training, skills, and knowledge of social work. Others, convinced that the MSW provided the strongest educational background and licensure for clinical work, were entering graduate programs of social work.

Historically, social work as a profession has its roots in the Judeo-Christian values of compassion, advocacy for social justice, and care for the poor, the oppressed, the disenfranchised, the widow, the fatherless, and the broken-hearted. Support was strongest among professors in the religion department, who believed that many of their students were called to work in inner city communities. In 1999, the College Board of Directors approved the establishment of the Social Work Program and a full-time administrator was hired as Director. By the Spring of 2000, 22 students had declared Social Work as their major and the board had granted approval for the program to begin moving toward accreditation by the Council on Social Work Education.

The program graduated its first five students in the Spring of 2001. A second full-time faculty member was hired in August 2001 to coordinate field programs. The program was granted candidacy status in February 2003 and had its first annual candidacy commissioner visit in October of 2003. A third faculty member was hired in the fall of 2005 to teach research and macro social work practice courses. The Council on Social Work Education accredited the program in February 2006.

In 2008-2009, the program had 64 students who had declared social work as their major. Since its accreditation in 2006, the program has had between 15 and 20 students in the field each year and an average of 18 graduates per year.

### **Social Work Program Mission Statement**

The program's mission and goals reflect the unique mission of Southeastern University to integrate faith with higher learning and "challenge students to prepare professionally so they can creatively serve their generation in the Spirit of Christ."

*".... what does the Lord require of you but to act justly, to love mercy, and to walk humbly with your God?" ( Micah 6:8)*

*The mission of the Social Work Program at Southeastern University is to prepare students for professional generalist social work practice by empowering them to become agents of change who will embrace diversity and challenge injustice, advocate for the poor and oppressed, and proactively carry out the call of Christ to demonstrate love in action to a hurting world.*

### **Social Work Program Goals**

Goals for the Social Work Program are related to the Social Work Program Mission and operationalized through the Program Objectives.

The goals of the program are as follows:

1. To equip students with the knowledge, values, and skills for competent generalist social work practice with individuals, families, groups, organizations, and communities.
2. To prepare students to become Christ-centered change agents who think critically about social issues, understand the dynamics of change, and are committed to advancing social justice, enhancing human well-being, and practicing equitably in the various contexts of social work.
3. To foster a commitment to social work values, including a respect for human dignity and worth, an understanding and appreciation of human diversity, and a focus on practice from an empowerment perspective.
4. To instill in students a life-long love of learning and a commitment to continue their professional growth and development in service to the community.

### **Social Work Program Objectives**

Graduates of the Social Work Program at Southeastern will:

1. Apply critical thinking skills within the context of professional social work practice.
2. Engage in ethical decision making within the values of the social work profession.
3. Synthesize Christian beliefs and values with professional social work values and ethics as set forth in the NASW code of ethics and the NACSW Statement of Faith and Practice.
4. Demonstrate the effective professional use of self in relationship with clients, colleagues, and others related to social work practice.
5. Practice without discrimination, and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. Understand the forms and mechanisms of oppression and discrimination, and apply strategies of advocacy and social change that advance social and economic justice.
7. Understand and interpret the history of the social work profession and its current structures and issues.
8. Apply the knowledge and skills of generalist social work to practice with systems of all sizes, including individuals, families, groups, organizations, and communities, and seek to use those skills in service to the church and the community.
9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior, and the interactions among and between individuals and families, groups, organizations, and communities.
10. Analyze, formulate, and influence social policies.
11. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
12. Use communication skills differentially across client populations, colleague groups, and communities.
13. Use supervision and consultation appropriate to social work practice.
14. Function within the structure of organizations and service delivery systems, and seek necessary organizational change.
15. Cultivate a life-long commitment to personal and professional growth and learning.
16. Apply a strengths and empowerment perspective in working with individuals, families, groups, organizations, and communities.

### **Policy of Non-Discrimination**

The Social Work Program at Southeastern University maintains a policy of nondiscrimination on the basis of race, color, gender, age, ethnicity, national origin, or disability. This policy is consistent with the rich tradition and values of the social work profession, which celebrate diversity and stand against social injustice.

The universally accepted “Golden Rule” proclaimed by Jesus Christ, “Do unto others as you would have them do unto you” (Luke 6:31) is the foundational principle which informs the Social Work Program’s non-discrimination policy. This principle precludes exclusion of people on the basis of their differences and encourages the acceptance of all people groups on the basis of their ultimate oneness under God. In the New Testament, Paul writes, “There is neither Jew nor Greek, there is neither bond nor free, there is neither male nor female; for you are all one in Jesus Christ” (Galatians 3:28). In addition, the Kingdom of God is described as consisting of people “out of every tribe and tongue and people and nation...” (Rev. 5:9).

The Social Work Program’s policy of non-discrimination is congruent with the Southeastern University’s non-discrimination policy. As an Assembly of God Institution, Southeastern University’s religious standards are exempt from the Civil Rights Act of 1964.

## Accreditation Status

The Social Work Program was accredited by CSWE in February of 2006. The program is scheduled for reaffirmation in 2010.

## Faculty

The Social Work Program currently has three full-time faculty members: Marleen Milner, MSSW, PhD, Program Director; Pam Criss, MSW, LCSW, PhD, Field Coordinator; and Velmarie Albertini, MSW, PhD, Associate Professor of Social Work. The faculty members each have over twenty years of experience in the field of social work and bring much to the program in terms of a broad range of experiences in the various fields and settings in which social work is practiced.

### *Marleen Milner, M.S.S.W, Ph.D.*

Marleen Milner holds a Ph.D. from the University of South Florida, a MSSW from the University of Texas at Arlington, and a BSW from the University of Texas at El Paso. She has held a wide variety of positions in the field of social work since receiving her MSSW in 1981. The Program Director has had extensive experience in the various roles of generalist social work practice as well as clinical experience. Responsibilities have included work with foster children, child sexual abuse assessments and treatment, adoptions, addictions treatment, administration, and providing clinical services and outreach to the migrant population in Dover, Florida. The Program Director has had eight years of experience teaching, administrating, and developing curriculum in a social work program. She completed her PhD in social work in August 2009.

Dr. Milner is a member of National Association of Social Workers (NASW), Baccalaureate Program Directors Association (BPD), Council of Social Work Education (CSWE), Florida Deans and Directors Association (FADD) and has served as a board member for North American Association of Christians in Social Work (NACSW) for four years and previously as the president of the Florida Chapter of the NACSW for four years.

### *Pam Criss, M.S.W., L.C.S.W., Ph.D.*

Pam Criss holds a Ph.D. in Social Work from the University of South Florida, a Master's Degree in Social Work from the University of South Florida, and a Bachelors Degree from Florida Southern College. She became a Licensed Clinical Social Worker in the state of Florida in December 1997. Dr. Criss worked in the field of child welfare for nineteen years at the Bachelor's level before receiving her MSW. She has practiced in residential group childcare, adoptions, foster care, and outpatient mental health and was instrumental in the establishment of a Child Advocacy Center in Polk County. She was responsible for managing a dependency court program, which was a joint venture between the two major mental agencies

and one of the major substance abuse agencies in Polk County. Additionally, Dr. Criss maintained a part-time private outpatient mental health practice focused primarily on children's issues from 1996-2008. Dr. Criss' dissertation was a study concerning client violence towards social work students. In the past few years, Dr. Criss has done training on reporting child abuse and on spirituality and religion in mental health practice.

Dr. Criss is an active member of NASW, NACSW, and CSWE. She has served on the executive council of the Heartland Unit of NASW for the past seven years and in 2009, she became the Chairperson of the Heartland Unit. Because of her interest and expertise in child sexual abuse, she has been a member of the Polk County Sexual Abuse Task Force for many years and has been part of a committee that has planned conferences with nationally known speakers on child sexual abuse.

***Velmarie Albertini, M.A., M.S.W., Ph.D.***

Dr. Albertini holds an M.A., M.S.W., and Ph.D. from Florida International University. Dr. Albertini came to Southeastern with 14 years of teaching, counseling, and administrative experience in social work and other related disciplines. She taught undergraduate and graduate courses at two major State Universities in Florida. Prior to coming to Southeastern, she served for five years as the Department Chairperson for the Christian Social Ministry Program at Palm Beach Atlantic University. Her research interests include HIV/AIDS, church social work, and adult literacy and its relationship to building economic self-sufficiency. She recently published a book chapter in *The Adult Learning Handbook* regarding adult education as well as articles in both *The Journal of HIV/AIDS and Social Services* and *The Child and Adolescent Social Work Journal*.

Dr. Albertini is an active member of NACSW, CSWE, and NASW.

## **Social Work Education**

### **Council on Social Work Education**

The Council on Social Work Education (CSWE) is the national body authorized to accredit the baccalaureate and graduate level social work programs in this country, and to assure students receive a uniform quality professional educational experience.

According to the Educational Policy of CSWE, the purposes of social work education are “to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems” (EPAS, 1.1).

CSWE promotes high quality social work education through accreditation of programs, annual conferences for social work faculty and practitioners, professional development activities, task force work on educational programming, and the publication of several journals.

