

# SOUTHEASTERN UNIVERSITY

## SOCIAL WORK PROGRAM



### *2017-2018 BSW Student Handbook*

Southeastern University

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## **Introduction**

It is our unique privilege to come alongside you as you consider a calling to serve others through professional social work practice. 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**

### **Social Work as Calling**

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 rather than a realistic picture of the profession. Social work has more realistically been called a "helping profession." In fact, NASW defines social work as a profession "devoted to helping people function the best they can in their environment."<sup>1</sup>

Historically, social work as a profession has its roots in the Judeo-Christian values of compassion, love for the other, 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 those at risk, 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 (2011)<sup>2</sup>, this "spark" enables those who are "called" to

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<sup>1</sup> Choices - Careers in Social Work. (n.d.). Retrieved September 22, 2016, from <https://www.socialworkers.org/pubs/choices/default.asp>

<sup>2</sup> LeCroy, C.W. (2011). *The Call to Social Work: Life Stories*. Thousand Oaks, CA: Sage Publications.

“contribute to compassion and justice in the world, to pursue social transformations, [and] to provide a vision for a better way of living.”

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 being willing to challenge injustice in our world.

### **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 a wide variety of settings and fulfill a multiplicity of functions, roles, and responsibilities. A few examples of professional careers in social work include school social work, child welfare, employment counseling, hospital social work, substance abuse counseling, adoptions, mental health counseling, juvenile court work, community organizing, geriatric social work, program administration, and family therapy.

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 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. MSW programs provide opportunities for 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 Bachelors in 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 students learn will empower them 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.

## **BSW Program Mission, Goals, and Competencies**

### **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 help students "develop their divine design to serve Christ and the world through Spirit-empowered life, learning and leadership. The mission of the program is:

*Preparing students to fulfill their calls to serve others and create change in the world around them through generalist social work practice.*

### **Social Work Program Goals**

The goals of the program are as follows:

1. To equip students to engage in the planned change process with systems of all sizes within a variety of fields and practice contexts.
2. To promote identification with the social work profession, commitment to social work values and the ability to apply social work ethical principles to guide professional practice.
3. To prepare students to become change agents who think critically about social issues and policies, and are committed to advancing social justice.
4. To encourage respect for human dignity and worth, and a commitment to strengths based practice with individuals, groups, and communities from diverse populations.
5. To create a learning context that fosters critical thinking, and enables students to apply theoretical frameworks and research to practice.
6. To prepare students to integrate faith and spirituality within social work practice with sensitivity to the diversity of settings and populations of practice.

### **Social Work Program Competencies**

Graduates of the Social Work Program at Southeastern University will:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.

3. Advance human rights and social and economic justice.
4. Engage in practice informed research and research informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Integrate faith and social work practice in a way that embraces diversity and is consistent with both the Christian faith and the NASW code of ethics.

### **CSWE Educational Policies and Accreditation Standards**

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

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. Most 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. The Southeastern Social Work Program has adopted the nine competencies required of social work graduates and added a tenth competency which addresses the unique faith orientation of the program.

#### **Competency 1.0 Demonstrate Ethical and Professional Behavior**

**1.1** Makes ethical decision by applying professional standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics as appropriate to context;

**1.2** Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

**1.3** Demonstrates professional demeanor in behavior, appearance, oral communication, written communication, and electronic communication;

**1.4** Uses technology ethically and appropriately to facilitate practice outcomes; and

**1.5** Uses supervision and consultation to guide professional judgment and behavior.

### **Competency 2.0 Engage Diversity and Difference in Practice**

**2.1** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

**2.2** Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

**2.3** Apply self-awareness and self-regulation to manage the influence of personal biases values in working with diverse clients and constituencies.

### **Competency 3.0 Advance Human Rights and Social Economic, and Environmental Justice**

**3.1** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels; and

**3.2** Engage in practices that advance social, economic, and environmental justice.

### **Competency 4.0 Engage in Practice--informed Research and Research-informed Practice**

**4.1** Use practice experience and theory to inform scientific inquiry and research;

**4.2** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

**4.3** Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5.0 Engage in Policy Practice**

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

**5.2** Assess how social welfare and economic policies impact the delivery of and access to social services;

**5.3** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6.0 Engage with Individuals, Families, Groups, Organizations, and Communities**

**6.1** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

**6.2** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7.0 Assess Individuals, Families, Groups, Organizations, and Communities**

**7.1** Collect and organize data, and apply critical thinking to interpret information from



clients and constituencies;

**7.2** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

**7.3** Develop mutually agreed- on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

**7.4** Select appropriate intervention strategies based on the assessment; Research knowledge, and values and preferences of clients and constituencies.

