BSW STUDENT MANUAL

**ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM
504 College Drive Albany, Georgia 31705 (229) 500-2384**

Albany State- University recruits, admits and provides services, financial aid and instruction to all students without regard to race, religion, sex, disability or national origin. The University is also an equal opportunity and equal rights employer in that all applicants for faculty, staff, and student employment positions are considered without regard to race, religion, sex, disability, or national origin.

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ALBANY STATE UNIVERSITY
Albany, Georgia

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Provost/VP for Academic Affairs:	Dr. Angela Peters
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DEPARTMENT OF SOCIAL WORK ADMINISTRATION

Chair, Department of Social Work:	Dr. Barbara J. Nowak
MSW Program Director:	Dr. Barbara J. Nowak
MSW Field Coordinator:	Ms. Jamie Swain
BSW Program Director:	Dr. Annalease Gibson
BSW Field Coordinator:	Dr. Betty Morris-Mitchell

It is the policy of Albany State University to assure that each member of the University Community be permitted to work or attend class in an environment free from any form of discrimination including that based on race, religion, age, disability, gender, marital status, national origin, veteran status, sexual orientation or political orientation, as prohibited by state and federal statutes. This shall include applicants for admission to the University as well as to employment. This statement reflects compliance with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and all other federal and state regulations.

Albany State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and educational specialist degrees. Albany State University is also accredited by the National Council for Accreditation of Teacher Education, the Georgia Professional Standards Commission, the Association of Collegiate Business Schools and Programs, the National League for Nursing, the Georgia Board of Nursing, and the Council on Social Work Education. Individual colleges and departments also hold memberships in the regional and national professional organizations associated with their respective disciplines.

The Bachelor of Social Work (B.S.W.) program of the Department of Social Work is fully accredited by the Council on Social Work Education (C.S.W.E.). The Master of Social Work (M.S.W.) program is fully accredited by the Council on Social Work Education (CSWE). Please contact the Social Work Department for further accreditation information.

The MSW Student Handbook is for informational purposes only and is not an official publication of Albany State University. For official rules, regulations, and degree requirements, please refer to the ASU Student Catalog: https://www.asurams.edu/academic-affairs/academic-catalogs/index.php

PREFACE

Welcome to the Bachelor of Social Work (BSW) Program at Albany State University! You have made an important decision in entering this program and we congratulate you on your admission. Having successfully entered the program, you are about to embark on an exciting and stimulating journey of learning and growth. That learning will begin with reading the information we have carefully prepared for you in this Handbook. Additionally, the *Albany State University Undergraduate Catalog* acquaints students with University policies and procedures, rules and regulations, and responsibilities and rights affecting you. All students are responsible for observing the standards and regulations governing this Institution as published in the online *ASU Undergraduate Catalog*, the *BSW Student Manual*, the *BSW Field Manual*, and all other official publications of the University.

The *BSW Student Manual* may be found on the BSW website (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php) and is intended to be a working document. It is the result of the contribution of administrators, faculty, staff, advisory councils, field instructors, community stakeholders, and students. It is designed to help you understand the BSW program, its structure, and its curriculum, as well as give you helpful information about our policies and procedures. Please use this Manual as a reference tool throughout your time with us. While every reasonable effort has been made to ensure the accuracy of the content, please recognize that certain policies and procedures may change, as conditions demand. Where policies are already under review, this has been noted.

You will soon find that an undergraduate social work program is unlike most other professional programs, as well. The experience you are embarking on is very structured to ensure progressive learning throughout the curriculum. The information provided in this manual may help you understand why this is so. Our goal in developing this manual is to:
1. provide a brief historical overview of the social work programs at Albany State University (ASU) as a means of connecting you with our roots;
2. educate you concerning the broader picture of social work education and the social work accreditation process as a way of enhancing your understanding of our program and curriculum;
3. orient you by presenting the structural components of the BSW program and some basic lines of authority and accountability; and
4. provide some useful information that will help you become a more informed consumer of your educational experience at ASU.

The social work faculty at ASU are committed to continually improving upon not only *what* we do, but *how* we do it. It is our hope that you will join us in the continuing process of critical study, change, and refinement so that together we can strengthen the BSW program and train increasingly effective social work professionals and leaders. We welcome you to the BSW program and look forward to helping you achieve your academic and professional goals.

The Social Work Faculty

UNIVERSITY INFORMATION

History of Albany State University

Albany State University, established originally as the Albany Bible and Manual Training Institute and supported by private and religious organizations, was founded in 1903 by Joseph Winthrop Holley. The Institute provided religious and manual training for African Americans of Southwest Georgia. The mission was to train teachers to reach basic academic skills and to train in the trades and industries, with special emphasis on domestic science and art. The Institute remained a privately supported Institution until 1917.

In 1917, the Institute became a state-supported, two-year college with a Board of Trustees, and its name was changed to Georgia Normal and Agricultural College. Offering only a limited program in agriculture, the College viewed as its primary purpose the training of elementary school teachers. In 1932, the Board of Regents was established, and the college became a part of the newly-established University System of Georgia.

In order to meet the changing needs of society, the mission of the College was expanded in 1943, and the College was granted four-year status and authorized to confer the bachelor's degree in elementary education and home economics. At this time, the College assumed the name Albany State College. Six years later, the program of the College was again expanded to include offerings in the arts and sciences, with majors in the humanities and social studies.

Beginning in 1954, secondary-level programs were developed for teacher preparation in science, health and physical education, business, music, mathematics and natural sciences. The College continued to experience growth and development and was authorized in 1961 to offer a four-year degree program in nursing.

Always striving to address the educational needs of the time, the graduate program, a cooperative effort with Georgia State University, was added to the curriculum in the fall of 1972. Under this program, master's degrees were offered in business education, mathematics education, elementary education, English education, health, and physical education. In the Spring of 1975, a master's degree in business administration, through Valdosta State College, was added to the graduate program.

During the decade of the 1970s, the number of faculty earning the doctorate degree increased by more than fifty percent, and in September of 1981, the College began offering a graduate program designed and delivered solely by the faculty and staff of Albany State College. Master's degrees in business administration and education were offered. Since then, graduate degrees in social work, criminal justice, nursing and public administration degrees have been added.

Upon the recommendation of University System of Georgia Chancellor Hank Huckaby, the Georgia Board of Regents voted on November 10, 2015, to consolidate Albany State University (ASU) and Darton State College (DSC). The consolidation of the two institutions was designed to increase educational attainment levels and student success and transform how the University

System impacts southwest Georgia. Albany State University has an East campus (the former Albany State University site) and a West campus (the former Darton College site).

Albany State College was granted university status in July of 1996, and the name of the institution was changed to Albany State University. During this period of impressive growth and development, the University has been guided by the following five presidents: Dr. Aaron Brown (1943-1954); Dr. William H. Dennis (1954-1965); Dr. Thomas Miller Jenkins (1965-1969); Dr. Charles L. Hayes (1969-1980); and Dr. Billy Black (1980-1996). Dr. Portia Holmes became the first female president in 1996. Her tenure was followed by the university's eighth and president, Dr. Everette J. Freeman, on September 7, 2005 and the ninth President, Dr. Art Dunning. Ms. Marion Ross Fedrick is currently serving as the tenth President at Albany State University.

The Mission of Albany State University

Albany State University, a proud member institution of the University System of Georgia, elevates its community and region by offering a broad array of graduate, baccalaureate, associate, and certificate programs at its main campuses in Albany, as well as at strategically-placed branch sites and in an online format. Committed to excellence in teaching and learning, the University prepares students to be effective contributors to a globally diverse society, where knowledge and technology create opportunities for personal and professional success. ASU respects and builds on its historic roots of its institutional predecessors, with a commitment to access and a strong liberal arts heritage that respects diversity in all of its forms and gives all students the foundation they need to succeed. Through creative scholarship, research, and public service, the University's faculty, staff, students, and administrators form strategic alliances internally and externally to promote community and economic development, resulting in an improved quality of life for its citizens in southwest Georgia and beyond.

The Vision of Albany State University

Albany State University will be a world-class comprehensive university and a powerful catalyst for the economic growth and development of Southwest Georgia. ASU will be recognized for its innovative and creative delivery of excellent educational programs, broad-based community engagement and public service, and creative scholarship and applied research, all of which enrich the lives of the diverse constituencies served by the University.

The Guiding Principles of Albany State University

Aspire to Excellence
- Albany State University will aspire toward excellence in teaching and learning, thus becoming the first-choice institution for students from southwest Georgia and garnering recognition as a premier southern regional university.

Embrace Diversity
- As a historically black institution and led by a highly-diverse faculty and staff, Albany State University will embrace diversity in all its forms – including age, gender identity, race and ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status – and seek to foster a similar acceptance and celebration of that diversity.

Expand Access to Higher Education

- As an access institution, Albany State University will promote student success for all by welcoming students from varying levels of academic preparation, keeping costs low, offering flexible class times and instructional modalities, and pairing high student expectations with exceptional mentoring, advising, and tutoring.

Elevate Historically Underserved Populations
- Albany State University will recognize and address the many challenges that face African Americans and other students of color, adult learners, first-generation students, students from low socioeconomic backgrounds, and others from underserved populations, and form strong partnerships with K-12, government agencies, and community outreach organizations to increase access and success rates.

Promote Economic Development
- As part of its commitment to teaching and learning, Albany State University will promote economic development in Albany and throughout southwest Georgia by engaging in applied research, aligning its resources in support of identified needs, developing and enhancing academic programs to meet evolving needs, forming broad strategic partnerships, supplying a trained workforce, and fostering a sense of entrepreneurship.

The College of Business, Education, and Professional Studies

Within the context of its three-fold mission of teaching, research, and service, the College of Business, Education, and Professional Studies seeks to provide the general education background that enables all university students to acquire the written, oral, analytical, historical, cultural and scientific skills and knowledge required for their programs of study. The College of Business, Education and Professional Studies offers the: (1.) School of Business; (2.) School of Education; (3.) Criminal Justice; (4.) Social Work; (5.) Public Administration, and (6.) Army ROTC. The faculty of the College of Business, Education, and Professional Studies are committed to the pursuit of research to advance knowledge in their respective disciplines and to the provision of services that respond to the needs and enhance the lives of the university's various constituents. Dr. Peter Ngwafu from the School of Business serves as the Dean of the College.

The Department of Social Work

The Department of Social Work is housed in the College of Professional Studies. Albany State University received approval from the Georgia Board of Regents to incorporate an undergraduate major in Social Work in September of 1981. The Office of Education awarded a Title III Curriculum Development Grant to the Social Work Program for the purpose of meeting the standards for accreditation as outlined by the Council on Social Work Education (CSWE). The Bachelor of Social Work (BSW) Program received accreditation status from CSWE in February of 2003. The program had its latest accreditation review in February of 2015 and is fully accredited until the next scheduled accreditation review in June of 2024.

The University received approval from the Georgia Board of Regents (BOR) to develop a Master of Social Work program in March of 2008. The Georgia Department of Families and Children Services (DFACS) awarded a Curriculum Development Grant to the Social Work Department for the purpose of meeting the need for clinically-trained MSW's in Southwest Georgia. The program was developed and received the full approval of the Georgia BOR on May 27, 2010. On August 13, 2010, the MSW received approval from the Southern Association of Colleges and Schools (SACS), the accrediting body of all colleges and universities in the Southeastern United States. The Master of Social Work achieved Candidacy status in February of 2012 and was granted Initial Accreditation status in February of 2014. The BSW and MSW programs had its latest accreditation

review in February of 2018 and is fully accredited until its next scheduled accreditation review in June of 2024. Please contact the BSW Program Director or refer to the CSWE website (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php) for further information on accreditation.

BACHELOR OF SOCIAL WORK (BSW) ADMISSIONS POLICY

Application Process

Students complete the BSW admission application during the third week of either the Fall and Spring semesters. The application may be found on the BSW web page (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php). The typed application includes:
- Personal Data Sheet
- Academic History
- Employment History
- Criminal Background History
- Substance Use History
- Mental Health History
- Admissions Statement
- Three Professional Reference Letters
- Admission Statement

Accepted applications will then be reviewed by the BSW Admissions Committee and the applicant will be scheduled to meet with the faculty in an admissions interview in the fourth or fifth week of the semester.

A false oral or written statements – or omission of critical information related to suitability of the applicant for ethical social work practice - during the admission process may result in a denial of admission to the BSW program or termination from the program once admitted.