Accreditation is very important in social work education. Many states require an education from an accredited baccalaureate or master’s program before being eligible for licensure as a social worker. In addition, only graduates from accredited social work programs are eligible to receive “advanced standing” in graduate level programs.

Programs seeking accreditation must comply with the Educational Policy Accreditation and Accreditation Standards (EPAS). These standards define the structure of social work education, including foundational curriculum content areas, program governance, resources, faculty and student development, and program assessment.

All social work programs must contain content in the following foundational areas:

- values and ethics
- diversity
- populations-at-risk and social economic justice
- human behavior and the social environment
- social welfare policy and services
- social work practice
- research
- field education

Southeastern University’s Social Work Program received initial accreditation in 2006 and will seek reaffirmation of its accreditation status in 2010.

### **Major Content Areas of the BSW Program**

The course of study for Social Work students at Southeastern University is based upon a liberal arts foundation that broadens each student’s world view and their understanding of human behavior and culture, strengthens critical thinking skills, and enhances spiritual,

emotional, social, academic, and professional development. The integration of Christian values and ethics with preparation for exceptional professional service to the community are at the heart of the curriculum.

The Social Work Curriculum encompasses the content areas emphasized by the Council on Social Work Education.

- Social Work *values and ethics* are infused throughout the curriculum, beginning with the Introduction to Social Work class. Each subsequent class builds upon that foundation and further develops the value base, encouraging self-awareness and exploring appropriate responses to ethical dilemmas. Throughout their course of study, students are repeatedly given opportunities to explore personal values and the “goodness of fit” between their personal mission and values and the professional value core. Students are required to understand and embrace the values of the profession, as expressed in the NASW Code of Ethics, as a condition for admission to the program.
- *Diversity and at-risk populations* are integrated through the curriculum, beginning with the Introduction to Social work class, which exposes students to the major minority groups and working with vulnerable populations, including the elderly, the disabled, children, women, and the GLBT community. Issues affecting populations-at-risk and minority groups are addressed in Human Behavior in the Social Environment I and II as a context for understanding the impact of culture, diversity, oppression, and discrimination on the individual throughout the life cycle and on interactions with systems of all sizes including families, groups, organizations, and communities. Through the use of case studies, students are exposed to the issues involved in working with special populations. The impact of oppression, discrimination, and various forms of “otherism” as they relate to the development of social policy are explored in History of Social Welfare and further analyzed in the Social Policy Class. Understanding Human Diversity explores cultural and ethnic diversity and addresses special issues of populations-at-risk such as those with disabilities and those who may be marginalized and oppressed, such as homosexual populations.
- *Social and Economic Justice* issues are presented throughout the curriculum, and emphasized in the History of Social Welfare, Social Welfare Policy, and Understanding Human Diversity. A foundational understanding of economic systems is developed in the Macroeconomics course in order to facilitate students’ ability to think critically regarding social and economic justice. In Social Welfare Policy, students are challenged to analyze a federal policy, specifically attending to social and economic issues. In Practice III, students are encouraged to become agents of change who advocate for justice and learn strategies for combating all forms of human oppression and discrimination.

- Content regarding ***Human Behavior and the Social Environment*** is divided into two courses: Human Behavior in the Social Environment I, which focuses on theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span, and Human Behavior in the Social Environment II, which focuses predominantly on macro social systems and the ways those systems promote or hinder individual well-being. Students are expected to apply knowledge gained regarding human behavior to Practice and Policy courses. The Practice sequence, in particular, thoroughly covers assessing human behavior from an ecological, systems, and person-in-environment perspective. Additionally, culturally sensitive intervention plans are discussed as a mechanism for enhancing strengths and empowering individuals in all of the systems with which they interact.
- Two core courses cover ***Social Welfare Policy and Services***: History of Social Welfare in America and Social Welfare Policy. The history course is foundational, familiarizing students with the philosophy, mission, and history of the social work profession and the history and current structures of social welfare services. In Social Welfare Policy, students gain the skills and knowledge to understand and analyze social welfare policy and social service delivery from a historical and cultural perspective. Students are challenged to become advocates for policies that promote social justice and enhance human well-being. Policy issues are infused throughout the Human Behavior sequence, and explored further in Practice III and Field Seminar. In the final semester of Field Seminar, students are encouraged to gain enhanced awareness of agency policies as well as legislation that impacts the service delivery of the practicum site and to advocate for policy change when indicated.
- ***Social Work Practice*** is taught in a four-course sequence, beginning with a pre-practice course that teaches basic helping skills such as attending, listening, focusing, clarifying, challenging, and reflecting feeling and content. Practice I focuses on generalist social work practice and problem solving skills with micro systems. The content of Practice II is on micro/mezzo social work practice with families and groups. The final practice course focuses on macro practice skills with organizations and communities. Practice with specific populations is covered in the Selected Topics course and electives.
- Culturally sensitive practice and assessment approaches and interventions from an empowerment, strengths, and ecological framework are instilled throughout the Practice sequence and emphasized in the Understanding Human Diversity course.
- The significance of ***Research*** to the practice of social work is found throughout the curriculum, encouraging students to learn to utilize the body of professional literature to further their learning and professional development. Students begin in the early courses learning how to use the resources available

to them in the library and via the internet to research topics of interest. Through their studies, students progress from completing annotated bibliographies to journal article reviews and literature reviews. Students gain skills to develop and use qualitative and quantitative research in Statistical Methods, a cognate course taught by the Psychology Department and Research Methods, which is taught by Social Work Faculty.

- **Field Education** begins with a volunteer experience in a social agency, totaling 40 hours. Taken concurrently with the introductory social work course, students are exposed to agency settings, populations served, and the functions and roles that social workers play in the social service delivery system. Field Practicum involves 450 hours in an agency setting and two field seminar courses that integrate social work knowledge, values, and skills with students' experience in the field.

### **Generalist Practice Perspective**

The Social Work Program Curriculum at Southeastern University is designed to prepare students for entry-level, generalist social work practice and/or to continue their studies in a graduate program. While there does not appear to be a widely agreed upon definition of generalist social work practice, there are central themes that dominate the professional literature. Our understanding of generalist practice is unified through the following statement:

**A generalist practice perspective is driven by values, grounded in systems theory and an eclectic knowledge base, and practiced from a strengths perspective in multiple contexts with diverse client systems of all sizes.**

1) *Driven by values:* Generalist practice is directed by a belief in the intrinsic dignity and worth of all human beings, a common goal of social justice, respect for human diversity, and a commitment to enhancing human well-being. Identification with these core professional values is a primary aspect of the preparation of social work students for generalist practice. Because identification with the professional values is considered to be a developmental process of personal and professional growth, these values are foundational to each course in the social work curriculum. An important aspect of the process of identification with core professional values at Southeastern University is the integration of faith and learning. Because the profession's values draw heavily from Judeo-Christian traditions of compassion for the poor and oppressed and service to mankind, students characteristically enter the major with a deep sense of identification with the core values. This is both encouraged, as students find support for the values of the profession in the life of Christ and the Biblical narrative; and challenged, as they are impelled to develop self-awareness of biases and possible disconnects between professional and personal values. Students are also challenged to recognize and appreciate that clients may have value systems that are very different from their own. Graduates are expected to be prepared to work in secular settings where they will encounter people with diverse value systems and priorities, as well as in the church,

where they are encouraged to become change agents, moving the church towards greater compassion and service.

2) *Grounded in systems theory and an eclectic knowledge base.* The knowledge upon which the practice of social work is based is built upon a systems perspective and an eclectic knowledge base which facilitates a multi-dimensional understanding of human behavior and needs from a “person-in-environment” perspective. Students are exposed to a broad foundation of theoretical knowledge of the bio-physical, psychological, social, cultural, and spiritual dimensions of human needs, strengths, and behavior. An ecological systems framework is utilized to enable students to integrate understanding of human behavior with interaction between and among human systems.<sup>3</sup> A broad understanding of organizational and societal issues and problems enables students to target the many systems with which people interact for change.

3) *Practiced from a strengths perspective in multiple contexts with diverse client systems of all sizes:* Effective social work practice skills are applicable in a multiplicity of contexts, settings, and systems.<sup>4</sup> Because the Social Work Program believes that basic interpersonal skills are foundational to social work practice with systems of all sizes, the Building Effective Helping Skills has been added as a foundation to the Practice sequence. This course is devoted to the development of basic interpersonal skills, allowing the practice courses to focus on the roles of generalist practitioners, assessment, and intervention. Basic problem-solving skills such as engagement, assessment, planning, implementation, evaluation, termination, and follow-up are applied to intervention with micro, mezzo, and macro systems. Assessment and intervention are based upon an empowerment and strengths perspective, with sensitivity to issues of diversity and to vulnerable populations.

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<sup>3</sup> Kirst-Ashman, K.K., & Hull, Jr., G.H. (2002). *Understanding generalist practice (3<sup>rd</sup> Ed.)*. Pacific Grove: Brooks Cole.

<sup>4</sup> Timberlake, E.M., Barber, M.Z., & Sabatino, C.A. (2002). *The general method of social work practice (4<sup>th</sup> Ed.)*. Chapter 2, p 22. Boston: Allyn & Bacon.