### **Competency 8.0 Intervene with Individuals, Families, Groups, Organizations, and Communities**

**8.1** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

**8.2** Apply knowledge of human behavior and the social-environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

**8.3** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

**8.4** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed on goals.

### **Competency 9.0 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**9.1** Select and use appropriate methods for evaluation of outcomes;

**9.2** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

**9.3** Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

**9.4** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Competency 10.0 Integrates Faith and Social Work Practice in a way that embraces diversity and is consistent with both the Christian faith and the NASW Code of Ethics.**

**10.1** Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities.

**10.2** Understand and work effectively within the context of the practice setting in regard to faith and spirituality.

**10.3** Draw from one's own faith and spirituality to practice self-care and to empower one's ability to engage in effective social work practice.

## **Bachelor of Social Work Curriculum**

### **Advising**

At the time that you declare social work as your major, one of the social work faculty will be assigned as your advisor. Your assigned advisor's name and information will appear in your account under My Schedule in the Student Information System (JICS).

Your advisor is available to help you consider career options, plan your course sequence, and mentor you academically and professionally as you explore your mission and calling. It is your responsibility to schedule appointments periodically with your advisor to review academic requirement, special needs, and to make sure you are on track for meeting your graduation goals. Many of the Social Work Program courses must be taken sequentially and have an impact on admission to the social work program and progression into the Practice courses, so it is very important to follow an approved course sequence. The university will require mandatory meetings with your advisor at key points in your academic career and may put an automatic hold on your account until you have met with your advisor. You can also schedule appointments with your advisor any time you need to consider alternatives to the typical course sequence.

### **Degree Requirements**

Students graduating from the Social Work Program at Southeastern University will receive a Bachelor of Social Work (BSW) degree consisting of 123 hours, which includes 55 hours of general education courses, 50 hours of required social work courses, and 18 electives. You may use the 18 hours of electives to declare a minor or choose from any number of electives available to Social Work majors.

The Liberal Arts courses offered at Southeastern University are designed to fulfill the university'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 environment" context for approaching problems at all levels of the human experience. The current general education core appears below:

**General Education Core-54 Hours**

***Arts of Communication—9 hours***

COMM 1433 Fundamentals of Speech  
ENGL 1133 English Composition I  
ENGL 1233 English Composition II

***Behavioral/Social Sciences—9 hours***

PSYC 1133 Introduction to Psychology  
SSCI 2133 Introduction to Social Science  
Historical Perspective (Select One): HIST 1013, 1023, 2013, 2023

***Business—3 hours***

BUSI 1903 Personal Financial Stewardship

***Humanities and Fine Arts—6 hours***

Humanities Elective (Select One): COMM 2033, 2433, ENGL 2233, MUSC 1003,  
1103  
Literature Elective (Select One): ENGL 2133, 2513, 2523, 3633, 3933, 4333, 4343,  
4533

***Mathematics—6 hours***

MATH 1213 College Algebra  
MATH 2023

***Natural Sciences (with Lab)—4 hours***

NSCI 1033 & 103L Life Sciences  
BIOL 1333 & 133L Human Anatomy and Physiology

***Religion Core—18 hours***

THEO 1503 Christ, Culture, and the University  
BIOT 1133 Old Testament Survey  
BINT 1233 New Testament Survey  
THEO 1313 Survey of Christian Theology  
SOWK 4223 Integrating Faith & Social Work Theory & Practice  
Theology Elective (Select One): PHIL 2003, 3233, MISS 3733, or HITH 3403

The Social Work Major includes 50 hours of coursework including cognate courses.