Before the end of the semester, the student will receive a formal letter regarding admission status. The three possible admission outcomes are:

- **Full Admission to the BSW Program** – all criteria for program is successfully completed
- **Conditional Admission to the BSW Program** – the applicant has specific academic areas to be completed, or the BSW Admission Committee finds a specific area that needed improvement and/or correction. The applicant will be notified of specific conditions to be met prior to being fully admitted to the program.
- **Denied Admission to the BSW Program** – The applicant will be notified of specific reasons for denial of the application for admission. If the applicant believes it is

necessary to appear before the Committee to further discuss the matter, the request must be made within five (5) working days upon receipt of the notification of the denial.

Once admitted to the BSW program, students are able to complete the degree in four semesters, providing they follow the *BSW Program Map* carefully.

A Note on the Criminal Background Check Required in the BSW Program

In 1993, Congress passed the National Child Protection Act (NCPA) that authorized criminal history record checks for persons who work with children in either an employee or volunteer status. This Act was amended in 1994 to include elderly and disabled persons. It was amended again in 1998 and the Georgia Legislature passed a law in 1999 consistent with the information to be obtained under NCPA. Together, these laws promote a broader exchange of criminal history information for purposes of assisting entities that provide care, treatment, education, training, instruction, supervision, or recreation to such vulnerable populations as children, the elderly, or individuals with disabilities. These criminal background checks are referred to by different names (e.g., the National Child Protection Act, the Foley Act, the Volunteers for Children Act, the Oprah Winfrey Law, etc.) but are the same basic law, applicable to all schoolteachers, doctors, nurses, mental health and health care providers, social workers, and other professionals who work with vulnerable children and adults.

Georgia laws restrict access to children, the elderly and disabled clients by persons convicted of felonies and specific misdemeanors. These restrictions are imposed by law on *all* social service agencies and health care facilities who work with these protected populations. In turn, the agencies require students to comply with the same restrictions applied to their volunteers and employees. A criminal background and abuse registry check is now also required for professional social work licensure and government employment.

Once the student is eligible for placement in an approved field agency, the student is generally required to provide a notarized affidavit stating that s/he has not had arrests or convictions. Additionally, some field placements require that a student have a criminal background and abuse registry check *every* semester s/he is placed at their agency. Absolute honesty is essential, with false information leading to the immediate expulsion of the student from the BSW program. If the agency to which the student is assigned denies her/him admission and/or access to clients and the agency due to a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the BSW program will be terminated.

In the State of Georgia, an individual has the right to request his/her criminal history record for review to ensure that it is both accurate and complete (http://gbi.georgia.gov/00/channel_modifieddate/0,2096,67862954_67866875,00.html). This procedure is known as a "Personal Review for Criminal History." The requestor may use the results to examine it for accuracy and/or to challenge any information contained in the history that s/he feels is inaccurate or incomplete.

An applicant with a criminal history may be eligible to have his/her record expunged in order to be

considered for admission into the BSW program. For information on the process in Georgia, please refer to the following website: http://www.gjp.org/programs/criminal-records/faqs/faqs-expungements/ or consult with your attorney.

Tuition and Fees

You will find information regarding tuition and fees online at https://www.asurams.edu/fiscal-affairs/student-accounts/tuition-payment/schedule.php or you may call the Registrar's Office at 229-500-2959 for a current schedule. Rates for undergraduate students are based upon premium tuition rates established by the Georgia Board of Regents and are determined by residence status and the number of credit hours taken in a semester. Per credit hour fees include the additional fees collected by the University for special services (e.g., building fees, state financial aid fee, capital improvement, activity and service fees, athletic fees, etc.). These are minimum figures and do not include such fees as parking decals, etc.

While Albany State University and the BSW program have limited financial aid packages and grant monies to award to academically outstanding students, it is impossible to meet all of the financial needs of its undergraduate students. A college education is costly in terms of time, effort and money, and students are cautioned to plan carefully to meet its costs via student loans, personal resources, etc., as financing one's education is the responsibility of each student. Please contact the Albany State University's Office of Financial Aid or view online information at https://www.asurams.edu/enrollment-management/financial-aid/index.php for specific financial aid that may be applied for by undergraduate students.

The University reserves the right to change tuition and other charges without notice as necessitated by University or Legislative actions.

Change of Major

Applicants transferring from another major to the undergraduate Social Work Program should contact the BSW Program Director to secure the Application for the BSW Program. Applicants must have an overall 2.50 GPA, along with completing all the core curriculum requirements of the University. An official *Change of Major* form should be completed and submitted along with the application. The BSW admission package may be found on the ASU website at: https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php

Transfer students from a Community College

Transfer students must apply and be admitted to ASU prior to applying to the Baccalaureate Social Work Program. The student will meet with a Support Transfer Specialist in the Registrar's Office to determine which core curriculum courses must still be completed before applying to the BSW program. Applicant's GPA must be a minimum of 2.50 (on a scale of 4.00). If transfer applicants have not completed core courses that can be substituted for the State University System requirements, the unmet requirements must be completed prior to admission

to the BSW program. A Social Work Faculty Advisor will be assigned to the students once applicants have been accepted in the Program.

Transfer Students from Another CSWE-Accredited Social Work Program

Students from another CSWE-accredited social work program must complete an application to the University, and an application to the BSW program at ASU. An official transcript must be sent to the University along with the University's application. Transfer students should provide the BSW Program Director with a copy of the previous University's course descriptions to prevent repeating similar courses in Social Work at ASU. The BSW Program Director will have a conference with the Applicant to review Degree Works on the Banner website and plan the applicant's educational path using the *BSW Program Map*. Applicants must submit three (3) references from his/her previous University, along with written permission to contact the references.

Undergraduate credit is **not** granted for correspondence courses, extension courses, continuing education courses, advanced standing examinations, life or employment experience, or if an equivalent course offered by Albany State University does not warrant undergraduate credit.

BSW ADMINISTRATIVE STRUCTURE
OF THE DEPARTMENT OF SOCIAL WORK

Chair of the Department of Social Work

The Chief Administrator of a social work program must give educational and administrative direction to its BSW and MSW programs. This person must demonstrate leadership ability through outstanding academic attainment (including no less than an MSW degree from an accredited program in social work), and competent social work practice experience. This position includes a broad range of duties and responsibilities, including:

1. direct and coordinate the curricular offerings of the department;
2. appoint and supervise the BSW Program Director, the MSW Program Director, the BSW Field Coordinator, and the MSW Field Coordinator;
3. coordinate activities, recruitment and grievances with social work students;
4. review, implement, and inform faculty and staff of University and School policies and procedures;
5. craft, with faculty consultation, the Department's budget for submission to the Dean of the College of Professional Studies;
6. act as the liaison between the Department and the University, as well as with the larger community.

Dr. Barbara Nowak, LCSW is the current Chair of the Department of Social Work and acts as the Director of the MSW program and the Chief Administrator for both the BSW and MSW programs.

BSW Program Director

The BSW Program Director provides leadership in the ongoing oversight of the BSW curriculum, including the design, modification, approval, implementation, and evaluation of the program's curriculum and educational policies; educational policies relating to the admission, advising, retention and graduation of students; the systematic and continuous evaluation of program outcomes in the light of the specified goals and objectives of the program; teaching of social work courses; coordination of field instruction with the BSW curriculum; and the maintenance of the program's integrity. The position reports directly to the Chair of the Department of Social Work. The roles and duties of the BSW Program Director include:

1. coordinate the course offerings of the BSW program each semester;
2. convene and act as Chair of the BSW Curriculum Committee which designs, modifies, implements, and evaluates the BSW curriculum;
3. work closely with the BSW Field Coordinator to ensure that field and classroom activities are integrated and mutually compatible and student learning needs are met;
4. ensure that the BSW degree program achieves and maintains accreditation standards, taking leadership in the preparation of the accreditation self-study materials;
5. coordinate and deliver all BSW student orientations;

6. advise BSW students;
7. maintain and update the *BSW Student Manual* on an annual basis;
8. coordinate, tabulate, analyze and report to faculty, administration and constituents the findings from student surveys and the student exit surveys
9. coordinate, tabulate, analyze and report to faculty, administration, CSWE, and constituents the findings from the annual BSW outcome assessments;
10. ensure adequate library holdings to support the BSW curriculum;
11. represent the BSW program to students, faculty, external Chairs, the Deans, the University, the community, and the program's stakeholders;
12. answer inquiries regarding the BSW program to prospective students;
13. develop and provide oversight of the BSW admissions process;
14. assign BSW students to faculty advisors based on expertise and interests;
15. review and approve all graduate student *BSW Check Sheet and BSW Program Map*;
16. completes all BSW graduation audits for review and signature by the Chair;
17. mediate student complaints, informing them of due process, accepting and responding to requests, petitions, and grievances related to the BSW program policies, procedures, and curriculum issues;

Dr. Annalease Gibson, Professor, serves as the BSW Program Director within the Department of Social Work.

BSW Field Coordinator

The undergraduate field experience is the cornerstone of the BSW curriculum. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting. A faculty member who coordinates the undergraduate field program must hold credentials that include a master's degree in social work from an accredited program, with no less than two years of full-time post-master's degree experience in professional social work. The BSW Field Coordinator must be knowledgeable about CSWE standards and ensure that accreditation standards are maintained in the field. The BSW Field Coordinator exercises responsibility for the administration of the field experience program, ensuring planned cooperation and coordination between the program and the agencies selected for the field placement of all undergraduate students. The BSW Field Coordinator assumes the leadership in preparing the *BSW Field Manual* along with its field policies, procedures, and objectives, investigating and creating field placements, selecting qualified field instructors, reporting on past placements, developing orientation and training materials and programs, and evaluating student learning in the field practicum. The position reports directly to the Chair of the Department of Social Work. The BSW Field Coordinator is responsible for crafting the field component of the program and includes the following duties:
1. work closely with the BSW Program Director to ensure that field placement procedures, policies and implementation are integrated with classroom activities, and that field and classroom courses mutually support the mission of the BSW program;
2. convene the Social Work Department's Field Advisory Committee to regularly review the field program operations;
3. represent the BSW field program to the faculty, obtaining faculty input in order to review and refine field policies and procedures;

4. develop and maintain high-quality field placements that support the educational mission of the BSW program;
5. work closely with the field instructors to ensure that they offer appropriate learning opportunities to the BSW students that meet all CSWE accreditation standards;
6. provide timely, ethical, and educationally-sound training and supervision to field instructors;
7. fully document student learning activities;
8. advise and place eligible BSW students in their practicum settings;
9. appoint faculty field liaisons based on expertise and areas of research interests;
10. teach field seminar courses;
11. administer the annual *BSW Generalist Year Field Symposium;*
12. maintain statistical data in order to evaluate outcome assessments in the field.

Dr. Betty Morris-Mitchell is the BSW Field Coordinator in the Bachelor of Social Work program.

Social Work Faculty, 2022-2023 Academic Year

1. Dr. Addie Campbell-Mungen, Assistant Professor, MSW Faculty
2. Dr. Jerry Daniel, Professor, MSW Faculty
3. Dr. Tonyesima Furro, Associate Professor, MSW Faculty
4. Dr. Annalease Gibson, Professor, BSW Program Director
5. Ms. Betty Morris-Mitchell, Assistant Professor, BSW Field Coordinator
6. Dr. Barbara Nowak, Associate Professor, MSW Program Director, Chair
7. Dr. Ivan Page, Associate Professor, MSW Faculty
8. Ms. Jamie Swain, Assistant Professor, MSW Field Coordinator

Social Work Adjunct Faculty, 2022-2023 Academic Year
1. Ms. Sharrion Brown, Adjunct Faculty
2. Ms. Renata Dowdell, Adjunct Faculty
3. Dr. Kay Gresham, Adjunct Faculty
4. Ms. Quinchele King, Adjunct Faculty
5. Ms. Natasha Mike, Adjunct Faculty
6. Ms. Colleen Myrie, Adjunct Faculty
7. Ms. Alfton Turner, Adjunct Faculty
8. Ms. Quandula Wright, Adjunct Faculty

The BSW program supports, teaches, and adheres to the National Association of Social Workers *Code of Ethics,* and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work *Statement of Principles.*

THE BACHELOR OF SOCIAL WORK PROGRAM

BSW Mission Statement

The mission of the Bachelor of Social Work program is to advance social, economic and environmental justice by preparing students for competent, empowering generalist social work practice to individuals, families, groups, communities and organizations. The BSW, uniquely connected to Albany State University's mission, vision and values, shares the common goal of preparing students to become outstanding social workers and, thereby, contributors to society through service, particularly to underserved populations.