## Course Requirements

Students graduating from the Social Work Program at Southeastern University will receive a Bachelor of Social Work (BSW) degree consisting of 127 hours, which includes 54 hours of general education courses, 55 hours of required social work courses, and 18 electives. Three of the required Social Work courses are cognate courses taught in other disciplines including Macroeconomics, Statistics, and Abnormal Psychology. A new course, Integrating Faith & Social Work Theory & Practice, will also count as one of the required religion electives.

The Liberal Arts courses offered at Southeastern University are designed to fulfill the institution's mission by providing a common core of general education as the foundational experience of every student. The general education core is based upon a multidisciplinary, eclectic approach intended to broaden students' knowledge base and understanding of culture, history, philosophy, religion, ethics, and the applied and social sciences. As students complete the general education core, they are exposed to knowledge about American history, social problems and solutions, political thought and movements, ethics, psychology, sociology, biology, and the humanities. Through the acquiring of a core knowledge base, students are better equipped to grapple with human problems, appreciate diversity, think critically, investigate competing perspectives, and understand the "person-in-environment" context for approaching problems at all levels of the human experience. The current general education core appears below:

*Table 1: General Education Core*

General Education Core –54 Hrs				
<i>Arts of Communication – 9 Hrs</i>			<i>Recommended Term</i>	
COMM	1433	Fundamentals of Speech	Freshman	Spring
ENGL	1133	English Composition I	Freshman	Fall
ENGL	1233	English Composition II	Freshman	Spring
<i>Behavioral/Social Sciences – 9 Hrs</i>				
PSYC	1133	Introduction to Psychology	Freshman	Fall
SSCI	2133	Social Science		
			Sophomore	Fall
Historical Perspective (Select One): HIST 1013, 1023, 2013, 2023				
			Sophomore	Spring
<i>Business– 2 Hrs</i>				
BUSI	1902	Personal Financial Stewardship	Freshman	Spring
<i>*This course is cross-referenced as Religion and counts toward the 20 Hr Religion Requirement</i>				
<i>Mathematics – 6 Hrs</i>				
Select two of the following: MATH 1213, 1313, 1323, 1413, 2023, 2144, 2244				
			Freshman	Fall
			Freshman	Spring

<b>Natural Sciences (with Lab) – 4 Hrs</b>		
Select one of the following plus the corresponding lab: BIOL 1333 or NSCI 1033		
	Sophomore	Fall
	Sophomore	Fall
<b>Humanities and Fine Arts – 6 Hrs</b>		
Humanities Elective (Select One): COMM 1503, 2033, 2433, ENGL 2233, MUSC 1003, 1103		
	Sophomore	Fall
Literature Elective (Select One): ENGL 2133, 3133, 3233, 3633, 3933, 4343, 4533		
	Sophomore	Spring
<b>Religion Core – 18 Hrs</b>		
THEO 1503	Christ, Culture, and the University	Freshman Fall
BIBL 1703	Introduction to the Bible	Freshman Fall
BINT 2213	Life of Christ	Sophomore Fall
THEO 1313	Survey of Christian Theology	Freshman Spring
THEO 1902	Personal Financial Stewardship	
SOWK 3233	Integrating Faith & Social Work	Sophomore Spring
Theology Elective (Select One): PHIL 2003, 3233, MISS 3733		
	Junior	Fall
<b>Language Requirement (Intermediate Level) – 6 Hrs (Bachelor of Arts Only)</b>		
<i>Students who demonstrate proficiency at the Intermediate B Level may take 6 additional hours of General Electives.</i>		
	Junior	Fall
	Junior	Spring

The Social Work Major includes 55 hours of course work including cognate courses.

- SOWK 3413 – Mental Health Systems & Strategies Credits: 3
- SOWK 3263 – Statistics for Social Work Research Credits: 3
- SOWK 2013 - Introduction To Social Work Credits: 3
- SOWK 2021 - Field Observation In Human Services Credits: 1
- SOWK 2053 - Human Behavior & The Social Environment I Credits: 3
- SOWK 2063 - Human Behavior & The Social Environment Ii Credits: 3
- SOWK 3123 - Building Effective Helping Skills Credits: 3
- SOWK 3023 - History Of Social Welfare In America Credits: 3
- SOWK 3033 - Understanding Human Diversity Credits: 3
- SOWK 3093 - Social Welfare Policy Credits: 3
- SOWK 3133 - Social Work Practice I Credits: 3
- SOWK 4011 - Preparation For Field Education Seminar Credits: 1
- SOWK 4012 - Field Seminar A Credits: 2
- SOWK 4021 - Field Seminar B Credits: 1
- SOWK 4023 - Social Work Practice Ii Credits: 3
- SOWK 4053 - Research Methods Credits: 3
- SOWK 4113 - Social Work Practicum I Credits: 3
- SOWK 4115 - Social Work Practicum Ii Credits: 5
- SOWK 4123 - Social Work Practice Iii Credits: 3
- SSCI 3103 - Macroeconomics Credits: 3
- SOWK 3233 - Integrating Faith & Social Work Credits: 3

General Electives - 18 Hours

Total Program Hours - 127 Hours

Many of the Social Work Program courses must be taken sequentially, so it is very important for students to follow a course sequence. The ideal course sequence seeks to expose students to the social work career in the Spring Semester of their freshman year. The rationale is to begin the process of “professionalization” and identification with the social work profession early on.

Light (2001)<sup>5</sup> discovered in his research with college students that students reported greater academic success and personal satisfaction when general education courses were spread throughout the course of study and students were encouraged to take courses in their areas of interest early in their college career. Volunteer experience also added to students’ general sense of satisfaction with their college experience. A seven semester course sequence is considered ideal for those students who know that they want to major in social work as freshmen; a five semester course sequence has also been designed for students who come into the program later. The curriculum is intended to focus on the general education core in the first two years and social work courses in the last two. The seven semester course sequence includes the general core requirements, as it is assumed students will have time to plan their liberal arts courses in the recommended order. In this way, students will have had the necessary foundation on which the social work courses will build. The abbreviated four and five semester sequences include only the required social work courses. They are designed for students who transfer in or decide to become social work majors later in their course of study. An advisor will help develop an individualized plan for students who find themselves in between course sequences. The recommended course sequences appear on the following pages.

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<sup>5</sup> Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge: Harvard College Press.

**Table 2: Recommended Course Sequence – 7 Semester  
Social Work Majors  
Freshman Students Enrolling in the Fall Semester**

<b>Freshman Year</b>			
<b>Fall</b>		<b>Spring</b>	
ENGL 1133 English Composition I	3	ENGL 1233 English Composition II	3
THEO 1503 Christ, Culture & University	3	BIBL 1703 Intro to the Bible	3
PSYC 1133 Intro to Psych	3	SSCI 2133 Intro to Sociology	3
Mathematics (Math 1213, 1313, 1323)	3	Mathematics (Math 1213, 1313, 1323)	3
Humanities Elective (COMM 2033, 2433, ENGL 2233, MUSC 1003)	3	SOWK 2013 Intro to Social Work	3
		SOWK 2021 Field Observation	1
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Sophomore Year</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 2053 Human Behavior & the Social Environment I	3	SOWK 2063 Human Behavior & the Social Environment II	3
History (1013, 1023, 2013, 2023)	3	BUSI 1902 Personal Financial Stewardship	2
NSCI 1033 & 103L Life Science & Lab	4	Literature Elective (ENGL 2133, 3133, 3233, 3633, 4333, 4533)	3
COMM 1433 Fundamentals of Speech	3	THEO 1313 Survey of Christian Theology	3
BIBL 2213 Life of Christ	3	Elective	3
		SSCI 3103 Macroeconomics	3
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>17</b>
<b>Junior Year</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 3123 Building Effective Helping Skills	3	SOWK 3263 Statistics for Social Work Research	3
SOWK 3023 History of Social Welfare	3	SOWK 3093 Social Welfare Policy	3
SOWK 3033 Understanding Human Diversity	3	SOWK 3133 Practice I	3
Theology Elective (PHIL 2003, 3233; MISS 3733)	3	SOWK 4011 Preparation for Field Seminar	1
Social Work Elective	3	SOWK 3413 Mental Health Systems & Strategies	3
		Elective	3
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Senior Year</b>			
<b>Fall</b>		<b>Spring</b>	
SOWK 4023 Practice II	3	SOWK 4123 Practice III	3
SOWK 4012 Field Seminar A	2	SOWK 4021 Field Seminar B	1
SOWK 4113 Practicum I	3	SOWK 4115 Practicum II	5
SOWK 4053 Research Methods	3	SOWK 3233 Integrating Faith & Soc. Work. Theory & Practice	3
Electives	6	Elective	3
<b>Total:</b>	<b>17</b>	<b>Total:</b>	<b>15</b>

**Table 3: Recommended Course Sequence – 5 Semester  
Social Work Majors**  
*Sophomore Students Enrolling in the Spring Semester*