- 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 3033 - Understanding Human Diversity Credits: 3
- SOWK 3093 - Social Welfare Policy Credits: 3
- SOWK 3123 - Building Effective Helping Skills Credits: 3
- SOWK 3133 - Social Work Practice I Credits: 3
- SOWK 3303 - Writing for Social Work Practice
- SOWK 3413 - Mental Health Systems & Strategies Credits: 3
- SOWK 4011 - Preparation For Field Education Seminar Credits: 1
- SOWK 4012 - Field Seminar A Credits: 2
- SOWK 4022 - Field Seminar II Credits: 2
- SOWK 4023 - Social Work Practice II Credits: 3
- SOWK 4053 - Research Methods Credits: 3
- SOWK 4114 - Social Work Practicum I Credits: 4
- SOWK 4124 - Social Work Practicum II Credits: 4
- SOWK 4123 - Social Work Practice III Credits: 3

General Electives - 18 Hours

Total Program Hours - 123 Hours

### **Recommended Course Sequences**

The ideal course sequence exposes students to the social work career in the Spring Semester of their freshman year through the Intro to Social Work and Field Observation classes. The rationale is to begin the process of “professionalization” and identification with the social work profession early on.

The program’s Four Year Plan is ideal for those students who know that they want to major in social work as freshmen. A five semester and four semester course sequence have 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 four year plan 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 five and four semester sequences include only the required social work courses. An advisor will help put together an individualized plan for students who find themselves in between course sequences. The recommended course sequences appear on the following pages.

<b>Recommended Course Sequence-Four Year Plan</b>			
<b>Freshman Year</b>			
<i>Fall</i>		<i>Spring</i>	
ENGL 1133 English Composition I	3	ENGL 1233 English Composition II	3
THEO 1503 Christ, Culture & University	3	BIOT 1133 Old Testament Survey	3
PSYC 1133 Intro to Psych	3	SSCI 2133 Intro to Sociology	3
MATH 1213 College Algebra	3	History (1013,1023, 2013, 2023)	3
Humanities Elective (COMM 2033, 2433, ENGL 2233,MUSC 1003, 1103)	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>			
<i>Fall</i>		<i>Spring</i>	
SOWK 2053 Human Behavior & the Social Environment I	3	SOWK 2063 Human Behavior & the Social Environment II	3
BUSI 1903 Personal Financial Stewardship	3	MATH 2023 Intro to Probabilities and Statistics	3
NSCI 1033 & 103L Life Science & Lab or BIOL 1333 & 133L Human Anatomy and Physiology	4	Literature Elective (ENGL 2133, 2513, 2523, 3633, 4333, 4343, 4533)	3
BINT 1233 New Testament Survey	3	THEO 1313 Survey of Christian Theology	3
COMM 1433 Fundamentals of Speech	3	Elective	3
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>15</b>
<b>Junior Year</b>			
<i>Fall</i>		<i>Spring</i>	
SOWK 3123 Building Effective Helping Skills	3	SOWK 3413 Mental Health Systems & Strategies	3
SOWK 3303 Writing for Social Work Practice	3	SOWK 3093 Social Welfare Policy	3
SOWK 3033 Understanding Human Diversity	3	SOWK 3133 Generalist Practice with Individuals	3
Theology Elective (PHIL 2003, 3233; MISS 3733, or HITH 3403)	3	SOWK 4011 Preparation for Field Seminar	1
Elective	3	Electives	6
<b>Total:</b>	<b>15</b>	<b>Total:</b>	<b>16</b>
<b>Senior Year</b>			
<i>Fall</i>		<i>Spring</i>	
SOWK 4023 Generalist Practice Family and Groups	3	SOWK 4123 Generalist Practice Communities and Organizations	3
SOWK 4012 Field Seminar I	2	SOWK 4022 Field Seminar II	2
SOWK 4114 Practicum I	3	SOWK 4124 Practicum II	5
SOWK 4053 Research Methods	3	SOWK 4223 Integrating Faith & Soc. Work Theory & Practice	3
Elective	3	Elective	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>16</b>
<b>TOTAL HOURS</b>			<b>123</b>

<b>Recommended Course Sequence – 5 Semester Social Work Courses Only</b>			
Sophomore Year			
<i>Fall</i>		<i>Spring</i>	
		SOWK 2013 Introduction to Social Work	3
		SOWK 2021 Field Observation	1
		MATH 2023 Introduction to Probability & Statistics	3
		<b>Total:</b>	<b>7</b>
Junior Year			
<i>Fall</i>		<i>Spring</i>	
SOWK 2053 Human Behavior & the Social Environment I	3	SOWK 2063 Human Behavior & the Social Environment II	3
SOWK 3123 Building Effective Helping Skills	3	SOWK 3133 Generalist Practice with Individuals	3
SOWK 3303 Writing for Social Work Practice	3	SOWK 3093 Social Welfare Policy	3
SOWK 3033 Understanding Human Diversity	3	SOWK 3413 Mental Health Systems & Strategies	3
		SOWK 4011 Preparation for Field Seminar	1
<b>Total:</b>	<b>12</b>	<b>Total:</b>	<b>13</b>
Senior Year			
<i>Fall</i>		<i>Spring</i>	
SOWK 4023 Generalist Practice Family and Groups	3	SOWK 4123 Generalist Practice Communities and Organizations	3
SOWK 4114 Practicum I	4	SOWK 4124 Practicum II	4
SOWK 4012 Field Seminar A	2	SOWK 4022 Field Seminar B	2
SOWK 4053 Research Methods	3	SOWK 4223 Integrating Faith & Soc. Work. Theory & Practice	3
<b>Total:</b>	<b>12</b>	<b>Total:</b>	<b>12</b>