The BSW program prepares students for competent service to diverse populations who are oppressed, marginalized, and underserved in Southwest Georgia and beyond. This focus is in keeping with the profession's commitment to promote social justice, economic stability, and environmental safety. The BSW program prepares bachelor level social workers for generalist positions, and/or admission into an accredited graduate program in social work.

BSW Program Philosophy

The BSW program is committed to enhancing the problem-solving and coping capacities of people, linking them with systems that provide them with resources, services, and opportunities, promoting the effective and humane operation of these systems, and contributing to the development and improvement of social policy. The program's philosophy acknowledges and appreciates the uniqueness of each individual and respects the dimensions of diversity, including age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. This special focus gives students an appreciation of diversity and a greater awareness of who they are and how they fit into the global community.

The program's philosophy recognizes the dynamic nature of all human systems and supports change at the micro (individual, family, and small group), mezzo (family and small groups, including neighborhood groups), and macro (large groups, the community, and social policy) levels which enhance individual and social institutional functioning. This philosophy incorporates the value of mutual aid and self-help in an interdependent world. As such, it recognizes the value of social, economic and environmental development as critical components of a community's movement toward achieving wellbeing.

The social systems theory is the conceptual framework for the program. It is used as the theoretical umbrella for the entire generalist curriculum. The program incorporates a dynamic assessment model using an ecological perspective in human behavior, a problem-solving approach to social work practice and research, and the application of the problem-solving method in the practicum experiences, especially during the senior field experience.

A systems perspective is reflected in courses such as social welfare policy and services, human behavior and the social environment, social work practice, social work research, and field.

BSW Program Goals

The BSW program is aligned with CSWE core competencies and is designed to prepare students for responsible, professional generalist social work practice in entry-level positions as well as entry into a master-level social work program. The goals of the program are to prepare social workers to competently demonstrate:

1. **ETHICAL AND PROFESSIONAL BEHAVIOR**
   With an understanding of the profession's historical development, ensure that BSW students, as representatives of the profession, its mission, and its historical values, commit themselves to the profession's enhancement and to their own ongoing professional conduct and growth. Ensure that BSW students critically apply the ethical principles of the profession to their practice, utilizing frameworks of ethical decision-making, as well as relevant laws and regulations to their practice at the micro, mezzo, and macro levels.

2. **DIVERSITY AND DIFFERENCE IN PRACTICE**
   Ensure that BSW students are knowledgeable about, and sensitive to, how the intersection of such multiple life experiences as oppression, poverty, marginalization, alienation, privilege, power and acclaim, based upon such factors as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status, characterizes and shapes human experience and identity formation.

3. **HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**
   Ensure that BSW students work to advance such fundamental human rights as freedom, safety, privacy, an adequate standard of living, health care and education, and understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social and cultural human rights are protected.

4. **PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**
   Ensure that BSW students possess the knowledge and skills to understand scientific and ethical approaches to building knowledge and the ability to use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use both qualitative and quantitative research findings to improve practice, policy, social service delivery, and to advance the science of social work.

5. **POLICY PRACTICE**
   Ensure that BSW students possess an understanding of how human rights, social justice, and social welfare and services are mediated by policy and its

implementation at the federal, state, and local levels. Ensure that BSW students understand their role in policy formulation, analysis, implementation and evaluation within their practice settings at the micro, mezzo, and macro levels, actively engaging in policy practice to effect change within those settings.

6. **ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

7. **ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
Ensure that BSW students understand theories of human behavior and the social environment and are able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities.

8. **INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
Ensure that BSW students are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations and communities. Ensure that BSW students are able to identify, analyze, and implement theory-directed, evidence informed interventions to achieve client and constituency goals.

9. **EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**
Ensure that BSW students understand the theories of human behavior and the social environment and can critically evaluate and apply that knowledge to evaluating processes and outcomes in order to advance practice effectiveness.

The BSW Program's Practice Behaviors

The BSW Program's competencies and practice behaviors are derived from the nine Social Work Competencies identified by the Council on Social Work Education that establish a shared view of competent professional social work practice at the generalist level of practice. Thus, at the completion of the BSW Program, all students will be able to:

#	PROGRAM GOAL AREA	GENERALIST PRACTICE BEHAVIORS
1	**ETHICAL AND PROFESSIONAL BEHAVIOR**	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context (1b.) Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication (1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes (1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior
2	**DIVERSITY AND DIFFERENCE IN PRACTICE**	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences (2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
3	**HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice

4	**PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research (4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.
5	**POLICY PRACTICE**	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services (5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services (5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6	**ENGAGEMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7	**ASSESSMENT WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

8	**INTERVENTION WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes (8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies (8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed on goals
9	**EVALUATION OF PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes (9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes (9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The BSW program further defines its measurable practice behaviors in the following way:

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE BEHAVIORS

#	Social Work Core Competency Area	Generalist Social Work Practice Behavior	Definition of Generalist Social Work Practice Behavior *The Social Worker will:*
1	**DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**	(1a.) Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical use of decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context	● Promote client wellbeing, self-determination, and commitment to social, economic and environmental justice ● Maintain the privacy and confidentiality of clients, disclosing information only when appropriate and only with the consent of the client or a person legally authorized to consent on the client's behalf ● Refer to the NASW *Code of Ethics*, relevant laws and regulations and models when faced with an ethical dilemma ● Identify all relevant ethical principles that apply to a specific case ● Evaluate the potential impact of ethical decisions at multiple levels of social work practice (e.g., individual, couple, family, group, community, organization, society) ● Review one's agency policies and procedures manual and apply the NASW *Code of Ethics* to identify points of adherence, opposition, and points not addressed in the agency policies ● Acknowledge one's negative emotions associated with a challenging ethical dilemma ● Identify areas of conflict among laws, agency policies and the NASW *Code of Ethics* ● Apply frameworks for the hierarchical ordering of ethical principles (e.g., Lowenberg, Dolgoff & Harrington's *Ethical Principal Screen;* Reamer's guidelines for resolving ethical dilemmas, etc.) when multiple ethical principles arise in a case ● Evaluate the impact of one's ethical decision making and

			• transfer one's learning to new practice situations • Articulate the though process used to arrive at one's ethical decisions • Acknowledge faulty reasoning and take steps to correct it
		(1b.) Demonstrate the ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	• Distinguish one's professional from one's personal self • Refrain from imposing one's personal value system on clients • Recognize ethical dilemmas involving conflicts between personal and professional values and address these in supervision • Regularly engage in the process of critical appraisal in the development of one's own professional skills • Identify areas of strength as well as areas that require growth and improvement • Recognize the impact of one's personal biases and value system on interactions with clients • Utilize the professional relationship with the client for the sole purpose of enhancing the wellbeing of the client • Practice within the limits of one's competence • Develop a working *MSW Field Learning Contract* for each semester in the field practicum • Demonstrate enthusiasm for learning and mastering the generalist practice behaviors associated with each of the nine competency areas of generalist practice • Develop an awareness of one's personal learning style and preferences • Engage in ongoing self-assessment of one's social work practice skills • Demonstrate a willingness to take risks, leave one's personal comfort zone and engage in new experiences that will enhance one's professional social work practice

		(1c.) Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	• Assume professional responsibilities compatible with the role of the generalist social worker • Demonstrate punctuality for all appointments with clients, colleagues and supervisors • Comply with all scheduled practice hours • Complete assigned tasks within the designated time frame • Treat clients, supervisors, colleagues and staff with dignity and respect • Refrain from the use of derogatory language in written, electronic or electronic communication • Dress appropriately for agency standards • Clearly and concisely document all services provided to clients in a timely manner • Refrain from using unprofessional, demeaning or derogatory language in all written and verbal communication • Collaborate effectively as a member of the multi-disciplinary team • Display an attitude of willingness to assist colleagues • Participate in in-service opportunities within and outside of one's agency • Attend professional training sessions and workshops that will enhance one's knowledge and skills in social work practice • Read and analyze current journal articles relevant to one's practice setting • Formulate both short-term and long-term career goals and outline the steps required to achieve those goals
		(1d.) Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	• Take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided

			● Review the agency's data systems to review the client's treatment history ● Maintain all records in a timely and professional manner as mandated by law, agency policy, and ethical standards, including intake forms, assessments, treatment plans, progress notes, transfer notes, discharge summaries, etc.
		(1e.) Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	● Establish a clear work schedule and adhere to it ● Regularly attend all supervisory sessions ● Participate in establishing an agenda for each supervisory session ● Prepare for all supervisory sessions by organizing one's case presentations and formulating pertinent questions ● Seek supervision or consultation whenever one is uncertain ● Engage in a respectful and professional relationship with one's supervisor ● Effectively use feedback to improve one's practice skills and increase one's self-awareness ● Identify specific clients, issues or situations that create personal discomfort to discuss in supervision ● Seek and act on corrective feedback from one's supervisor and mentors ● Establish effective working relationships with supervisors and consultants ● Act promptly to resolve identified problems with performance of one's professional responsibilities ● Seek out practice wisdom from seasoned practitioners within and outside of the agency

2	**ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE**	(2a.) Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	- Demonstrate an openness to engaging in dialogue and considering points of view different from one's own - Identifying the interacting effects of race, class, gender, sexual orientation, age, disability, immigration status and religion/spirituality in the lives of clients - Recognize and articulate the impact of culture upon problem definition and the help-seeking behaviors of clients - Apply the stages of acculturation in order to understand the dynamics present in immigrant individuals and families
		(2b.) Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	- Demonstrate a respect for, and interest in, the world view of colleagues, staff, and clients from diverse backgrounds - Strive to identify and build upon the strengths of a client's culture, race, class, gender, sexual orientation, abilities and disabilities and national origin - Engage in ongoing learning to develop a knowledge and understanding of the history, traditions, values, family systems, resiliencies, and artistic expressions of diverse client groups - Attend cultural and religious/spiritual activities that are meaningful to the clients served by one's agency - Strive to develop culturally sensitive insights into problems faced by clients from diverse backgrounds - Habitually check one's own thoughts and beliefs throughout the helping process - Consistently analyze ways in which one's own position in society (as evidenced by race, class, gender, ethnicity, sexual orientation, national origin, geography, etc.) impacts one's professional work with diverse client systems

			● Commit to an ongoing, lifelong process of striving for cultural competence
		(2c.) Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	● Demonstrate an awareness of one's own cultural heritage and how it might impact interactions with clients from diverse backgrounds ● Openly discuss one's cultural differences with clients when appropriate ● Recognize one's feelings of ambiguity in resolving ethical conflicts and dilemmas involving differing values with one's clients ● Seek consultation and support from one's supervisor, colleagues and/or peers regarding ethical dilemmas involving differing values with one's client ● Identify and discuss personal biases and value conflicts with one's supervisor ● Critically examine how fears, ignorance, and elements of oppression (e.g., racism, classism, sexism, ethnocentrism, heterosexism, etc.) influence one's attitudes, beliefs and feelings in practice situations
3	**ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE**	(3a.) Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	● Take the necessary actions to affect system level changes that ensure the rights of all clients to needed resources and services ● Demonstrate a commitment and persistence to serving all clients, even when faced with clients with multiple problems ● Systematically gather data to uncover discriminatory practices in service delivery and present that data to those in authority for the purpose of changes that will advanced social, economic and environmental justice ● Articulate the impact of social, economic and environmental oppression on client functioning