<b>Sophomore Year</b>			
<b>Fall</b>		<b>Spring</b>	
		Introduction to Social Work	3
		Field Observation	1
		<b>Total:</b>	<b>4</b>
<b>Junior Year</b>			
<b>Fall</b>		<b>Spring</b>	
Human Behavior & the Social Environment I	3	Human Behavior & the Social Environment II	3
Building Effective Helping Skills	3	Practice I	3
History of Social Welfare	3	Social Welfare Policy	3
Macroeconomics	3	Mental Health Systems & Strategies	3
Understanding Human Diversity	3	Statistics for Social Work Research	3
		Preparation for Field Seminar	1
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Senior Year</b>			
<b>Fall</b>		<b>Spring</b>	
Practice II	3	Practice III	3
Practicum I	3	Practicum II	5
Field Seminar A	2	Field Seminar B	1
Research Methods	3	Integrating Faith & Soc. Work. Theory & Practice	3
<b>Total:</b>	<b>11</b>	<b>Total:</b>	<b>13</b>

**Table 4: Recommended Course Sequence – 4 Semester  
Social Work Majors**  
*Junior Students Enrolling in the Fall Semester*

<b>Junior Year</b>			
<i>Fall</i>		<i>Spring</i>	
Human Behavior & the Social Environment I	3	Human Behavior & the Social Environment II	3
Building Effective Helping Skills	3	Practice I	3
History of Social Welfare	3	Statistics for Social Work Research	3
Macroeconomics	3	Mental Health Systems & Strategies	3
Introduction to Social Work	3	Social Welfare Policy	3
Field Observation	1	Preparation for Field Seminar	1
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>16</b>
<b>Senior Year</b>			
<i>Fall</i>		<i>Spring</i>	
Practice II	3	Practice III	3
Practicum I	3	Practicum II	5
Field Seminar A	2	Field Seminar B	1
Understanding Human Diversity	3	Integrating Faith & Soc. Work. Theory & Practice	3
Research Methods	3		
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>12</b>

## **Transfer of Credit Policy**

Incoming transfer students discuss transfer credits with both the Registrar and the Program Director. The Social Work Program's policy concerning transfer credits also includes the policy on credit for life experience. This policy is intended to:

1. Avoid academic redundancy by recognizing prior achievement.
2. Promote the integrity of the Social Work Program by assuring transfer students meet or exceed the Southeastern Program standards.
3. Insure that transfer students complete the minimum number of hours in residency at Southeastern. The Southeastern University Catalog states that candidates for a Bachelor degree must complete the final 25 percent of their program of study at Southeastern University.

### **General Education Credit**

The Registrar reviews and approves the general education credits of transfer students.

1. Students transferring from a regionally accredited two year institution with an associate degree are admitted at the junior level.
2. All credit for general education courses completed satisfactorily (grade of "C" or above) at a regionally accredited institution is transferable to Southeastern as meeting the institutional requirements, provided the completed courses are comparable to courses currently offered at Southeastern. Courses accepted in transfer admission are recorded as credit, but are not computed in the student's grade point average.
3. Further details of the Southeastern University Transfer of Credit policy can be obtained in the Southeastern University Catalog.

### **Social Work Core and Cognate Credits**

1. Cognate courses are those required by, but not taught by, the Social Work Department. Social Work majors are required to take the following cognate courses to meet General Education requirements for the BSW degree:
  - a) NSCI 1033 Life Science or BIOL 1333 Essentials of Human Anatomy
  - b) SSCI 2133 Introduction to Sociology
  - c) PSYC 1133 Introduction to Psychology

These courses will be reviewed and approved as would any General Education credit considered for transfer.

2. In addition, students are required to take BUSI 2103 Macroeconomics as part of the core curriculum for the BSW degree. This course will be reviewed as part of the core curriculum.
3. Comparable foundational social work classes (2000-3000 level courses) may be transferred from CSWE accredited Social Work Programs at the discretion of the Program Director and the Registrar. Students requesting the transfer of a course as a substitution for a core social work course will be asked to supply the following information to assist the evaluation process and to ensure course content is not repeated and social work course credit is given where due :
  - a) Catalog from the sending institution that contains a full course description of each course
  - b) Official syllabus
  - c) Course objectives
4. It is the student's responsibility to obtain and submit all the pertinent information for review.
5. The Social Work Program Director and the instructor teaching the course in the core curriculum will review the proposed substitution on an individual student and course basis. They will evaluate the pertinent information submitted by the student. To transfer the proposed core course it must meet the criteria of the program and the Council on Social Work Education's Curriculum Policy Statement.
6. Students transferring into the Social Work Program must formally apply to the program just as other students in the Social Work Program. Because the field education requirement occurs during the last semester, transfer students will likewise formally apply to field education as the program outlines.

### **Non-Transferable Credits**

Senior level practice courses and Field Experience and Seminar cannot be transferred from either accredited or non-accredited schools.

### **Non-Accredited Program Credit**

The Social Work Program does not accept the transfer of core curriculum courses or the Field Experience and Seminar from non-accredited social work programs. Consideration may be given for acceptance of credits from a social work program that is in candidacy for accreditation. Such courses will be evaluated individually and will require the evaluation of the University catalog, official syllabus, course objectives, student assignments, and the text.

**Other Information Concerning Transfer Work**

The number of social work courses required at the junior and senior levels may make it difficult for the transfer student to enter the Social Work Program after the first semester of the junior year and complete a degree over four semesters. Transfer students may need to complete an additional semester in order to complete the religion requirement of 18 hours, as well as social work core requirements.

Students who wish to take courses at another college or university during the summer or a regular semester should, after talking with their advisor, check with the Registrar to determine whether or not courses will transfer into Southeastern's Social Work Program.

**Life Experience Credit**

Credit for life experience is not given in part or in whole in lieu of the Field Experience and Seminar or other core social work courses.

## **Student Development**

### **Admission**

Admission to the Social Work Program is intended to be the first step in the student's "professionalization" and a process through which students and faculty can evaluate the "goodness of fit" between the student's personal mission, goals, and values and the social work profession. Students are expected to apply for admission in the first semester of their junior year by completing the admissions packet provided by the program prior to enrolling in the Practice sequence.

Students who transfer to Southeastern University or change majors in the fall semester may enroll in Intro to Social Work, Field Observation, HBSE I, History of Social Welfare, or Building Effective Helping Skills prior to formal admission to the program. They may not, however, enroll in any of the Practice courses.

Once an application is received it is evaluated by the Admissions Committee, which is comprised of the Social Work Program faculty and the Director of Academic Advising. Admission into the Social Work Program is based upon the assumption that students will acquire certain competencies, knowledge and values to facilitate their success in the Social Work Program. As a professional program, expectations for student success exceed academic merit. In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates student readiness for admission and the academic performance of its students in four general areas:

- Basic Abilities to Acquire Professional Skills
- Mental and Emotional Abilities
- Professional Performance Skills
- Scholastic Performance.

These basic skills and abilities serve as the foundation upon which the professional curriculum will build. These four areas have been incorporated into the Student Excellence Standards which were adopted for implementation in the Fall of 2003. These standards have been adapted with permission from the University of Texas Standard for Social Work Education. These criteria support the Program's mission, goals, and objectives. The Student Excellence Standards are the basis for the requirements for admission as well as the criteria by which academic performance is evaluated. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continuance in the Social Work Program. Both professional behavior and scholastic performance comprise the following program standards.

## **Student Excellence Standards**

### **Basic Abilities Necessary to Acquire Professional Skills**

#### 1. Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

##### a) *Written:*

- Writes clearly.
- Uses correct grammar and spelling.
- Applies appropriate writing style, including American Psychological Association (APA) referencing, with appropriate source citation and documentation.
- Demonstrates sufficient skills in written English to understand content presented in the program.
- Adequately completes all written assignments, as specified by faculty.

##### b) *Oral:*

- Effectively and sensitively communicates with other students, faculty, staff, clients, and professionals.
- Expresses ideas and feelings clearly.
- Demonstrates willingness and ability to listen to others.
- Demonstrates sufficient skills in spoken English to understand content presented in the program
- Adequately completes all oral assignments and meets the objectives of field placement experiences, as specified by faculty.

#### 2. Interpersonal Skills

a) Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others,

b) Takes appropriate responsibility for own actions and considers the impact of these actions on others.

#### 3. Cognitive Skills

a) Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field.

- b) Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research, including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice.
- c) Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

### **Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice**

1. Stress Management
  - a) Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms.
  - b) Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
2. Emotional and Mental Capacities
  - a) Uses sound judgment.
  - b) Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance.
  - c) Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
    - compromise scholastic and other performance
    - interfere with professional judgment and behavior
    - jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers).

### **Professional Performance Skills Necessary for Work with Clients and Professional Practice**

1. Professional Commitment
  - a) Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
  - b) Demonstrates a commitment to the essential values of social work, including the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
2. Professional Behavior
  - a) Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community.
  - b) Appearance, dress, and general demeanor reflect a professional manner.