<b>Recommended Course Sequence – 4 Semester Social Work Courses Only</b>			
Junior Year			
<i>Fall</i>		<i>Spring</i>	
SOWK 2013 Introduction to Social Work	3	SOWK 2063 Human Behavior & the Social Environment II	3
SOWK 2053 Human Behavior & the Social Environment I	3	SOWK 3133 Generalist Practice with Individuals	3
SOWK 3123 Building Effective Helping Skills	3	MATH 2023 Introduction to Probability & Statistics	3
SOWK 3033 Understanding Human Diversity	3	SOWK 3413 Mental Health Systems & Strategies	3
SOWK 3303 Writing for Social Work Practice	3	SOWK 3093 Social Welfare Policy	3
SOWK 2021 Field Observation	1	SOWK 4011 Preparation for Field Seminar	1
<b>Total:</b>	<b>16</b>	<b>Total:</b>	<b>16</b>
Senior Year			
<i>Fall</i>		<i>Spring</i>	
SOWK 4023 Generalist Practice Family and Groups	3	SOWK 4123 Generalist Practice Communities and Organizations	3
SOWK 4114 Practicum I	4	SOWK 4124 Practicum II	4
SOWK 4012 Field Seminar I	2	SOWK 4022 Field Seminar II	2
SOWK 4053 Research Methods	3	SOWK 4223 Integrating Faith & Social Work. Theory & Practice	3
<b>Total:</b>	<b>14</b>	<b>Total:</b>	<b>12</b>

## Field Placement

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. In some cases, students may need to complete their Field Experience in one semester. Students must complete a Block Placement Application at least one year prior to the semester in which the placement will be completed. For

details regarding field placement please refer to the **Field Placement Manual**.

## **Program Policies**

### **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, sexual orientation, 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.

### **Transfer of Credit Policies**

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
  - d) MATH 2023 Introduction to Statistics and Probabilities

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

2. 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
3. It is the student's responsibility to obtain and submit all the pertinent information for review.
4. 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.

5. Students transferring into the Social Work Program must formally apply to the program just as other students in the Social Work Program before they are eligible to enroll in any of the Practice course.

### **Nontransferable Credits**

Senior level practice courses and Practicums, and Field Seminar 1 and 2 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 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.

### **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.

### **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.

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.

### **Academic Integrity**

Plagiarism (whether intentional and unintentional) occurs when a writer uses someone else's language, ideas, or other original material without properly acknowledging the source and using proper citation. Plagiarism is considered a serious offense at SEU. It undermines the educational process and violates the integrity of the community. Plagiarism and/or cheating in this course will result in an automatic "Zero" for the assignment and a possible grade of "F" for the entire course.

Students should consult the APA manual for the proper citation of sources. Please refer to [Student Handbook](#) for further information.

Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else.

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Each time an instance of plagiarism occurs in a class assignment, the professor of the class will (a) determine the level of the offense and the appropriate consequences according to the guidelines listed in the student handbook; (b) communicate with the offending student to discuss the nature of his or her plagiarism, the plagiarism policy, and the consequences to be assigned; and (c) submit a plagiarism report to the Office of Academic Success. Please refer to the plagiarism policy in the Southeastern University catalog for further information.

### **Admission to the Social Work Program**

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 second semester of their sophomore year by completing the admissions packet provided by the program prior to enrolling in the Practice sequence. Students transferring in as juniors may apply for admission in the fall of their junior year.

Students who transfer to Southeastern University or change majors in the fall semester may enroll in Intro to Social Work, Field Observation, HBSE I, Writing for Social Work Practice, Understanding Human Diversity, 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. 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.
  - 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**

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

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 40 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 II.)
- 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 (typically completed in Intro to Social Work).
- 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.