			• Identify external conditions that perpetuate individual problems such as a lack of low-income housing in the area, high unemployment rates, inability to access affordable and competent health care, etc. • Demonstrate a sensitivity to forms of oppression (e.g., racism, classism, sexism, heterosexism, ethnocentrism, ageism, etc.) and its impact on clients • Use one's power and authority in a manner consistent with social work values • Consider the appropriateness of micro, mezzo, and macro points of intervention with a case • When indicated, assist clients in securing legal aid services
		(3b.) Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	• Bring to the attention of one's supervisor those agency policies that intentionally or unintentionally limit access to services for specific groups of clients and propose just changes • Advance the needs of clients who are unable to speak for themselves in public forums • Demonstrate a working knowledge of agencies and programs dedicated to advancing human rights and social, economic and environmental justice (e.g., domestic shelters, GLBTQIA resource centers, disabilities programs, reentry programs for former prisoners, etc.) • Evaluate the implications of the agency's admission and discharge policies and procedures on clients from lower socio-economic backgrounds • Actively engage in self-monitoring one's own practice for evidence of elements of oppression in regard to race, gender, class, age, ethnicity, color, geography, national

			origin, sexual orientation, political orientations, immigration status, etc.
			• Maintain active membership in professional organizations that promote human rights and social, economic and environmental justice
			• Analyze the changing role of the agency within the local practice community to ensure that policies and programs further social, economic and environmental justice
4	**ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE**	(4a.) Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	• Evaluate the relevance and accuracy of various sources of information in the problem solving process • Synthesize information the wisdom of experienced supervisors and colleagues in order to understand and effectively intervene with clients • Identify situations in which intuition is ethically used in one's own practice
		(4b.) Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	• Evaluate the underlying assumptions, utility, explanatory power and limitations of various research findings • Compare the strengths and weaknesses of various qualitative and quantitative research methods and research findings
		(4c.) Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery	• Synthesize information from peer-reviewed journal articles and best practice protocols in order to understand and effectively intervene with clients
5	**ENGAGE IN POLICY PRACTICE**	(5a.) Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	• Identify the intended and unintended consequences of policies that impact client wellbeing • Identify policies that impede client access to services and/or service delivery
		(5b.) Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	• Apply social welfare policies to determine eligibility for services • Demonstrate the ability to apply policies to resolve case-

			- specific questions and situations - Analyze changes in social policies that impact the agency's target population - Assist clients in understanding the impact of changes in governmental policies and programs
		(5c.) Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	- Identify gaps in service delivery resulting from social policies - Identify problems with service delivery that violate the client's right to self-determination, informed consent, confidentiality, dehumanizing or discriminatory practices, etc. - Utilize appropriate techniques of advocacy and social action to remedy problems of access to social work services - Communicate with policymakers at the local, state, or federal levels, explicating the negative impact of a specific policy on clients and propose changes that promote client system wellbeing
6	**ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(6a.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	- Apply concepts and knowledge of human growth and development to accurately engage with clients - Accurately explain agency services policies and programs available to the client - Articulate to the client the role of the social worker and the roles of the client in the helping process - Explain confidentiality and its limits
		(6b.) Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	- Demonstrate an attitude of respect for the dignity and worth of all clients - Actively listen to the client - Work to accurately grasp the circumstances and feelings of the client - Respond accurately to the client's verbal and nonverbal communication

			• Use communication responses to effectively convey understanding to the client • Convey acceptance of the client through verbal and nonverbal responses • Begin where the client is at • Observe and interpret the client's nonverbal behaviors (e.g., eye contact, posture, tone of voice, affect, appearance, speech patterns, etc.)
7	**ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(7a.) Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	• Review relevant treatment history • Interview the client, family members, other involved professionals, etc., to gain multiple perspectives of the problems and client strengths • Assess the clarity of roles and boundaries within the family system • In supervision and in case staffings, present relevant information in a clear and concise manner • Consider the impact of economic, political and social forces when assessing client problems • Identify and gather appropriate information to clearly define problems • Avoid hasty decisions, taking the time to probe thoroughly into issues as they arise • Demonstrate an understanding that problems may be defined at multiple levels and problem definition influences interventions at the individual, couple, family, group, community, organizational and societal levels • Select from a variety of approaches (e.g., key informant interviews, agency records, surveys, community forums, etc.) in conducting a needs assessment
		(7b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other	• Identify the impact of multiple systems on the client (e.g., spouse/partner, family, community, organizations, culture, etc.)

		multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	- Apply concepts and knowledge of human growth and development to accurately assess clients - Apply various theories of human behavior to assess client strengths and needs - Clearly define the client's presenting problems - Identify patterns of adaptive and maladaptive behavior - Identify and provide supporting examples of ego defenses used by the client - Demonstrate the ability to conduct an appropriate Mental Status Examination - Apply multiple theoretical perspectives in order to enhance one's understanding of a client's behavior - Consider the impact of diversity, discrimination, and oppression in the assessment of client problems and symptoms - Consider the possible levels of intervention (micro, mezzo, macro) and articulate reasoning behind one's choice of intervention targets
		(7c.) Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	- Together with the client, formulate clear, measurable, observable client goals and objectives - Clearly differentiate between goals, objectives, tasks and target dates - Explain case plans in a language that is used by the client - Identify protective factors within the individual, the family system, and the community - With the client, design a multi-level intervention strategy that targets individual, family, community and organizational factors that contribute to the presenting problem - Engage clients as partners in defining problems and weighing intervention options

			- Help the client to concretely describe the problem - Use partialization to make complex problems more manageable - Partner with the client to develop a treatment plan/service plan/contract - Contract with group members around the stated purpose and mutual goals of the group - Partner with community members to develop action plans at the macro level
		(7d.) Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	- Complete a thorough bio-psycho-social-spiritual assessment that incorporates an understanding of the person in the environment - Review scholarly publications and select interventions with demonstrated efficacy for the client system - Seek information regarding intervention-related questions in the professional literature (e.g., peer-reviewed social work and related journals, best practice protocols, etc.) - Prioritize the most serious or urgent problems for immediate intervention - Utilize the problem-solving process with clients to formulate intervention strategies - Discuss the pros and cons of each intervention method with the client - Link interventions to each problem and need identified in the assessment process - Consider how client strengths and resources can be used to enhance interventions

8	**INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(8a.) Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	• Understand the parameters of service delivery (e.g., agency target population, eligibility requirements, etc.) • Understand the fit between services provided and broader organizational goals • Accurately identify clients who are not appropriate for services and act as a broker for securing appropriate resources • Comply with treatment protocols established by the agency • Compare the effectiveness of various intervention models with clients within one's agency • Apply standards of evidence-based practice when selecting prevention and intervention strategies • Apply stages of group formation to behaviors exhibited by group members • Network with family and community resources to address identified problems • Demonstrate knowledge of community resources and appropriately refer clients
		(8b.) Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	• Apply knowledge of human growth and development across the life span when selecting intervention strategies • Reinforce areas of adequate psychosocial functioning • Apply knowledge of the progression of mental disorders in developing intervention strategies designed to arrest decompensation • Apply knowledge of family growth and development to design proactive services (e.g., relationship enrichment, parenting education, etc.)

				● Apply knowledge of group development in designing proactive services (e.g., social skill development, etc.) ● Assist the client in identifying interpersonal strengths
			(8c.) Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	● Demonstrate an attitude of respect to all colleagues, avoiding unwarranted negative criticism in verbal, written and electronic communication with clients and other professionals ● Utilize collaborative relationships formed with other providers serving the same client population in order to serve the wellbeing of clients ● Attend multi-agency staffings to address gaps in service delivery and secure needed client services and resources ● Help other service providers to understand special circumstances of a client in order to secure needed services and resources ● Use knowledge of group formation and processes to facilitate cohesion in a multidisciplinary or multi-agency task force ● Participate in agency task forces to develop or improve a particular agency policy ● Involve both formal and informal support networks in planning for intervention ● Anticipate the development of barriers to service delivery (e.g., budget cuts, negative publicity regarding the agency's client population, etc.) and propose strategies to prevent disruption to services ● Engage in professional collaboration with other agencies who serve the same client population
			(8d.) Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	● Apply the problem-solving method ● Conceptualize the multiple levels of problems (e.g., individual, couple, family, community, organizational)

			and intervene at the appropriate levels
			• Model problem solving in sessions
			• Implement alternative intervention strategies when there is a noted lack of progress toward identified goals, objectives, tasks and time lines
			• Negotiate behavioral contracts with clients
			• Assist clients in resolving disputes with other systems (e.g., family members, courts, school system, DFCS, Social Security Administration, Veteran's Affairs, etc.)
		(8e.) Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	• Develop case plans with clearly-stated time frames for the achievement of objectives
			• Clearly explain the parameters of time-limited services to the client during the initial session
			• Actively plan for the termination process with the client by anticipating common client responses
			• Terminate services to clients and the professional relationship when such services and relationships are no longer required or no longer serve the client's needs or interests
			• Take all reasonable steps to avoid abandoning clients who are still in need of services in order to minimize possible adverse effects
			• Process one's own emotions concerning termination during supervision
			• Time the termination process based on the client's progress toward the treatment goals and objectives
			• Use the termination process to celebrate and consolidate the progress made in during service provision
			• Assist the client in developing maintenance strategies
			• Recognize the client's continuing need for services

			and make appropriate referrals, as indicated ● Sensitively transition the client to a new provider in the event of an unplanned or premature termination from services ● Take appropriate actions to transition a client to a new provider when required ● Document the termination process in accordance with ethical practices and agency procedures
9	**EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**	(9a.) Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	● Utilize empirically-based models of evaluation to guide one's practice ● Develop individualized case plans with measurable goals and objectives ● Use the principles of validity, reliability, and generalizability to select appropriate measures for client outcomes
		(9b.) Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	● Engage in a person-in-environment perspective when evaluating client system outcomes ● Consider the range of factors that may influence treatment outcome (e.g., unsupportive social environment, lack of family support, secondary gains from behavior, etc.)
		(9c.) Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes	● Consistently note both progress and lack of progress toward goals, objectives and tasks ● Implement a single-subject design with a client and evaluate the effectiveness of treatment ● Utilize the outcome of a single-subject design to modify an intervention when indicated ● Continuously monitor progress toward intervention goals ● Compare the strengths and weaknesses of various qualitative and quantitative methods used in evaluating the agency's services

		(9d.) Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	● Critically evaluate the effects and relevance of specific practice interventions with diverse populations ● Use graphs, session summaries, and progress notes to document client progress or lack of progress during service provision

B.S.W. CURRICULUM

BSW Degree Requirements

The requirements for the Bachelor of Social Work degree include:
- Satisfactory completion of a minimum of 60 semester credit hours in class and field instruction in social work (for a total of 123 credits upon graduation);
- At least a 2.5 ("C") grade point in the following required social work courses:
  - ➢ SOWK 1385: Careers in Social Work
  - ➢ SOWK 2412: Introduction to Social Work
  - ➢ SOWK 2310: Self-Awareness
  - ➢ SOWK 3300: Foundational Values and Ethics in Social Work
  - ➢ SOWK 3381: Human Behavior and the Social Environment I
  - ➢ SOWK 3382: Human Behavior and the Social Environment II
  - ➢ SOWK 3443: Interviewing and Recording
- At least a 3.0 ("B") grade point in the following required social work courses:
  - ➢ SOWK 2211: Social Welfare Policy and Services I
  - ➢ SOWK 3211: Social Welfare Policy and Services II
  - ➢ SOWK 3441: Social Work Practice I: Individuals and Families
  - ➢ SOWK 3442: Social Work Practice II: Groups
  - ➢ SOWK 4441: Social Work Practice III: Communities and Organizations
  - ➢ SOWK 3444: Research I: Methods
  - ➢ SOWK 4306: Research II: Measurement in Social Work
  - ➢ SOWK 4470: Field Integrative Seminar
  - ➢ SOWK 4472: Field Practicum
- At least a 2.50 ("C") grade point in elective social work courses
- Successful completion of the *BSW Field Symposium* with a grade of 80% ("B") or higher
- An overall GPA of 2.50 or above for graduation

The BSW Curriculum

The BSW curriculum is guided by the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education, in line with CSWE's accreditation standards. This means that all accredited BSW programs will include certain content areas in their curricula, even though an individual department's mission, philosophy, and objectives remain within their own discretion.

Although various departments may use different terminology, all will have courses in the following curricular areas: 1.) ethical and professional behavior in social work practice; (2.) diversity and difference in practice; (3.) human rights and social, economic and environmental justice; (4.) research; (5.) policy; (6.) engagement with individuals, families, groups, communities and organizations; (7.) assessment of individuals, families, groups, communities and organizations; (8.) intervention with individuals, families, groups, communities and organizations; (9.) evaluation of practice with individuals, families, groups, communities and organizations; and (10.) field practicum. The current Educational Policy and Accreditation Standards are included in this handbook for your review. The full manual of CSWE accreditation standards is available for review in the BSW Program Director's Office or may be found online (https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx).

Students must successfully complete a total of 123 semester credit hours in order to receive the BSW degree, including 63 credits in the liberal arts foundation courses (freshman and sophomore years) and 60 credits in the BSW program (junior and senior years).

The BSW Generalist Practice Curriculum

In the BSW program, students learn the knowledge, values, and skills required to work with diverse client systems in a variety of settings to meet human needs. Generalist practitioners engage in critical thinking as they guide individuals, couples, families, groups, communities and organizations through a strengths-based process of planned change. Generalist practitioners assist clients from an "ecological" and "systems" framework, utilizing social work's "person in the environment" and empowerment perspectives. They are able to effectively work, often simultaneously, at micro (individual), mezzo (family and groups), and macro (communities and organizations) levels.