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- c) Shows potential for responsible and accountable behavior to practice within the scope of social work by:
    - respecting others
    - being punctual and dependable
    - prioritizing responsibilities
    - attending class regularly
    - observing deadlines
    - completing assignments on time
    - keeping appointments or making appropriate arrangements
    - accepting supervision and criticism in a positive manner
  - d) Works effectively with others, regardless of authority level.
  - e) Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution.
  - f) Shows a willingness to accept feedback and supervision in a positive manner, as well as to use such feedback to enhance professional development.
3. Self Awareness
- a) Shows awareness of self and how one is perceived by others.
  - b) Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships.
  - c) Accurately assesses one's own strengths, limitations, and suitability for professional practice.
  - d) Reflects on one's own limitations as they relate to professional capacities.
  - e) Is willing to examine and change behavior when it interferes in working with clients and other professionals.
4. Ethical Obligations
- a) Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics Ethical Behaviors, including:
    - No history of charges and/or convictions of an offense that is contrary to professional practice.
    - Systematic evaluation of clients and their situations in an unbiased, factual way.
    - Suspension of personal biases during interactions with others.
    - Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
    - Appreciation of the value of diversity.
    - Effective and nonjudgmental work with others who are different from oneself.

- 
- Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
  - No imposition of personal, religious, sexual, and/or cultural values on clients.
  - Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
  - Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
  - Demonstration of honesty and integrity by:
    - ✓ being truthful about background, experiences, and qualifications
    - ✓ doing one's own work
    - ✓ giving credit for the ideas of others
    - ✓ providing proper citation of source materials
  - Demonstration of clear, appropriate, and culturally sensitive boundaries.
  - Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

## **Admission Requirements**

The Student Excellence Standards are reflected in the criteria for admission to the program.

Each student applying for admittance to the Social Work Program will:

- Have a minimum of a 2.5 grade point average.
- Apply in 2<sup>nd</sup> Semester of Sophomore year and have at least 45 hours of credits.
- Have no less than a “C” in any Social Work class.
- Submit a written application.
- Complete a minimum of 40 hours of volunteer work in a social service agency.
- Have a letter of recommendation from a volunteer agency supervisor, minister, or other organizational setting where the student has been involved in direct contact with individuals seeking services.
- Have a letter of recommendation from an individual such as minister, campus life pastor, or residential assistant, who can attest to the student’s social skills and suitability for working with people.
- Demonstrate proficiency in written language. (Have a minimum grade of “C” in English Composition.)
- Submit a personal narrative including interests, strengths and a suitability for a career in Social Work
- Submit a values statement describing the “goodness of fit” between social work and your personal values.
- Sign a statement confirming their commitment to uphold social work and Christian values as stated in the NASW Code of Ethics and the NACSW Statement of Faith.
- Sign a self-disclosure statement regarding any criminal history.

Applicants for admission to the Social Work Program will be asked if they have been convicted of a felony. Many volunteer organizations and field placement sites will require a background check and fingerprinting. A past conviction of a felony will not necessarily prevent a student from being admitted to the Social Work Program, however, failure to report a felony conviction will result in termination from the program.

Admission into the Social Work Program is not based on race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or veteran status.

The application for admittance to the Social Work Program will render one of three outcomes:

1. **Admission.** Students will be notified of their acceptance by letter and assigned an advisor, if they do not already have one. They will be directed to make an appointment with their advisor to plan for the following semester as well as their entire course of study at Southeastern University.
2. **Provisional Admission.** Provisional admission may be granted to students who do not meet all of the criteria but show promise as future social workers. The student will be informed of terms and conditions under which they will be admitted. Provisional admission will be changed to admission or denial upon completion (or lack thereof) of the requirements that stipulated the “provisional admission” status. Students may take Social Work courses during this time, through the first Practice course.
3. **Denial.** The candidate will be notified in writing of specific reasons for his/her denial. Any student who wishes to take further social work courses after being denied admission will be directed to meet with the Program Director to develop a plan that has the highest potential for admission at a subsequent application. Any student who feels they have not been treated fairly during the course of the admission process is encouraged to discuss their complaints with the Program Director. Students have the right to appeal any decision made using the Grievance Procedures outlined in the following pages.

## **Probation/Dismissal Policy**

Upon admission to the program students must continue to meet the following conditions for continuance in the Social Work Program:

1. Minimum overall G.P.A. of 2.0.
2. Minimum overall G.P.A. of 2.5 in Social Work Courses.
3. Commitment to the Student Excellence Standards, including development of professional behaviors and attitudes such as taking responsibility for one's own learning, ethical behavior, development of interpersonal skills, and habitual attendance and punctuality, with advanced notification of absences whenever possible.
4. Commitment to the NASW Social Work Code of Ethics.

### **Scholastic Performance**

Students are considered to be in academic difficulty if their GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.5 in the major. Failure to maintain a passing grade in field practicum will result in dismissal from the placement. Continuance within the program or further placements will be subject to a Student Continuance Review. A review will be called if a student earns a D or F in any required social work courses. Students may be allowed to retake a Social Work course for which they received a grade lower than C. An overall GPA of 2.0 is required for graduation. Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog.

### **Academic and Non-Academic Dismissal**

In the event that a student consistently fails to meet the conditions for continuance in the Social Work Program as discussed in the Student Excellence Standards and has not responded to efforts to remediate these issues, it may be necessary to place him/her on probation or dismiss them from the Program.

Students may be dismissed from the BSW Program if they violate university standards, Student Excellence Standards, and/or the NASW Code of Ethics. These violations may be either academic or non-academic in nature. Except in cases of gross misconduct leading to immediate dismissal, at least one student review will have been held and a Student Development Plan will have been developed prior to a decision to dismiss a student from the program. Circumstances which may result in termination from the BSW Program include, but are not limited to:

1. Failure to demonstrate or maintain one or more of the qualities or conditions required in the admission criteria or the Student Excellence Standards.
2. Failure to satisfy requirements for the removal of academic probation after having been readmitted following academic restriction.

3. Failure to meet or maintain academic requirements established by the faculty for the BSW Program. This includes maintaining a minimum GPA of 2.0 and maintaining a 2.5 GPA in Social Work courses.
4. Failure to use practice skills and demonstrate Social Work values in ways judged to be in accordance with the NASW Code of Ethics.
5. Failure to fulfill the conditions of a Student Development Plan designed to remediate issues that may warrant dismissal from the program.
6. Consistent and repeated tardiness and/or absence from class.
7. Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student (Faculty must adhere to University guidelines. For complete University policy and procedures, see *Southeastern University Student Handbook*, p. 19).
8. Inability to develop the interpersonal skills necessary for effective social work practice with clients and diverse populations or inability to establish and maintain functional and collegial relationships with fellow students, faculty members, and field educators.
9. Failure to apply the knowledge, skills, and values learned in the classroom to the field experience as evidenced by unsatisfactory performance in the field.
10. Evidence of chemical dependency or illegal use of drugs while enrolled in the program.
11. Gross misconduct, which may result in immediate dismissal from the program.
12. Any threat or attempt to harm oneself or someone else.
13. Commission of a criminal act that is contrary to professional practice, occurring either during the course of study or prior to admission to the School of Social Work and becoming known after admission. This may include discovery of a felony conviction which the student did not reveal in the admissions process.

## **Student Development Plan**

The Student Development Plan is intended to remediate any academic or non-academic issues that threaten the student's success in the Program. The Student Development Plan may be completed any time during the student's admission or progression in the course of their studies.

The student's progress in achieving the specified objectives on the Student Development Plan will be reviewed at least once during the following semester, or more frequently if merited. The progress will be documented on the Student Development Plan Progress Review. This review is attached to the original Student Development Plan and kept in the student's advising folder. Both documents are stored indefinitely and considered confidential. If the purpose for which the Student Development Plan was initiated is deemed a gross violation of the institution's community expectations, responsibilities, and policies outlined in the Southeastern University Student Handbook, it will be shared with the department chair and the Dean of the College of Arts and Sciences. Gross misconduct may result in immediate dismissal from the program without a Student Development Plan.

A Student Development Plan may be written to address the academic or non-academic provisions needed for admission or retention in the Social Work Program (see Dismissal Policy) or for students who need to demonstrate growth or development in one or more of the following areas:

- Professional
- Academic
- Interpersonal
- Spiritual
- Social work skills
- Ethical
- Other

Students failing to make substantial changes toward or comply with the objectives agreed upon in the Student Development Plan will be dismissed from the BSW Program per the Academic and Non-Academic Dismissal Policy.

## **Student Continuance Reviews**

Social Work students are expected to demonstrate professional behavior in both the Southeastern and broader communities, including the classroom and field agencies, all of which reflect a commitment to the ethics of the Social Work profession. Behavior contrary to these ethics is cause for review of the student's admission to the Social Work Program or current status in the program.

Three levels of review can occur in the Social Work Program when reviewing student's academic and non-academic performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty will share pertinent information with each other for the professional purpose of identifying student issues and enhancing resolving the concerns.

### ***Level 1***

A Level 1 review involves the student and a faculty member. When a faculty member has concerns about a student enrolled in the Social Work Program meeting any of the academic or non-academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:

1. Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties. The student will be counseled regarding areas for growth or development.
2. Inform the Program Director of the concerns in order to identify potential patterns and issues related to the student
3. Document dates and content of meetings with student on a Student Development Plan if necessary.
4. If a problem arises in field, the agency-based field educator will discuss concerns directly with the student and with the field coordinator. It is the responsibility of the field coordinator to make the Program Director aware of any concerns.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section. In this case, the Student Development Plan would be updated at the time of the student's semester advising to reflect appropriate resolution of the concern.