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. 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 2.5.
2. Minimum G.P.A. of 2.5 in Social Work Program 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 2.5. 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 (C or above) 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 may be called if a student earns a D or F in any required social work courses. Students may retake a Social Work course for which they received a grade lower than C one time. Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog.

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

A student that consistently fails to meet the conditions for continuance in the Social Work Program as described in the Student Excellence Standards and has not responded to efforts to remediate these issues, may be placed on probation or dismissed 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 2.5 overall as well as in Social Work courses.

4. Failure to use practice skills and demonstrate Social Work values 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.

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 Student Handbook](#)).

7. 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.
8. Failure to apply the knowledge, skills, and values learned in the classroom to the field experience as evidenced by unsatisfactory performance in the field.
9. Evidence of chemical dependency or illegal use of drugs while enrolled in the program.
10. Gross misconduct, which may result in immediate dismissal from the program.
11. Any threat or attempt to harm oneself or someone else.
12. 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 Plans**

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 at 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. The Student Development Plan may be shared with the Program Director. If the reason the plan was initiated is deemed a gross violation of the institution's community expectations, responsibilities, and policies outlined in the [Southeastern Student Handbook](#), it will be shared with the Dean of the Behavioral and Social 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 Nonacademic 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. Student has engaged in any form of academic dishonesty. Please refer to the Southeastern Handbook dishonesty and [Plagiarism Policy](#)
3. The student is not meeting or following the Program's Student Excellence Standards or university standards, policies, and procedures.
4. 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 Dean 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 Provost and or the Vice President of Student Life.***

In some instances, depending on the nature of the problem, the University's Office of the Provost and or the Vice President of Student Life. If a referral is made to that office, 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 Provost and/or the Vice President 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, religion, and sexual orientation.
2. Students have the right of privacy of personal information.
3. Students have the right to form their own organizations.
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 Dean of Behavioral and Social Sciences. The dean's decision is final in this 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 Department Chair. The Social Work Department Chair will convene an ad hoc committee comprised of social work faculty and an Advisory Council 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. If the student is not satisfied with the decision of the committee, they may appeal to the Dean of the behavioral and Social Sciences Department.

Students enrolled in Field Practicum I (SOWK 4114) 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.

## **Student Organizations**

### **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 five 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 Council. This organization is advised by a member of the social work faculty.

### **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 at least 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 who meet the qualification will be invited to become a member of Phi Alpha. After payment of the national and local lifetime membership fee, students 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.

### **Commitment to Professional Ethics**

#### **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. Benefits of NASW membership include discounted or free local training, 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**

Please refer to the NASW Code of Ethics by clicking the link below.

<https://www.socialworkers.org/pubs/code/default.asp>

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

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

There is one God, who created and sustains everything that exists, and who continues to be active in human society.

1. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
2. 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.
3. God works in and through people in the person of the Holy Spirit.
  4. 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.
  5. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

**Tenets emphasizing human relationships and responsibilities:**

1. Every individual is a person of worth, with basic human rights and essential human responsibilities.
2. 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.
3. Human beings are interdependent with each other and with their social and physical environments.
4. Jesus Christ is Lord over all areas of life, including social, economic and political systems.

**Tenets emphasizing vocation:**

1. A dynamic relationship exists between the Christian life and social work practice.
2. Christians in social work ought not to be motivated by temporal wealth, power or security.
3. 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.
4. 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.
5. Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
6. 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.

**Faculty**

The Social Work Program currently has four full-time faculty members: Marleen Milner, MSSW, PhD, Program Director; Pam Criss, MSW, LCSW, PhD, Field Coordinator, Dr. Erica Sirrine, MSW, LCSW, PhD; Jessica Felix Jäger, MSW, and Scott Gaffney, MSW. The faculty members each have a wealth 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 sixteen years of experience teaching, administrating, and developing curriculum in a social work program. She completed her PhD in social work in August 2009. Her research interests include developing critical thinking in social work students and the integration of faith and learning. In 2014, the Journal of Teaching in Social Work published an article based on her doctoral work entitled *Use of Decision Cases to Foster Critical Thinking in Social Work Students*. Christianity and Social Work also published her article entitled *Adding Virtue to Faith: Strategies for Developing Character in Christian Social Work Student*. The article was subsequently published as a chapter in a book published by North American Christians in Social Work entitled *Virtues and Character in Social Work Practice*.