Students practice such skills as engagement, assessment, planning, empirically based intervention, and evaluation in order to assist clients in resolving their problems and meeting their needs. They learn now to assume such roles as case manager, advocate, broker, educator, and counselor as they target systems for change. Students are able to apply frameworks to analyze policy to determine if they advance or deter social, economic and environmental justice and human rights for all clients.

Advising and Degree Planning

Incoming students are provided with the *BSW Program Map* that shows the enrollment model for each semester. Since the BSW program is very structured, all published prerequisites **must** be met and courses **must** be completed in their correct sequence. Students who enroll in courses for which they have not met the prerequisites will be dropped from those courses. Students are cautioned against deviating from the official *BSW Program Map*, as this can result in substantial delays of a semester or more in completing the program due to the sequential nature of the BSW program.

Under strict circumstances, students may submit a formal letter of request to complete out of sequential order or concurrently. These strict circumstances include being a senior taking their last set of BSW Major courses and planning to apply for field placement that following semester, and

not taking courses concurrently will affect financial aid or campus housing. Other requirements include: students must have a GPA of 3.0 or higher. The formal letter of request should include the course number and name of the two courses based on the BSW check sheet, why the student should be allowed to take both courses in one semester, what changes will the student make to ensure the passing of both courses, what is the students identified reason for having to repeat a course or taking courses concurrently. The identified reason should be very explicit. If it is the student's second time taking a course, and they do not pass, they will have to take the courses separately. If this is the student's third time taking the course, if they do not pass the course, you will be counseled out of the program. The letter must be emailed to the BSW Program Director. The request will be reviewed by the Administrative Committee. The student will be notified of the status of their request. Approval is not guaranteed.

When students are admitted to the BSW program, they are assigned to a Faculty Advisor in the Department of Social Work who assists them in degree planning, career planning, and other academic and professional concerns. All new BSW Students are carefully matched with their Faculty Advisors prior to the New Student Orientation. Students are strongly encouraged to make an appointment to meet with their BSW Faculty Advisor no less than one time per semester to review their academic and professional performance. Students meet with their Advisors to discuss, select, and receive approval for courses, particularly electives, to ensure that the courses selected will enhance their learning experiences and further their professional development.

The BSW Student is responsible for seeking advice, knowing and meeting the requirements of the BSW program, enrolling in the appropriate courses, and taking courses in the proper sequence to ensure the timely progression through the degree-seeking process.

Concerns about BSW Course Scheduling

Bachelor of Social Work students are sometimes employed outside the home and may also have family and childcare responsibilities, as well. These students quickly find that they must make numerous adjustments to their schedules in order to attend classes and fulfill the required clock hours for field practicum. We regret that we are unable to assure our students of a fully convenient schedule of courses, despite our best efforts.

While we are very sensitive to the multiple demands placed on our students, the program is highly structured and **must** be completed in sequence in order to retain its educational integrity and purpose. If a student is unable, for whatever reasons, to complete the courses as shown in the *BSW Program Map* contained in this handbook, it may be necessary for that student to request a leave of absence from the program in order to return in sequence at a later date. *We strongly recommend that applicants carefully plan to ensure the successful completion of all BSW Program requirements.*

A Special Note about the BSW Field Experience

Part of the uniqueness of the Bachelor of Social Work degree is its applied focus, as reflected by its required 540 clock hours of field experience courses. In field courses, students are assigned as interns, under the supervision of a qualified social work field instructor, in various social work

agencies and settings. The Albany State University service area has many social service agencies and settings available as approved field experience sites.

All students are required to complete the field course along with the corresponding seminar class. Students are required to take the concurrent Seminar class with each field placement to provide them with an opportunity to discuss their field placement sites with a faculty member and integrate classroom materials with their field experiences.

There are professional liability insurance and other related fees <u>charged for each of the required field practicum courses.</u> Students must submit an application for field experience courses to the BSW Program Director using Tevera programming and meet all prerequisites for placement in the field. Specific deadlines are announced for Fall and Spring semester placements. Please refer to the *BSW Field Manual* for further information.

A Caution about Employment

Students are asked to carefully consider handling the rigors of a professional program in social work while simultaneously working full-time outside of the home. Based on the experience of others, this may create problems in class attendance, generate significant barriers to the completion of the field practicum, and may even result in academic failure for some. If possible, students are requested to think about choosing part-time employment for the two years in the BSW program or consider full-time employment along with a four-year part-time BSW program.

The Generalist Practice Field Symposium

Successful completion of the *BSW Generalist Practice Field Symposium* is required of all social work students in the BSW program at Albany State University. The juried field symposium provides students an opportunity to demonstrate the ability to critically apply the knowledge, values and skills learned in the program. Students complete a poster presentation addressing the thirty-one practice behaviors connected to the nine areas of competency mandated by the Council on Social Work Education. This poster presentation is held in the ASU Student Ballroom at the end of the semester and attended by faculty, students, field instructors, agency representatives and the ASU community. Two faculty members score the student's poster presentation.

If the student does not earn a composite score of 80% or above on the *BSW Generalist Field Symposium*, she or he will not be eligible to enroll in the field instruction or field seminar courses. The student who does not earn a passing grade in the symposium will be allowed to present at the next *BSW Generalist Practice Field Symposium* the following semester. A maximum of three attempts is permitted.

BSW Graduation Requirements

In order to graduate, BSW students must:
1. Be registered at Albany State University in the semester in which they will graduate;
2. Have successfully completed all required coursework toward the BSW degree;
3. Have no incomplete grades;

4. Have submitted and have had approved any transfer course transcripts to the BSW Program Director prior to beginning BSW coursework;

5. Have submitted a *Request for an Audit* form to the Registrar's Office the semester prior to the semester in which the student is scheduled to graduate (the form can be accessed by: https://www.asurams.edu/docs/academic-services-registrar/forms/degree_evaluation_application_2019.pdf

6.   File the graduation application with the Registrar's Office;

7. The *BSW Student* must have achieved a minimum 3.0 cumulative GPA for all courses requiring a "B" or better grade in the BSW program;

8. A minimum 2.50 overall GPA;

9. Successful completion of the *BSW Field Symposium* with a grade of 80% ("B") or better;

10. Register and complete the ACAT Examination the semester of the student's anticipated graduation.

Application for graduation must be completed **one semester in advance** of the anticipated date of graduation from the BSW program. This form may be obtained from the Registrar's Office and must be accompanied by the *BSW Program Map*. Failure to properly file will cause a delay in graduation. If the candidate's graduation is postponed for any reason, the graduation forms must be resubmitted.

ALBANY STATE UNIVERSITY **ACADEMIC YEAR 2019 - 2020**

DEPARTMENT OF SOCIAL WORK
Albany, Georgia 31705
B.S.W. CHECK SHEET

123 CREDITS FOR GRADUATION **2.50 GPA REQUIRED FOR GRADUATION**

NAME: _____ ADVISOR: _____

ADDRESS: _____ RAM ID: _____

PHONES: (H) _____ (C) _____ DATE ADMITTED _____

AREA A1: ESSENTIAL SKILLS (9 TOTAL HOURS) Select TWO below (6 Hours)		Grd	Hr	AREA D1: SCIENCE, MATH, AND TECH. (10-11 TOTAL HOURS)		Grd	Hr
ENGL 1101	**English Composition I or**		**3**	*Non-STEM Majors must take ONE four-hour science course in Area D1. The additional TWO courses can be either D1 or D2*			
ENGL 1111H	English Composition I Honors		3	BIOL 1110K*	Intro to Environmental Biology*		4
ENGL 1102	**English Composition II or**		**3**	**BIOL 1111K***	**Intro to Biological Science I***		**4**
ENGL 1102H	English Composition II Honors		3	BIOL 1112K	Intro to Biological Science II*		4
AREA A2:	**Select ONE below (3 Hours)**			BIOL 2107K*	Principles of Biology I*		4
MATH 1001	**Quantitative Reasoning**		**3**	BIOL 2108K	Principles of Biology II**		4
MATH 1111	College Algebra		3	CHEM 1151K*	Survey of Chemistry I*		4
MATH 1112	College Trigonometry		3	CHEM 1152K**	Survey of Chemistry II**		4
MATH 1113	Pre-Calculus		3	CHEM 1211K*	Principles of Chemistry I*		4
MATH 1211	Calculus I		4	CHEM1212K**	Principles of Chemistry II**		4
AREA B1: INSTITUTIONAL OPTIONS (5 TOTAL HOURS) Select ONE below (Two Hours)				PHSC1011K*	Physical Science I*		4
COMM 1000	Cultural Diversity in Comm.		2	PHSC1012K*	Physical Science II*		4
HIST 1002	**Intro. To African Diaspora**		2	PHYS1111K*	Introductory Physics I*		4
POLS 1105	Current World Problems		2	PHYS1112K**	Introductory Physics II**		4
AREA B2: Select ONE below (Three Hours)				PHYS2211K	Principles of Physics I		4
COMM 1100	Human Communication		3	PHYS2212K**	Principles of Physics II**		4
COMM 1110	**Public Speaking**		**3**	*Cannot use the following combinations for completion of Area D1: BIOL 1110 and BIOL 1111; BIOL 2107, BIOL 1110, or BIOL 1111; CHEM 1151 and CHEM 1211; PHSC 1011 and PHYS 1111 or PHYS 2221; PHSC 1012 and CHEM 1151 or CHEM 1211			
AREA C1: HUMANITIES/FINE ARTS (6 TOTAL HOURS) Select ONE below (Three Hours)				**Requires completion of first course in sequence.			
ENGL 2111	**World Literature I or**		3	**AREA D2: NON-STEM MAJORS may select TWO courses below to total 11 hours in Area D (0 – 4)**			
ENGL 2111H	World Literature I Honors		3	**CSCI 1300**	**Intro to Computer Science**		**3**
ENGL 2112	World Literature II or		3	MATH 1113	Pre-Calculus		3
ENGL 2112H	World Literature II Honors		3	MATH 1211	Calculus I		4
ENGL 2121	British Literature I		3	MATH 2212	Calculus II		4
ENGL 2122	British Literature II		3	MATH 2213	Calculus III		4
ENGL 2131	American Literature I		3	**MATH 2411**	**Introduction to Statistics**		**3**
ENGL 2132	American Literature II		3	**AREA D3: SCIENCE COURSES – STEM MAJORS**			
ENGL 2141	African American Literature I		3	**Choose a two-course science sequence totaling 8 hours**			
ENGL 2142	African American Literature II		3	BIOL 2107K	Principles of Biology I and		**4**
AREA C2: HUMANITIES/FINE ARTS Select ONE below (Three Hours)				BIOL 2018K	Principles of Biology II		**4**
ARPS 1100	Art Appreciation		3				
FREN 1001	Elementary French I		3	CHEM 1211K	Principles of Chemistry I and		4
FREN 1002	Elementary French II		3	CHEM 1212K	Principles of Chemistry II		4
FREN 2001	Intermediate French I		3				
FREN 2002	Intermediate French II		3	PHYS 1111K	Introductory Physics I and		4
LATN 1001	Elementary Latin I		3	PHYS 1112K	Introductory Physics II		4
LATN 1002	Elementary Latin II		3				
LATN 2001	Intermediate Latin I		3	PHYS 2211K	Principles of Physics I		4
LATN 2002	Intermediate Latin II		3	PHYS 2212K	Principles of Physics II		4
MUSC 1100	Music Appreciation		3	**AREA D4: MATH/TECH-STEM MAJORS (3-4 hours) Choose ONE course:**			
JAPN 1001	Elementary Japanese I		3	CSCI 13000	Introduction to Computers		3
JAPN 1002	Elementary Japanese II		3	MATH 1211	Calculus I		4
JAPN 2001	Intermediate Japanese I		3	MATH 2212	Calculus II		4
JAPN 2002	Intermediate Japanese II		3	MATH 2213	Calculus III		4
SPAN 1001	Elementary Spanish I		3	MATH 2411	Introduction to Statistics		3
SPAN 1002	Elementary Spanish II		3				
SPAN 2001	Intermediate Spanish I		3				
SPAN 2002	Intermediate Spanish II		3				
THEA 1100	Theatre Appreciation		3				