### ***Level 2***

A Level 2 review is designed to assist students in dealing with identified concerns that have an impact on their performance. It involves the student, faculty member, and Program Director. Faculty and Program Director will meet with the student when:

1. Academic or non-academic problems are judged to be repetitive, serious, or significantly impacting the student's professional performance.
2. The student is not meeting or following the Program's Student Excellence Standards or university standards, policies, and procedures.
3. Concerns have not been resolved at Level 1.

In this information gathering process, the Program Director will determine the nature of the concern with appropriate faculty, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to Level 3. A Student Development Plan will be developed if the student does not have a Student Development Plan already in process.

If a problem arises in field, the agency-based field educator and the Field Coordinator will conduct the review with the student.

### ***Level 3***

A Level 3 review involves the student, faculty member, Program Director, and faculty who have had direct experience with the student in either the classroom or field. Generally, this level review is called when:

1. Consistent problematic patterns are identified with the student.
2. The issues are serious enough to require formal consultation with other faculty and the student.
3. Concerns have not been resolved in prior reviews.
4. Issues relate to a student not meeting the criteria for academic or non-academic performance (often involving professional or ethical behaviors).
5. The student is being considered for withdrawal or discontinuance in the program.

In most instances, a Level 3 review is sufficient to deal with student performance and is the last decision-making step in the review process at the Social Work Program. When a Level 3 review is called, the Program Director will convene a meeting with the student

and appropriate faculty to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation.

Appropriate faculty to be involved in a review will include, but are not limited, to those who have direct knowledge of and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

After the review meeting has occurred, the Program Director will consult with the Chair of the Behavioral Science Department to discuss the situation and make recommendations regarding the student. Based on the review, conference with the Department Chair, and an objective assessment of the information provided, the Program Director will inform the student of the decisions, which can include one or more of the following actions:

**1. Allow the student to continue in the program with no conditions**

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

**2. Establish formal conditions for the student's continuance in the program**

In these situations, specific conditions must be met in order for the student to remain in the program. Actions may include:

- Establishing goals, a timeline, and appropriate monitoring.
- Providing mentoring and support.
- Placing the student on probation and monitoring the student during the probationary period.
- Referring the student to counseling and/or advising services.
- Allowing the student to follow a reduced course load.
- Delaying entry to the field practicum
- Requiring the student to withdraw from the program with the option of reapplying.

**3. Consult with and/or referral to the Vice President of Academic Affairs and or the Executive Director of Student Life**

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

**4. Counsel the student to change majors/degree programs and/or discontinue the student in the program**

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

At every level review, there must be clear, concise documentation of problem areas on the Student Development Plan, as well as verification that these concerns have been discussed with the student and attempted to be rectified, where appropriate. Students must be notified of the decision in writing within ten calendar days of the review. It is the responsibility of the Program Director to communicate the decision to the student.

## **Student Rights and Responsibilities**

### Student Rights:

1. Students have the right to be treated, in all aspects of the Social Work Program, without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, and religion.
2. Students have the right of privacy of personal information.
3. Students have the right to form their own organization.
4. Students have the right to express grievance and make appeal within the Social Work Program.
5. Students have the right to an environment that is free of harassment or any other unreasonable interference with the student's performance.
6. Students have the right to have a voice in the planning, implementation and evaluation of program policies and curriculum.

### Student Responsibilities:

1. Students have the responsibility to pursue excellence in their academic and career development.
2. Students have the responsibility to act ethically and follow the NASW Code of Ethics.
3. Students have the responsibility to behave professionally as beginning social workers.
4. Students have the responsibility to provide input into the planning, revision and evaluation of program policies and curriculum.
5. Students have the responsibility to observe all duly established university, local, state, and federal regulations.
6. Students have the responsibility to refrain from actions which deny other members of the community their rights as listed above.
7. Students have the responsibility to give correct contact information, including local and permanent addresses and telephone numbers, to both the Office of the Registrar and the Social Work Program Office. Both offices must be notified immediately of any changes in telephone number or address. Official correspondence is sent to the last address given to the registrar. If the student has moved and failed to provide updated contact information, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered or received.

## **Grievance Procedure**

A student has the right to seek redress of any grievance related to his or her non-academic or academic affairs. Students are assured freedom from reprisals for the filing of their grievances. Every effort should be made to resolve grievances informally between the student and the faculty member most directly involved. If serious issues cannot be resolved informally, the student will have recourse to a formal grievance procedure conducted as outlined below. Each student may express a grievance through the following procedures with the assurance of timely and thorough consideration. All complaints must be submitted in writing.

In matters of student grievance in the Social Work Program, the following procedures are followed:

1. If the grievance pertains to a grade the student received in a course, the student should discuss with the faculty member his/her concerns and present the reasons they believe the grade should be changed.
  - a. In the event that the faculty member will not change the grade and the student is not satisfied with the decision, the student may present the case to the Program Director. The student must submit their appeal in writing within 10 days of receiving their grade the reasons for the appeal.
  - b. If the student is not satisfied with the Program Director's decision, or if the student's complaint is against the Program Director, the student may submit a written appeal to the Department Chair.
  - c. If the student still does not have satisfactory resolution after meeting with the Chair, the appeal will be forwarded to the Dean of the College of Arts and Sciences. The Dean's ruling is final in the case.
2. In situations where there is conflict with a faculty member and/or advisor, the student may present the complaint to the Program Director. The Program Director may change advisors for the student if the change is warranted.
3. In instances where a student feels they have been treated unfairly regarding admission, conditions for continuance or dismissal from the program, the student should submit a written appeal to the Program Director within 10 days of the unfavorable decision specifying the reasons that they believe the decision should be reconsidered. The Program Director will convene an ad hoc committee comprised of Program faculty, a member of the Advisory Council, and a senior BSW student selected by the Program Director and approved of by the student. The committee will hear the student's complaint and render a decision within 10 days of the committee's meeting. The committee's decision will be final.

4. In instances where the complaints include such issues as sexual harassment or discrimination, students should file a written complaint with the Social Work Program Director. The Social Work Program Director will convene an ad hoc committee comprised of social work faculty and an advisory board member to review the written grievance. In those instances where further information is necessary to make a recommendation or take action, the student may be requested to submit further information, meet with the committee as a whole, and/or present others to testify on behalf of the student. Students have the right to request any or all of the aforementioned means be presented on their behalf to the committee.
  - a. If the student is not satisfied with the decision of the committee, they may appeal to the Chair of the Behavioral and Social Sciences Department.
  - b. If the student still does not have satisfactory resolution after meeting with the Chair, the appeal will be forwarded to the Dean of the College of Arts and Sciences. The Dean's ruling is final in the case.

Additionally, students enrolled in Field Practicum I (SOWK 4113) receive a Field Instruction Manual outlining policies specific to Field. This manual outlines the expectations of the student's experience and discusses student responsibilities.

If students believe that their rights have been violated, that they were treated unfairly, or they disagree with a decision made by program faculty, they may seek due process using the Academic Appeals policy described above.

## **Field Placement Procedures**

### Description of the Program

The required Senior Field Experience is two semesters in field placement in a social agency designated by the Social Work Program training agency for Southeastern University students. This placement component is executed during the student's senior year during Fall and Spring semesters. Students will be in the field approximately 16 hours per week, Mondays, Wednesdays, and Fridays, for the semesters in the Field Placement cycle. This is open only to senior Social Work majors. An additional component of the Field Placement Program is a weekly two-hour seminar facilitated by the Field Coordinator, who will be the student's link between the field agency and the Social Work Program.

#### **A. Criteria/ Process for Beginning the Field Placement**

1. Student must be admitted to the Social Work Program.
2. Must have a 2.5 overall grade point average at the time of entering and during field placement.
3. Students must have completed:
  - Introduction to Social Work (SOWK 2013)
  - Human Behavior in the Social Environment I (SOWK 2053)
  - Building Effective Helping Skills (SOWK 3123)
  - Practice I (SOWK 3133)
  - Preparation for Field (SOWK 2011)
4. They must have completed all required Social Work courses with at least a grade of "C" before beginning field placement and must have senior standing.
5. Students must have received a "C" or better in their first semester of field (Practicum I) and Field Seminar A (SOWK 4012 and SOWK 4113) to be eligible to continue in the second semester of field (Practicum II) and Field Seminar B (SOWK 4115 & SOWK 4022). Students who receive "D" or an "F" in either semester of field placement must have the Social Work Program's permission to repeat the course.
6. A Field Application will be completed by the student during the Preparation for Field course in the spring of the junior year. The application will normally be due by the third week of January.