Dr. Milner is a member of National Association of Social Workers (NASW), Council of Social Work Education (CSWE), Florida Deans and Directors Association (FADD) and served as a board member for North American Association of Christians in Social Work (NACSW). She is currently serves as an Associate Editor for the Journal of Christianity and Social Work. Dr. Milner received the Excellence in Academic Advising Award in 2011 and Social Work Educator of the Year for the Heartland Unit in 2014.

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**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 Bachelor's 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 child care, 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 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 national study that focused on client violence towards social work students. She has provided trainings on safety for social workers at the annual statewide NASW conference, as well as national conferences of Baccalaureate Program Chairs and Council of Social Work Education. In 2010, she published an article on client violence towards social work students and its effect on occupational commitment. Dr. Criss was named Outstanding Faculty of the Year at Southeastern University in 2010 and she received the Excellence in Academic Advising Award in 2012. Dr. Criss is an active member of NASW. She was Social Worker of the Year for the Heartland Unit of NASW in 2003. Additionally, she was the Chairperson of the Heartland Unit and a member of the Florida Board of Directors for NASW from 2009-2011.

**Erica H. Surrine, MSW, LCSW, Ph.D.**

Erica Surrine holds a Ph.D. in Social Work from the University of South Florida, a Master of Social Work (MSW) from the University of Central Florida, and a Bachelor of Science in Social Work (BSW) from Florida State University. She is a Licensed Clinical Social Worker and Qualified Clinical Supervisor in the state of Florida.

Dr. Surrine has over 13 years of clinical social work experience and has intervened with clients experiencing a variety of complex conditions including HIV/AIDS, terminal illness, fetal demise, pediatric death, child abuse/neglect, and grief. She specializes in providing group and individual therapy to bereaved children, adolescents, adults, and families. Prior to entering academia, she worked as the clinical manager of the Bethany Center of Good Shepherd Hospice. She now volunteers at the center as a bi-monthly support group facilitator and a cabin leader at Camp Brave Heart, an annual weekend retreat for grieving children. Dr. Surrine is passionate about educating mental health practitioners on childhood bereavement and was recently selected to provide workshops of this kind throughout the United States.

Prior to joining SEU, Dr. Surrine was the Social Work Program Director at Warner University where she successfully led the program through accreditation with the Council on Social Work Education (CSWE) and was recognized as the 2011 Professor of the Year. Dr. Surrine is also a member of the National Association of Social Workers (NASW) and received the 2013 Social Worker of the Year Award for the NASW Heartland Unit.

**Jessica Felix Jäger, MSW**

Jessica Felix Jäger brings to Southeastern more than eight years of experience as a social worker, predominantly in the field of child welfare. She has worked in adoption, foster care, foster care licensing and with traumatic brain injury (TBI) survivors. She is a Certified Child Welfare Licensing Counselor and was a M.A.P.P. and pre-service trainer for prospective foster parents both in North Carolina and Florida. In addition, she works PRN as a Therapeutic Behavioral On-

Site Therapist providing intensive in-home therapeutic/ clinical interventions for children age birth to 17.

At the University of Central Florida, Jessica Felix Jäger was a Title IV-E recipient for her undergraduate and graduate studies. She now brings this experience to Southeastern University as the new Title IV-E Faculty Coordinator and Assistant Professor. Jessica Felix Jäger is passionate about equipping the future generation of child welfare workers and preparing them to live out their calling and positively impact lives.

Jessica Felix Jäger has taught the following courses: Child Maltreatment and Child Welfare, Children's Services, Introduction to Social Work, Social Welfare Policy, and Understanding Human Diversity. She will be transitioning into the position of BSW Field Director in the Fall 2017.

### **Scott Gaffney, MSW**

Our newest faculty member is Scott Gaffney. Scott Gaffney earned a Bachelors and Masters Degree in Social Work from Florida State University graduating Cum Laude. He is a Licensed Clinical Social Worker (LCSW) and Qualified Clinical Supervisor. He began his early Social Work career in child welfare, family and substance abuse counseling. Scott has spent the last 14 years working as a hospital social worker and hospice counselor, coordinator, and manager. Scott's passion in Social Work has also included camp administrator for bereaved children, Volunteer and Bereavement manager. Scott is excited to join Southeastern University sharing his knowledge and experience to the next generation of Social Workers. He will be teaching Intro to Social Work, Social Welfare Policy, and Human Behavior in the Social Environment I and II.