B.S.W. CHECK SHEET

NAME:_____ RAM I.D. _____

Course #	Course Title	Grd	Hr	AREA G2: REQUIRED MAJOR COURSES (36 TOTAL)		
AREA E1: SOCIAL SCIENCES (12 TOTAL HOURS)				**GRADE OF "B" OR BETTER REQUIRED**		
POLS 1101	**American Government***		**3**	SOWK 2211	Social Welfare Policy & Services I	3
AREA E2: Select ONE below (Three Hours)				SOWK 3211	Social Welfare Policy & Services II	3
HIST 1111	**Survey of World History 1**		**3**			
HIST 1112	Survey of World History II		3	SOWK 3441	Social Work Practice I	3
HIST 2111	Survey of U.S. History 1		3	SOWK 3442	Social Work Practice II	3
HIST 2112	Survey of U.S. History II		3	SOWK 3444	Research I: Research Methods	3
AREA E3: Select TWO below (Six Hours)				SOWK 4306	Research II: Measurements in S.W.	3
SOCI 2031	Introduction to Anthropology		3			
ECON 2105	**Principles of Macroeconomics**		**3**	SOWK 4441	Social Work Practice III	3
GEOG 1101	Intro to Human Geography		3	SOWK 4470	Field Integrative Seminar	3
HIST 1111	Survey of World History I		3	SOWK 4472	Field Practicum	12
HIST 1112	Survey of World History II		3	**AREA G3: MAJOR ELECTIVES (SELECT 12 TOTAL HOURS)**		
HIST 2111	Survey of U.S. History I		3	**GRADE OF "C" OR BETTER**		
HIST 2112	Survey of U.S. History II		3	SOWK 3275	Forensic Interviewing	3
HIST 2113	**Minorities in America**		**3**	SOWK 3291	Family and Child Welfare	3
POLS 2101	Intro. to Political Science		3	SOWK 3210	S.W. Econ: Global Outcomes	3
PSYC 1101	General Psychology*		3	SOWK 3350	Social Gerontology	3
SOCI 1101	Introduction to Sociology*		3	SOWK 3353	Counseling the Aged	3
The BSW program requires PSYC 1101 & SOCI 1101to be counted in Area F (below)				SOWK 3383	Social Work with Families	3
				SOWK 3384	Social Work and the Law	3
HOURS OUTSIDE THE CORE (3 TOTAL HOURS)				SOWK 3385	Social Work with Children	3
ASU 1101	First Year Experience: Pathways to Success		1	SOWK 3391	Issued in International Soc Work	3
				SOWK 3400	Mental Health Services	3
Health/Wellness *(2 Hr. Course or One 1 Hr. Course in HEDP, HLTH, PEDH, PHED)*				SOWK 4292	Service Delivery Systems/Aged	3
				SOWK 4293	Social Work in Health Care	3
				SOWK 4424	Global Research	3
				SOWK 4435	Death and Dying	3
AREA F: PROGRAM-RELATED COURSES (18 TOTAL) GRADE OF "C" OR BETTER REQUIRED				SOWK 4310	School Social Work Services	3
SOCI 1101	Introduction to Sociology*		3	SOWK 4550	Special Topics	3
SOCI 1160	Introduction to Social Problems		3	SOWK 4460	International Social Work Policy	3
PSYC 1101	General Psychology*		3	SOWK 4494	SW & Chemical Dependency	3
SOWK 1385	Careers in Social Work		3	SOWK 4495	Human Sexuality	3
SOWK 2412	Introduction to Social Work		3	SOWK 4496	HIV/AIDS: Global Impact	3
SOWK 3300	Found. Values/Ethics in S.W.		3			
AREA G1: MAJOR REQUIRED COURSES (12 TOTAL)						
GRADE OF "C" OR BETTER REQUIRED						
SOWK 2310	Self-Awareness		3	**CPC REQUIREMENTS**		
SOWK 3381	Human Behavior/Soc. Env. I		3	**YES ( ) NO ( )**		
SOWK 3382	Human Behavior/Soc. Env. II		3			
SOWK 3443	Interviewing and Recording		3	**ACAT EXAM SATISFIED**		
				INDICATE DATE PASSED:		

Bachelor of Social Work (123 Credit Hours)
BSW PROGRAM MAP

Name   **RAM ID**   **Advisor**

Student GPA as of   Phone *Note to Students: By my signature, I agree that it is my responsibility to ensure that courses outlined in Areas A through G on this BSW Program Map are successfully completed prior to graduation. I agree to review this BSW Program Map against my Banner transcripts __each semester__ to ensure I am completing all courses required for graduation in a timely manner.*

Fall 1			Area	Hrs	Grade
ENGL	1101	English Composition I	A1	3	
MATH	1001	Quantitative Reasoning	A2	3	
SOCI	1101	Intro to Sociology	F	3	
SOWK	1385	Careers in Social Work	F	3	
POLS	1105	Current World Problems or African Diaspora	B1	2	
ASU	1101	Orientation/Freshman Exp.	AC	1	
Total				14	

Spring 1			Area	Hrs	Grade
ENGL	1102	English Composition II	A1	3	
BIOL	1111K	Intro Biological Science I	D1	4	
POLS	1101	American Government	E1	3	
SOCI	1160	Intro to Social Problems	F	3	
COMM	1110	Public Speaking or Human Communications	B2	3	
WELL	1106	*Walk, Jog, Run*	AC	2	
Total				16	

Fall 2			Area	Hrs	Grade
ENGL	2111	World Literature	C1	3	
MATH	2411	Intro to Statistics or Intro to Computer Science	D2	3	
HIST	2112	American History II	E2	3	
SOWK	2412	Intro to Social Work	F	3	
BIOL	1112K	Intro Biological Science II or another science course	D1	4	
Total				15-16	

Spring 2			Area	Hrs	Grade
PSYC	1101	General Psychology	F	3	
	1100	*Music or Art Appreciation*	C2	3	
HIST	2111	Survey of American History I	E3	3	
POLS	2101	Social Science Course from Area E3 of the BSW check sheet	E3	3	
SOWK	2310	Self-Awareness	F	3	
Total				15	

Fall 20____ (Quadrant 1)			Area	Hrs	Grade
SOWK	2211	Social Policy/Services I*	G2	3	
SOWK	3443	Interviewing/Recording	G1	3	
SOWK	3300	Found. Values & Ethics	G1	3	
SOWK	3381	Human Behavior/Env. I	G1	3	
SOWK	3441	Social Work Practice I*	G2	3	
Total				15	

Spring 20____ (Quadrant 2)			Area	Hrs	Grade
SOWK	3211	Social Policy/Services II*	G2	3	
SOWK	3382	Human Behavior/Env. II	G1	3	
SOWK	3444	Social Research I*	G2	3	
SOWK	3442	Social Work Practice II*	G2	3	
SOWK		*Social Work Elective Course*	G3	3	
Total				15	

Fall 20____ (Quadrant 3)			Area	Hrs	Grade
SOWK	4306	Social Research II*	G2	3	
SOWK	4441	Social Work Practice III*	G2	3	
SOWK		*Social Work Elective Course*	G3	3	
SOWK		*Social Work Elective Course*	G3	3	
SOWK		*Social Work Elective Course*	G3	3	
Total				15	

Spring 20_____ (Quadrant 4)			Area	Hrs	Grade
SOWK	4470	Field Integrative Seminar*	G2	3	
SOWK	4472	Field Instruction*	G2	12	
Total				15	

*The Student is required to earn a grade of "B" or higher in this course.   ****Student may have to take at least 1-2 electives during the Summer****

CULMINATING EXAMINATION

The Culminating Field Symposium Examination

Successful completion of the *BSW Field Symposium* is required of all students in the BSW program at Albany State University. The juried field symposium provides students completing the BSW program an opportunity to demonstrate the ability to critically apply the knowledge, values, and skills learned in the undergraduate social work program. Students complete an online poster presentation addressing the thirty-one generalist practice behaviors connected to the nine areas of competency mandated by the Council on Social Work Education. This poster presentation is held online at the end of the Spring semester and is attended virtually by faculty, students, field instructors, agency representatives, and the ASU community. Student presentations are scored by full-time faculty members.

If the student does not earn a composite score of 80% or above on the online *BSW Field Symposium*, she or he will not meet the graduation requirements for the BSW program. The student who does not earn a passing grade will be allowed to present at the next *BSW Field Symposium*. A maximum of three attempts is permitted.

ALBANY STATE UNIVERSITY
BSW PROGRAM COURSE MATRIX

	Social Work Theory	*Social Work Practice*	*Social Work Research*	*Social Welfare Policies and Programs*	*Social Work Field Experience*
Generalist Courses	SOWK 1385: Careers in Social Work [3 cr.] SOWK 2412: Introduction to Social Work [3 cr.] SOWK 3300: Foundational Values and Ethics in Social Work [3 cr.] SOWK 3381: Human Behavior and the Social Environment I [3 cr.] SOWK 3382: Human Behavior and the Social Environment II [3 cr.]	SOWK 3441: Social Work Practice I: Individuals and Families [3 cr.] SOWK 3342: Social Work Practice II: Groups [3 cr.] SOWK 4441: Social Work Practice III: Communities and Organizations [3 cr.]	SOWK 3444: Research I: Research Methods [3 cr.] SOWK 4306: Research II: Measurement in Social Work [3 cr.]	SOWK 2211: Social Welfare Policies & Services I [3 cr.] SOWK 3211: Social Welfare Policies & Services II [3 cr.]	SOWK 4470: Field Integrative Seminar [3 cr.] SOWK 4472: Field Practicum [12 cr.]

BSW COURSE DESCRIPTIONS

Required Pre-Major Courses

SOWK 1385: Careers in Social Work (Cr. 3). This course focuses on the various roles and functions social workers perform and highlights the dynamism and vitality of the social work profession. It offers practical information about jobs available in specific areas. The course will cover the spectrum of social work roles and functions, the nature of social work practice, and best career opportunities for the future. Inter-disciplinary relationships, technology, and the unique qualities of social work are all highlighted. Course Prerequisites: None.

SOWK 2412: Introduction to Social Work (Cr. 3). This is the second introductory course to the field of social welfare and the social work profession. It is a survey of programs and services developed as a response to human needs, from both an historical and political perspective. The course provides a foundation for the BSW Program and helps student comprehend the *NASW Code of Ethics* and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, *Statement of Principles*. This course explores a wide range of human problems, intervention strategies and professional practice choices from a generalist perspective. This course also focuses on the problem-solving process for people who are oppressed, marginalized, and/or underserved. Sixty hours of approved volunteer work must be completed in this course. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385: Careers in Social Work.

SOWK 2310: Self-Awareness (Cr. 3). This course is designed to address self-awareness and effective learning that is necessary to become an effective professional social work practitioner. Further, it is designed to enhance students' development of self and the use of self to empower others in social work practice. Students will examine their identity, interpersonal relationship skills, problem solving skills, styles of communication, and value system. It is a laboratory group experience designed to help social work students gain awareness and understanding of self as a helping person. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385 and SOWK 2412: Introduction to Social Work

Required Quadrant 1 Courses

SOWK 2211: Social Policy and Services I (Cr. 3). This an introductory course, the first of a two-course sequence, to social welfare policies and programs. This course is designed to provide a foundation for the BSW program and enhance the student's comprehension of the historical context of social policies which undergird the delivery of social welfare services. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; and SOWK 2310. Co-Requisites: SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441.

SOWK 3443: Interviewing and Recording (Cr. 3). This course provides foundation knowledge and skills in interviewing and process recording for generalist social work practice. It is organized as an experiential laboratory to build competent interviewing and recording skills. The major emphasis of the course is on the development of strong verbal and written communication skills. Interviewing skills are critically analyzed for their appropriate application with populations who are diverse due to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, sex, or sexual orientation. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; and SOWK 2310. Co-Requisites: SOWK 2211; SOWK 3300; SOWK 3381; and SOWK 3441.

SOWK 3300: Foundational Values and Ethics in Social Work (Cr. 3). This required social work course focuses on the values and ethics inherent in the social work profession. The course focuses on discovering and practicing the foundational knowledge and skills required to identify ethical issues, the

skills needed to resolve ethical dilemmas, and the capacity to make decisions when confronted with conflicting duties and choices that occur within the context of professional social work at all levels of practice. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; and SOWK 2310. Co-Requisites: SOWK 2211; SOWK 3343; SOWK 3381; and SOWK 3441.