7. If placement is in the student's employment setting, the student must attach to the Field Application the necessary request for work site field placement form and agency agreements as indicated below.
8. Each student is required to meet with the Field Coordinator to review the Field Application to discuss possible field agencies that best correspond with the student's personal and professional qualities. These meetings will take place between January and February of each year.
9. Based on their interview, the Field Coordinator will suggest a field agency with which the student can schedule an interview. The interviews should take place no later than the end of February. The interview is an opportunity for the potential field educator to assess the student's fit with the agency. Likewise, it is an opportunity for the student to assess his/her potential fit with the agency. The student will supply the field educator with a copy of their Field Application at the interview.
10. During or after the interview, the field educator will advise the student as to possibility of joining the agency for the Practicum experience.
11. The student will inform the Field Coordinator of intentions to serve at this agency and will affirm with the agency intentions to complete the Practicum at the agency.
12. It is the student's responsibility to contact the selected field agency to inquire about requirements to be completed by the student prior to beginning placement.
13. Students must establish a professional affiliation with either NASW or NACSW in the spring of their junior year.
14. Students must purchase Student Liability Insurance and provide proof of such insurance by the end of April of their junior year. Students must have said insurance before beginning the practicum.
15. It is the student's responsibility to contact the field educator to discuss the precise start date for the internship.

## **B. Field Assignment**

The Field Coordinator is responsible for assigning students to agencies for their field work experience. **Students may not find their own placements.** Only agencies which have been designated as appropriate field placement sites may be used for field placement. Agencies must meet the requirements established by the Social Work Program to be used as a field site (See Field Manual for a list of

criteria for the selection of agencies). Field placement settings may be within a 60 mile radius of Southeastern.

### **C. Field Placement Process**

1. Students must take the two semesters of field placement in consecutive semesters, beginning with the fall semester. They must be in the same agency for two semesters, barring circumstances that may necessitate a move, as determined by the Field Coordinator.
2. Students enrolling for the first semester of field placement (fall semester) are concurrently enrolled in:

SOWK 4113 Practicum I  
SOWK 4012 Field Seminar A  
SOWK 4053 Research Methods  
SOWK 4023 Practice II (Practice with groups and families)

Students enrolling for the second semester of field (spring semester) are concurrently enrolled in:

SOWK 4115 Practicum II  
SOWK 4022 Field Seminar B  
SOWK 4123 Practice III (Practice with organizations and communities)

3. Students are expected to fulfill the time requirements of field placement and will be held accountable by their field educator and by the Social Work Program Field Coordinator.
  - a. Students are to be in their agency for 16 hours a week. This time is to be logged on a weekly basis on a Field Practicum Hours Recording Form. This form should be initialed by the field educator on a weekly basis.
  - b. If a student misses 16 consecutive hours for valid reasons and the supervisor has been notified, arrangements must be made prior to the end of the semester to make up the time during hours agreed to by the supervisor. Failure to be in placement without proper notification to the supervisor may be grounds for dismissal from field placement or failing grade depending on the circumstance.
  - c. Students who have had repeated absences without a valid reason may be subject to a Student Continuance Review. They will be required to provide evidence as to why they should not be

terminated from placement, even if the hours have been adequately made up.

- d. Students with special or unforeseen circumstances that may require individual arrangements to fulfill responsibilities, as indicated in the Field Placement Policies and Field Seminar course outline, must inform the Field Coordinator in advance or as soon as the unforeseen circumstance becomes known to make special arrangements. It is expected, however, that students must satisfactorily fulfill all their field placement responsibilities and field seminar requirements in order to receive a passing grade of “C” or higher. Failure to attend the seminar and/or to be in placement without proper notification to the Field Coordinator may be grounds for dismissal from field placement or a failing grade, depending on the circumstances. Students should review Southeastern University’s policies concerning eligibility to receive an “Incomplete” grade.
4. At the beginning of each semester in field placement, students develop a Learning Plan with their field educator. This plan states the student’s individual learning objectives and describes the learning activities for which the student will be responsible in order to meet these goals. Weekly supervision by the field educator, as well as end-of-semester evaluations, provide feedback to the student regarding accomplishment of learning goals. Using information provided by the student, the field educator, the field placement evaluation, and the visit to the agency, the Field Coordinator assigns a final grade to each student in placement. Attendance, participation, integration of material from the seminar, to practice in field placement, AND A PASSING GRADE IN BOTH THE FIELD SEMINAR AND FIELD PRACTICUM are required in order to receive a passing grade for the courses.
  5. Students who do not complete their field placement requirements and need to redo the placement are also required to retake the field seminar, even if they completed the seminar satisfactorily.
  6. In order to pass both Social Work 4113 and Social Work 4115 (Practicum I and II), a student must pass both the practicum and seminar components of the courses with a grade of “C” or higher.
  7. Students who request a “W” and “I”, or who are in jeopardy of failing Social Work 4113 or 4115 (Practicum I or II), must inform the Field Coordinator, who will convene a meeting with the student to develop a plan to complete the Field Placement requirements.

8. For conditions which might necessitate review of students' standing in field placement, see the Student Development Policy and the Academic and Non-academic Dismissal Policy.
9. Students who engage in unethical conduct, behave in an unacceptable manner, according to the NASW Code of Ethics, agency and/or field placement policy, falsify records, or misrepresent themselves or their work are subject to dismissal from the Social Work Program and will receive an "F" in Field Placement.
10. The program will not make copies of field evaluations for any purpose. Students who wish to keep copies of their evaluations should copy them before they are turned into the Social Work Program for grading purposes.
11. Academic credit for life experience and previous work experience shall not be given in lieu of field placement.

### **Field Placement at Place of Employment**

The standard policy of the program is that students who come into the Social Work Program as social service providers will complete a field practicum in an agency different from the place of employment. This is based on the educational rationale that students should be exposed to the broadest variety of learning experiences.

However, the program recognizes that rising costs are limiting factors in enabling some working students to have field placements outside their employing agencies. The program also recognizes that agencies have an investment in a valued employee and may be willing to make further commitment to the student's professional development by allowing the student to remain in employment while in field placement within the agency.

Therefore, a student employed in a social service agency may make a request of the Field Coordinator that the agency be evaluated as a site for internship. The use of an agency setting where a student is already an employee may be permitted under the following conditions:

1. Availability of release time for course and field practicum instruction.
2. Clear definition between work related assignments and student educational objectives and assignments, as well as a significant difference in the work hours, activities and duties.
3. The practicum experience must take place with a different client population, program area, or service area.
4. The student must demonstrate that field practicum instruction is educationally focused in areas of new learning for the student, rather than solely centered on agency services.

5. The field educator is not the student's administrative supervisor, nor did the field educator previously supervise the student. The rationale for this condition is that the field educator is more likely to concentrate on learning objectives and processes rather than on completion of agency tasks. Additionally, the field educator is more likely to be more objective about the student's performance.
6. If there is no additional person available at the employing agency who meets the criteria for field educator, the utilization of an experienced off-site MSW or BSW will be considered. Under no circumstances will the student pay for the services of an off-site supervisor.
7. The agency must agree that the Student Learning Plan will guide the Field Practicum experience.
8. The agency meets the same criteria as other field practicum agencies.
9. Student must complete a proposal (See appendix) for completing field practicum in the same agency as the student is employed. This proposal will be reviewed by the Field Coordinator and the Program Director.

### **Stipend/Paid Placements**

Paid placements must be structured so that the student is receiving a stipend, but is not being paid for service delivery. The payment of a stipend must in no way place employment expectations or requirements that result from the remuneration of the student. Paid placements/stipends must be approved by the Field Coordinator, and the Program Director.

## **Student Opportunities**

### **Social Work Club**

The Social Work Club is a student-led organization that focuses on student social work activities. The constitution and by-laws for the organization were student-developed. Its stated purpose in the club's constitution is "to accurately promote awareness of the Social Work profession, positively affect the surrounding community, and to encourage, uplift, and fellowship with fellow Social Work majors." The Social Work Club, which began formally meeting in the Fall of 2001, has an executive council that consists of four officers. These elected officers meet biweekly to plan activities for social work students; activities that are typically sponsored twice per semester. The club meets approximately once per month, charges no dues for membership, and is open to all Social Work majors and anyone else interested in learning more about social work. The Social Work Club President represents the club and interests of Social Work students on the Student Government Organization and on the Social Work Program Advisory Board. This organization is advised by the Social Work Program Director.

### **Phi Alpha Honor Society**

The Xi Psi Chapter of the Phi Alpha Honor Society was established in 2006 to provide a closer bond among the students of social work and to further promote humanitarian ideals. Phi Alpha fosters high standards of education for social workers and invites to membership those who have attained excellence in scholarship and achievement in social work. To be invited to attend this honor society a student must meet the following requirements:

- Declare social work as a major
- Achieve sophomore status
- Be admitted to the social work program
- Complete 9 semester hours of required social work courses
- Achieve an overall grade point average of 3.0 on a 4.0 scale
- Achieve a 3.25 grade point average in required social work courses

Students will be specifically invited to become a member of Phi Alpha. After payment of the national and local lifetime membership fee of \$30, students will be invited to participate in an induction ceremony. Phi Alpha Honor Society members are signified at Southeastern University's graduation ceremonies by the wearing of blue and gold honor cords.

### **National Association of Social Workers (NASW)**

Social work students are eligible to join National Association of Social Workers, attend local chapter meetings as well as state and national conferences. Student membership is available at one-quarter the regular dues and, following graduation, the graduate pays only one-half the regular dues for 2 years. NASW offers professional liability insurance which is required to enroll in Field Practicum. Other benefits of NASW membership

include full subscription to the journal *Social Work* and the periodical *NASW News*, along with opportunities for leadership and interaction with local social workers and resources.