SOWK 3381: Human Behavior and the Social Environment I (Cr. 3). This first course in the human behavior and social environment sequence is designed to orient students to theoretical content on the person-in-the-environment focus in social work practice. An ecological model with a lifespan approach is utilized to explore the periods from conception through late adulthood in order to understand individuals as they develop throughout the life cycle and have membership in families, groups, communities, and organizations. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; and SOWK 2310. Co-Requisites: SOWK 2211; SOWK 3343; SOWK 3300; and SOWK 3441.

SOWK 3441: Practice I: Individuals and Families (Cr. 3). This is the first of three practice courses in the core social work curriculum. It is an overview of generalist social work practice at the micro level of intervention. The course prepares students to engage individuals from a holistic view throughout the helping process. This includes the generalist practitioner's knowledge, values, and skills in working with individuals. The course also incorporates the development of interviewing and active listening skills in order to assist students in providing competent services to individuals who are underserved, marginalized or oppressed. Sixty hours of volunteer work must be completed in this course. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; and SOWK 2310. Co-Requisites: SOWK 2211; SOWK 3343; SOWK 3300; and SOWK 3381.

Required Quadrant 2 Courses

SOWK 3211: Social Policy and Services II (Cr. 3). This is the second in a two-course policy sequence. The course focuses on the policy formulation process and evaluates its components. The interactions and relationships between and among the pluralistic social, political, and economic systems and subsystems in society are analyzed. Particular attention is given to the marginalized, oppressed, and underserved populations of Southwest Georgia. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441. Corequisites: SOWK 3382; SOWK 3444; and SOWK 3442.

SOWK 3382: Human Behavior and the Social Environment II (Cr. 3). This second course in the human behavior and the social environment sequence is designed to further expand the social work student's knowledge of theoretical content of the person-in-the-environment focus upon which social work practice is based. An ecological model utilizing the lifespan approach is offered as the organizing framework to understanding individuals as they develop and have membership in families, groups, communities and organizations. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441. Corequisites: SOWK 3211; SOWK 3444; and SOWK 3442.

SOWK 3444: Research I: Research Methods in Social Work (Cr. 3). This is the first of two courses in the social work research sequence. This course focuses on the scientific methods of basic research, including definitions of problems, interventions, and outcomes in measurable terms. Formulation and testing of hypotheses are included in this course. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441. Corequisites: SOWK 3211; SOWK 3382; and SOWK 3442.

SOWK 3442: Practice II: Groups (Cr. 3). This is the second of three practice courses required in the core social work curriculum. This course provides an overview of social work generalist practice at the mezzo level of intervention. The student learns effective intervention tools to apply when working with groups. Students examine the use of groups in helping individuals solve problems and accomplish group goals. The classroom becomes a laboratory for students to practice and develop group social work skills. Students develop the knowledge and skills involved in group development, maintaining group dynamics, and group leadership. The course builds upon the generalist practice methods mastered in Social Work Practice I: Individuals and Families. The course prepares students to work with diverse populations who are oppressed, marginalized or underserved. Sixty hours of volunteer work must be completed in this course. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441. Corequisites: SOWK 3211; SOWK 3382; and SOWK 3444.

Required Quadrant 3 Courses

SOWK 4306: Research II: Measurement in Social Work Practice (Cr. 3). This is the second of two courses in the social work research sequence. This course provides basic instruction in the use of conceptual and quantitative tools for the description and interpretation of data. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441; SOWK 3211; SOWK 3382; and SOWK 3444. Corequisites: SOWK 4441.

SOWK 4441: Practice III: Communities and Organizations (Cr. 3). This is the third of three practice courses in the core social work curriculum. The course focuses on the knowledge and skills necessary for competent practice at the macro level of social work. Students examine the structures, functions, processes and interventions at the community and organizational levels of practice. Students examine strategies for helping communities and organizations solve problems and accomplish its goals. The classroom becomes the laboratory to develop macro social work skills. Course Prerequisites: Admission to the BSW program; Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441; SOWK 3211; SOWK 3382; and SOWK 3444. Corequisites: SOWK 4306.

Required Quadrant 4 Courses

SOWK 4472: Integrative Field Seminar (Cr. 3). This field seminar class is designed to provide the student with an opportunity to facilitate the systematic integration of the concepts, methods, policies, skills, and values involved in generalist social work practice. This course provides a linkage between the classroom and field settings. Course Prerequisites: Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441; SOWK 3211; SOWK 3382; and SOWK 3444; and SOWK 4306. Corequisite: SOWK 4470.

SOWK 4470: Field Practicum (Cr. 12). This field course is designed to provide the student with an opportunity to systematically integrate the generalist social work practice concepts, methods, policies, skills, and values learned in the classroom setting to an agency setting. The course is in an agency setting with supervision from a trained field instructor. Course Prerequisites: Successful completion of SOWK 1385; SOWK 2412; SOWK 2310; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; SOWK 3441; SOWK 2211; SOWK 3443; SOWK 3300; SOWK 3381; and SOWK 3441; SOWK 3211; SOWK 3382; and SOWK 3444; and SOWK 4306. Corequisite: SOWK 4472.

SOWK 3210: Social Work Economics: Global Outcomes (Cr. 3). This course critically examines the theoretical assumptions of the neo-liberal school of economics and presents other options in the area of both economic theory and political economy. Theory consists of concepts formulated by individual thinkers or think tanks – based on data collection and the analysis of patterns which appear in the data or by direct observation. Political economy consists of laws and policies of an economic system that promote greater economic justice for community and global action.   This course will assist students in comprehending and comparing economics from a global view as it relates and affect the U.S. in general. Course Prerequisites: Sophomore or Junior status.

SOWK 3275: Forensic Interviewing* (Cr. 3). This course provides the student with interviewing techniques in forensic social work settings. This course gives a comprehensive overview of courtroom strategies and behaviors, the intersection of laws and ethics, civil litigation, peer adjudication, recording and the legal regulation of social work, as well as the courtroom situations for the Department of Public Welfare. Course Prerequisites: SOWK 3443: Interviewing and Recording; open to Social Work and Criminal Justice majors.

SOWK 3291: Family and Child Welfare Services* (Cr. 3). This course is designed to explore myriad aspects of child welfare services. The course gives a brief overview of child welfare from early 1800 on into the present time. The course focuses on child welfare issues related to diverse populations who are oppressed, marginalized, as well as the underserved in rural Southwest Georgia. Course Prerequisites: Liberal Arts Foundation courses; SOWK 1385; SOWK 3381; SOWK 3441; SOWK 2310; SOWK 3443. Course Co-Requisites: SOWK 3442: Practice II Groups; SOWK 3444: Research I.

SOWK 3350: Social Gerontology (Cr. 3). This course is a survey of cross-cultural views on aging, social implications of the aging population, social adjustments to the process of aging, and societal reactions to and provisions for persons in later life. Course is cross-listed with SOCIO 3350.

SOWK 3353: Counseling the Aged (Cr. 3). This course is an overview of counseling techniques related to the problems in later life to increase the quality of life for the aged. Course is cross-listed with SOCIO 3353.

SOWK 3383: Social Work with Families* (Cr. 3). This course is designed to provide the opportunity for students to analyze the subject of family dynamics/development as a social issue, and to explore policy implications. Utilize family systems employing the strengths perspective, as well as the multigenerational and developmental framework. The course will explore challenges faced by contemporary families as they move through the life course. A social systems approach to the family and its diversity will be utilized. This course will elaborate on the process and content of theoretical and practice foundations in social work with families.

SOWK 3384: Children and the Law (Cr. 3). This course is an elective that is designed to review family policy and how it impacts the tasks performed by social workers working with children in child welfare settings. The interventions taught include the micro and macro levels. Students will strengthen their practice skills with regard to confidentiality, comprehension of the law, court preparation and courtroom testimony. The course will further provide an understanding of the implementation and effect of court rulings on policy and practice. The course reviews the judicial process, the nature of case law and its integration with social welfare practice.

SOWK 3385: Social Work with Children (Cr. 3). This course is designed to provide students with a generalized concept of "at-risk" youth. Students will be given an overall perspective on the ecological

and societal factors that contribute to placing children and adolescents at risk of future dangerous or negative outcomes. Students will synthesize information on the practical application of prevention, intervention, and treatment approaches. The course will look at the youth form a holistic, strength-based, child-centered family perspectives.

SOWK 3391: Issues in International Social Work (Cr. 3). This course will analyze key economic, political and social issues currently affecting social work in an international context. It will explore the role of social work addressing these issues both internationally and locally.

SOWK 3400: Mental Health Services (Cr 3). This course provides an overview of the contemporary context of social work practice in mental health. It introduces social work students to the scientific, technological, historical, economic, legal, ethical, sociopolitical, and cultural factors that shape contemporary mental health practice. It also addresses the specific ways managed mental health care has impacted social workers and clients with a host of restrictions that have adversely affected the quality of availability and provided services.

SOWK 4292: Service Delivery System and the Aged (Cr. 3). This course is designed to provide human service professionals with knowledge regarding resources and services required by the aged. Techniques on how to effectively provide services to the elderly population will be covered in this course. The course focuses on direct service goals for elderly clients, caregivers, and family members, with attention to improving service coordination, access, quality, and efficiency.

SOWK 4293: Social Work in Health Care (Cr. 3). This course provides a common outline and framework for practitioners' analyses of social work with various populations in acute care, long term care, rehabilitation, community-based residential care, and mental health settings. It introduces social work students to a range of clients and provides an overview of many social work settings and services in the health care arena.

SOWK 4310: Global Research (Cr. 3). This course is a third research course in social work that is interactive and provides a platform for exploring current social welfare issues that will assist in comparing states, countries and public attitudes about some of the most important social welfare issues facing society both at home and abroad. It is an avenue for practical technological skills to be integrated with global issues pertaining to social welfare. Course Prerequisites: SOWK 3210: Social Work Economics/Global Outcomes; SOWK 3391: Issues in International Social Work. Course Co-Requisites: SOWK 4306: Research I; SOWK 4460: International Social Welfare Policy.

SOWK 4423: School Social Work Practice (Cr. 3). This is the first of two courses on school social work. This course is a practice class specific to working in the schools, whether public or private. It addresses practice, policies, and research, giving students a clear understanding of social work in an educational setting, K – 12. Students will examine how theory, policies and research can be utilized therapeutically to resolve problems and accomplish goals for students in grades K through 12. This course provides a laboratory atmosphere for students to practice and develop additional social work skills prior to becoming more actively involved in hands-on experience when enrolled in SOWK 4424: School Social Work Services.

SOWK 4424: School Social Work Services (Cr. 3). This course is the second of two courses on school social work. It is a service-oriented course where students will actively interact with a social worker in a public or private school environment to use skills and techniques in order to gain hands-on experience. The course provides an opportunity for students to practice and develop knowledge related to school social work services and interventions that is an important part in the normal routine of a social worker in the public/private school, K-12, environment.

SOWK 4435: Death and Dying (Cr. 3). This course focuses on several issues regarding the treatment and nontreatment of the dying or those who wish to die. Students will gain knowledge regarding the stages of grief and the phases of death and dying. Practice skills will be utilized in working with families experiencing grief and their stages of grief, as well.

SOWK 4450: Selected Topics in Social Work (Cr. 1-3). This course provides an opportunity for senior-level social work students to select from among pre-identified social work topics relevant to the mission, goals, and practice behaviors of the BSW program that are of interest to them and the major professor. This course fosters the development of scholarly research for presentation on campus as well as at regional, state, or national professional conferences or meetings. Approval of the faculty is necessary prior to registering for the course. Course Prerequisites: Senior-year social work major.

SOWK 4460: International Social Welfare Policy (Cr. 3). The course will analyze key economic, political, and social issues currently affecting social work in international context. It will explore the role of social work in addressing these issues both internationally and locally.

SOWK 4494: Social Work and Chemical Dependency (Cr. 3). This course is designed for students interested in analyzing their present values and knowledge as it relates to chemical dependency. The practice course will increase students' skills, attitudes, knowledge, and values to foster their development into effective and ethical addiction practitioners.

SOWK 4495: Human Sexuality (Cr. 3). This course provides an in-depth review of theories of human sexual behavior, including psychological, biological, sociological, evolutionary, feminist, homosexual and bio-sexual theories. It discusses changing societal attitudes and how those attitudes have impacted sexuality research, as well as classic early researchers and theories and less widely-known contributors, particularly female researchers and modern trends, including internet-based sexuality research.

SOWK 4496: HIV/AIDS – Global Impact (Cr 3). This course will explore the social and economic impact of HIV/AIDS from a global perspective. The course will also explore myths and facts surrounding HIV/AIDS. Further HIV/AIDS will be defined and prevention methods will be explored. The course will discuss the implications for future social work practice.