### **North American Association of Christians in Social Work (NACSW)**

NACSW supports the integration of Christian faith and professional social work practice in the lives of its members, the profession and the church, promoting justice in social service and social reform. Student dues are less than one-third the cost of regular dues. Services and benefits of membership include opportunities to network with other Christians in social work and other Christian organizations and resources, free or discounted publications and materials as well as discounted rates at conventions and conferences, access to current job postings and employment information, and eligibility for NACSW's professional liability insurance at competitive rates.

**Code of Ethics**  
*of the National Association of Social Workers*

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

**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 is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services.

Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

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

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

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

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

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

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

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

worker's disclosure of confidential information among the parties involved in the counseling.

- (h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

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

### **1.08 Access to Records**

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

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

### **1.09 Sexual Relationships**

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

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

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed

decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism

may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, 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, 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.

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## **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.

## **NACSW Statement of Faith and Practice**

### **Tenets emphasizing Christian beliefs:**

1. There is one God, who created and sustains everything that exists, and who continues to be active in human society.
2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
4. God works in and through people in the person of the Holy Spirit.
5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

### **Tenets emphasizing human relationships and responsibilities:**

7. Every individual is a person of worth, with basic human rights and essential human responsibilities.
8. The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, gender, race, ethnicity, national origin, life philosophy, family, culture, and economic and social structures.
9. Human beings are interdependent with each other and with their social and physical environments.
10. Jesus Christ is Lord over all areas of life, including social, economic and political systems.

### **Tenets emphasizing vocation:**

11. A dynamic relationship exists between the Christian life and social work practice.
12. Christians in social work ought not to be motivated by temporal wealth, power or security.
13. Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
14. Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.

15. Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
16. Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

## Recommended Electives for Social Work Majors

### BUSINESS

#### **BUSI 3203 PRINCIPLES OF MANAGEMENT - (3 credits)**

As a survey of the fundamentals of administration and management, this course covers the fundamentals of planning, organizing, staffing, leading and controlling. The study seeks to integrate the functions of management with appropriate quantitative and behavioral concepts.

#### **CTIS 1133 INTRODUCTION TO COMPUTERS - (3 credits)**

This course is intended for those students wishing to gain an awareness of computers and their roles in fields such as business, education, humanities, and the behavioral, natural, and social sciences. This course also covers word processing, spreadsheets, graphical presentations, and database management systems. In addition, the course will include project management, the Internet, and hardware/software needs assessment.

#### **MNGT 4143 LEADERSHIP, FOLLOWERSHIP AND TEAMWORK – (3 credits)**

This course surveys the basic theories, styles and applications of leadership including relational, task, transitional and transformational. It further considers performance effectiveness in conjunction with teamwork, synergy and followership. Prerequisite: BUSI 3203

### HISTORY

#### **HIST 3533 AFRICAN AMERICAN HISTORY AND CULTURE - (3 credits)**

A survey of the African American experience including history and culture from the early 17th century through the present day. Emphasis is placed on the slave experience, the debate over abolitionism, the development of Jim Crow laws, the mass exodus from the south, the rise of Black Nationalism and the contributions of African Americans to science, politics, music and literature.

#### **HIST 4833 LATIN AMERICAN HISTORY AND CULTURE - (3 credits)**

A survey of the European impact upon the peoples of the Caribbean, Central and South America, and their development since the wars of liberation, together with the basic elements of present culture.

### LANGUAGE & COMMUNICATION

#### **ENGL 3433 ADVANCED EXPOSITORY WRITING - (3 credits)**

In-depth study and practice in various aspects of expository writing, with attention given to stylistic features. Opportunities for both student and instructor responses to student writing will be provided.

**ENGL 3933 AFRICAN-AMERICAN LITERATURE - (3 credits)**

A survey of significant African-American writing from 1746 to the present, with attention given to social, political, and cultural contexts. Prerequisite: ENGL 1233

**LANG 1144 ELEMENTARY SPANISH - (4 credits)**

An elementary course designed for students who wish to develop the basics of speaking, listening, reading, and writing Spanish. Students will learn beginning grammar concepts, gain a strong vocabulary base, practice nuances of pronunciation and explore the Hispanic/Spanish culture as reflected in different Spanish-speaking countries.

**LANG 2133 INTERMEDIATE SPANISH - (3 credits)**

A proficiency-oriented course designed to review and expand mastery of essential structures and to further develop the student's abilities in speaking, listening, reading, and writing the Spanish language. Prerequisites: LANG 1144 and 1244 or satisfactory competence on a University approved assessment.

**PSYCHOLOGY****PSYC 2233 MARRIAGE AND FAMILY - (3 credits)**

The study of the major issues related to courtship, marriage, and family formation. Special attention is given to the social conditions influencing courtship, marriage, divorce and family life. Topics include dating rituals, gender differences, expectations, parenting, family dysfunction, family violence and strategies for sound relating. The role of family counselors and therapists is also discussed. Prerequisite: PSYC 1133 or 1233

**PSYC 3033 GROUP DYNAMICS - (3 credits)**

A study of group theory, with particular attention to therapeutic group process. The role of the leader, issue-specific or problem-specific group facilitation, and strategies for dealing with particular group process issues will be emphasized. Participation in group process is required of every student. Prerequisite: PSYC 1133 or 1233

**PSYC 3103 MARITAL AND FAMILY THERAPY - (3 credits)**

The study of counseling approaches to family problems, including the family systems approach. Issue areas explored include communication, role expectations, and sexual dysfunction. Various counseling techniques related to marital maladjustment are explored. Principal approaches to conjoint marital therapy and family therapy are emphasized. Prerequisite: PSYC 1133, 1233, 2133, 2233

**PSYC 3111 INTERPERSONAL RELATIONSHIP GROUP - (1 credit)**

This course consists of a one-hour weekly group experience in interpersonal relationships and growth led by an instructor and senior co-leader. Personal growth and development of the student is encouraged. Positive self-regard and positive regard and acceptance of others are fostered. Prerequisite: PSYC 1133 or 1233

**PSYC 3203 HUMAN SEXUALITY - (3 credits)**

A study of the biological, psychological, socio-cultural, and biblical contributions to contemporary understanding of sexuality. Prerequisite: PSYC 1133 or 1233

**PSYC 3833 SUBSTANCE ABUSE AND RECOVERY - (3 credits)**

A study of the nature and causes of substance abuse and addiction. The psychological and social dynamics of addiction are explored, with an emphasis on models of treatment and patterns of recovery and recidivism. Prerequisite: PSYC 1133 or 1233

**PSYC 4003 SELECTED TOPICS - (3 credits)**

A seminar for investigation of specialized topics in psychology not addressed by other courses. Content is determined by the department to address special needs or interests. May be repeated for a maximum of six hours. The same topic may not be repeated.

**PSYC 4043 DIAGNOSIS, ASSESSMENT & CASE MANAGEMENT - (3 credits)**

Introduction to the skills needed for client diagnosis, assessment and case management that currently are used in the helping professions. The course will focus on identifying pertinent information for preliminary assessment of a presenting problem; goal setting and contracting; monitoring for progress; and documenting sensitive client data. Topics will include individual psycho-social assessments and family assessments. Prerequisites: PSYC 2333, 3003, 3233, and 3633

**RELIGION****BIOT 4123 THE BOOK OF JOB - (3 credits)**

An analysis of the problem of evil and suffering in relation to a sovereign God as presented in the book of Job. Prerequisite: BIBL 2622

**PMIN 4133 PASTORAL COUNSELING I - (3 credits)**

A study of biblical basis for pastoral counseling, the basic techniques of pastoral care, a general introduction to the major areas of pastoral concern, counseling the sick, the grief-stricken, teenagers, the aged, those in crisis.

**PMIN 4522 CONFLICT MANAGEMENT - (2 credits)**

Based upon biblical and behavioral concepts, this course is designed to equip religious leaders with an understanding of conflicts, and the skills to deal with them. It is based upon the premise that conflicts are inherent in being humanly alive and that salvation does not involve the absence of conflicts, but the realization of redemptive outcomes in conflicts. The goals to be achieved are interpersonal acceptance and group effectiveness.

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**SOCIAL SCIENCE**

**SSCI 4133 UNITED STATES GOVERNMENT - (3 credits)**

A study of American politics: the constitutional basis, organization, and function of our government.

**SOCIAL WORK**

**SOWK 3013 CHILD & ADOLESCENT ISSUES & INTERVENTIONS - (3 credits)**

This is a study of major issues affecting children, adolescents, and their families. Special attention is given to the issues of childhood trauma and abuse, child care, dissolution of the family, juvenile delinquency, effects of poverty on children, and issues of dependency including foster care, kinship care, adoption, and residential child care. Child appropriate intervention strategies will be introduced to assist in working with children in effective ways. This course is cross-referenced with PSYC 3013.

**SOWK 4003 SELECTED TOPICS – (3 credits)**

A seminar for investigation of specialized topics in social work not addressed by other courses. Content is determined by the department to address special needs or interests. May be repeated for a maximum of six hours. The same topic may not be repeated.