BSW FIELD PROGRAM

There are explicit requirements regarding the sequencing of, and prerequisites for, BSW courses prior to entering the field. The appropriate semester for field practicum is determined by the BSW Program Director and is reflected in Degree Works and the *BSW Program Map*. *Only after this is done* is it appropriate to discuss specific arrangements for field placement with the BSW Field Office. It is important for students to have completed all Areas of Degree Works and bring their completed *BSW Program Map* to any meeting regarding field placement.

Field Placement Procedures

The BSW Program Director is responsible for determining a student's eligibility for field placement. The BSW Field Coordinator is responsible for assignments to the appropriate agencies. Factors taken into consideration for assignments and agency placement include, but are not limited to:

- Student's ability to function in a particular agency setting
- Agency's ability to meet the student's specific needs
- Student's interest and future career goals
- Performance in the required 120 hours of volunteer work in the BSW program (log sheet submission)
- Student's volunteerism and work experience in social service agencies
- Student's specific educational needs

Students are eligible for field seminar and field experience with a minimum cumulative average of 2.50, and at least a cumulative of 3.00 in all required social work courses with a grade requirement of "B" or better. To be eligible for field education, students must have completed all prerequisites for the field courses, including 120 clock hours of approved volunteer work. Field course prerequisites include the completion of **ALL REQUIRED COURSES** for the Social Work major except SOWK 4470, Integrative Field Seminar, which is offered concurrently with SOWK 4472: Field Instruction. Students must apply for field placement if all the above requirements have been met.

Required Volunteer Hours in the BSW Program

The National Association of Social Workers (NASW) *Code of Ethics* identifies "service" as one of the six critical values of the social worker profession. As social workers, our primary goal is "to help people in need and address social problems" (NASW, 2017). By volunteering in a social service agency, students have exposure to the various life situations and needs existing in diverse populations. The volunteer experience helps students to better connect what they are learning in the classroom to actual social work practice. Additionally, it exposes them to competent generalist social work practice prior to entry into the senior year field experience.

The BSW program requires that students complete 180 volunteer hours prior to entering the field in their senior year. The following courses require the completion of volunteer hours:

#	BSW Course	Required Volunteer Hours
1	SOWK 2412: Introduction to Social Work	60
2	SOWK 3441: Social Work Practice I	60
3	SOWK 3442: Social Work Practice II	60
Total Volunteer Hours Prior to Entering Field Experience		**180**

Upon completion of the volunteer hours required for each of the above courses, students will complete a reflection paper that helps them to connect the experience to social work practice behaviors, deepening their understanding of the social work profession. Students taking SOWK 2412, will use the volunteer log sheets to track their volunteer hours. Students must have their volunteer supervisors complete an evaluation form. Students taking SOWK 2412, SOWK 3441 or SOWK 3442 must track their volunteer hours using Tevera programming. Volunteer supervisors will complete an evaluation through Tevera Programming.

At the end of the semester, the agency social worker completes an evaluation of the student's performance as a social work volunteer. This evaluation form is placed in the student's file and a copy is forwarded to both the BSW Field Coordinator and the BSW student's faculty advisor for review. Should the evaluation indicate that corrective measures are required, the BSW Program Director, the BSW Field Coordinator, and the BSW Faculty Advisor will meet with the student to develop a remedial plan to ensure the student's readiness to enter the field in the senior year.

NOTE: Most social service agencies require that a student complete a criminal background check and a drug screen at the beginning of volunteer or field placement, and randomly require criminal background checks and drug screens throughout the semester. Failure to pass either the criminal background check or the drug screen at any point in the BSW program may result in the student being dismissed from the BSW program.

BSW Field Application Process

Applications are to be submitted in the following fashion:

Completed application packets are to be submitted via Tevera programming for electronic submission to the BSW Program Director by the end (Friday) of the third (3rd) week of the **SEMESTER PRIOR** to the semester of field placement. Students applying for Fall Semester must apply for Field Placement by the end of the third (3rd) week during the Spring Semester. The application should include a biosketch (typed), application form (typed); two a photo attached (passport or wallet size); three resumes, copies of volunteer log sheets and evaluations, proof of NASW Membership, proof of NASW Liability Insurance, vehicle insurance if the student plans to use their own transportation; grades for major courses found in Areas G1 and G2 of Degree Works. The *BSW Field Manual* and *BSW Application for Field* can be secured from the BSW Program Director, the BSW Field Coordinator or online (https://www.asurams.edu/academic-affairs/college-of-business-education-professional-studies/social-work/degrees/bsw/index.php). It is the responsibility of the student to also make

the BSW Field Coordinator aware of the intention to apply for admission to the BSW field program.

The student should retain a copy of the application packet as a personal record in the event the application is misplaced. Be mindful that the application packet is due to the BSW Field Coordinator by the end of the **THIRD WEEK OF THE SEMESTER PRIOR TO THE SEMESTER OF THE STUDENT'S PLACEMENT**.

Failure to adhere to the deadlines for application into BSW Field Placement may result in the student **not being eligible** for placement in that specific semester. Deadlines for field applications will be disseminated to all students via Practice III class and the Social Work Program's Orientation. The purpose of the deadline for field applications is to establish eligibility for entry into the field prior to the registration process, to reserve a specific number of placement opportunities for a given semester and to allow sufficient time for students to complete the process for placement.

Academic Clearance for Field Placement

Applications will be reviewed by the BSW Program Director and forwarded to the BSW Field Coordinator. Students are cleared for field placement based on their academic preparedness. Only those students receiving academic clearance are granted approval to move forward in the field application process. The BSW Program Director will utilize the Program's specified criteria and verify:

a) Student(s) completed all liberal arts courses.
b) Student(s) completed all required social work courses with a grade of "B" in each course requiring a 3.00 GPA.
c) **Students' Institutional** GPA is 2.50 or above.
d) Student has completed the total 180 volunteer hours required in the following Social Work courses:
SOWK 2412: Introduction to Social Work (60 hours);
SOWK 3441: Social Work Practice I (60 hours); and
SOWK 3442: Social Work Practice II (60 hours)
e) Students' application is in compliance with program requirements, and includes the *Recommendation for Field Placement* form.

The BSW Program Director will submit admission status on the *Recommendation for Field Placement* form via Tevera programming for electronic forms to the BSW Field Coordinator by the end of the fourth (4th) week. The BSW Program Director will also submit Title IV-E students' recommendation to the Title IV-E Coordinator.

Students will be notified of their academic status and/or clearance for field placement via their Tevera Account. The BSW Field Coordinator and, if appropriate, the Title IV-E Coordinator will contact students by the end of the fifth week of the semester for advisement by the BSW Field Coordinator regarding possible agency placements.

After advisement with the BSW Field Coordinator, students may have an opportunity to interview with two agencies relevant to their practice interests. After the interviews students will apprise the BSW Field Coordinator and, if appropriate, the Title IV-E Coordinator of the outcome. After careful collaboration with the student, the agency BSW Field Instructor, the BSW Field Coordinator and/or the Title IV-E Coordinator, students will be assigned to the appropriate agency for the BSW Field Practicum.

Students are required to be members of the National Association of Social Worker (NASW) and are required to purchase liability insurance for no less than $1,000,000/$3,000,000 prior to the beginning date of the field placement. Students can obtain liability insurance through NASW at a reasonable rate. Proof of NASW membership and liability insurance must accompany the application. Students are constantly reminded of this stipulation throughout their participation in the social work program.

The BSW Field Practicum is currently a block placement, and students are required to complete 540 clock hours in their assigned agencies. Students will follow the policies and procedures of the field agency regarding their work hours and holiday schedules. Students will carry out the same responsibilities as paid employees in the assigned agency.

The BSW Field Coordinator and Title IV-E Field Coordinator will host a training session for students, BSW Field Instructors and Task Supervisors from the various agencies prior to students reporting to the assigned agency. The training session is **mandatory** for students, BSW Field Instructors and Task Supervisors. *Students who fail to attend Field Orientation or field training sessions will not meet eligibility requirements to enter the Field Experience. Therefore, students must apply to enter the Field the following semester*. The training session is to apprise BSW students, BSW Field Instructors and Task Supervisors of the expectations of BSW students, BSW Field Instructors and University faculty. Further, the training sessions will allow time for explaining the appropriate policies and procedures related to the relationship of the University and the agencies. Course requirements, student required papers and reports, agency required reports, dates reports are due, agency hours and regulations, confidentiality, the integrative seminar, ethics, dress codes, illness, bad weather days, etc. will be discussed at the training session. Students are required to report any absences to the **BSW Field Instructor** and the **BSW Field Coordinator.**

BSW Field Coordinator and BSW Student Preparatory Meeting

The BSW Field Coordinator will contact students to set dates and time during the **fifth (5th)** week of the semester to meet and discuss the field placement, the expectations and needs, student-agency matching, agency interviews, financial planning, and time frames for the field experience semester.

The Preparatory Meeting with the Field Coordinator will include a joint venture in selecting and reviewing an agency-based site, which will meet the learning needs, expectations, and interests of the student. Agency reference materials **must be** on hand and can be obtained from

the Field Coordinator's office, Department Chair's Office or the Social Work Office in Room 336, to assist students in making appropriate choices that are acceptable by the University and the Social Work Program.

The identified agency is contacted by the Field Coordinator to discuss the potential placement of the student. If the agency is in agreement with the Field Coordinator for the placement, the field application packet **must be sent** to the identified agency and/or identified practitioner for review **prior to** the student's contact or interview (**at least by the end of the seventh (7th) week** of the semester. The agency will then contact the Field Coordinator to assure that the agency can meet the needs, expectations, and interests of the student.

The field Coordinator will contact the student to set a date for an initial interview with the identified agency and/or the agency designee. All interviews need to be completed by the end of the **ninth (9th)** week of the semester. Placement decisions should be completed by this time to prevent problems occurring during a student's internship.

The Title IV-E Program

Albany State University completes a contract with Georgia Department of Human Resources (DHR) annually through a grant heretofore written by the Chair of the Social Work Department. The program is a collaborative effort with DHR to professionalize Child Welfare Services. It is through such collaborations that graduating students will be able to assist with better services to the families and children throughout the state of Georgia.

Students accepted into the Undergraduate Social Work Program are granted an opportunity to apply for the grant and receive a stipend to assist with funding their education in exchange for one year` of service in Child Welfare, in Georgia, for every year the stipend is received. Students participating in this program must complete their Field Practicum in a Department of Family and Children's Services (DFCS) agency. During the student's matriculation through the program, the Title IV-E Coordinator will serve as the advisor and Field Coordinator. Upon completion of the social work program, Title IV-E students will work with the Title IV-E Coordinator and DHR personnel for job placement.

Albany State has participated in an assessment with DHR of the social work curriculum. Consequently, students completing this program will exempt the State's New Worker-Keys Training. The State has made a commitment to hire Title IV-E BSW students in the position of Case Manager-Advanced. Students successfully completing this program will receive a certified certificate of proficiency in Child Welfare from ASU upon graduation. (A copy of the certificate is available for viewing in the appendices.) This exemption will provide graduating students an opportunity to enter the agency at a higher rate of pay and one level higher than that of an entry level case manager. It also affords students the opportunity to be certified by DFCS during an earlier stage of employment. Those students not entering the profession upon graduation have deferred employment to attend graduate school at institutions that also offer the Title IV-E grant. Still, other students have opted to work and continue their education simultaneously, utilizing Title IV-E funding.

Albany State University has graduated over 70 students who completed the social work program with the assistance of the Title IV-E Grant. Many of these students have been successfully placed in DFCS agencies and are empowering families through a holistic and strengths perspective in working to preserve families and ensure safety, stability, wellbeing and permanence for children in the State of Georgia. There are others who chose to pursue their MSW degree before entering the workforce.

Eligibility Criteria

- Students must be a social work major and have been accepted into the program.
- Students must also have and maintain a minimum 2.50 GPA.
- Students must provide a minimum of three academic/professional references.
- Students must be willing to sign and fulfill their commitment as noted above as well as in the Student agreement/contract (located in the appendices) acknowledging their commitment to the State of Georgia in the area of Child Welfare.
- Due to the sensitive nature of information available to Title IV-E Students during their practicum, students must be willing to sign "A Consent for Release of Information" and undergo a criminal background check.

Students are advised that, upon placement in their agency during the assigned Field Practicum, he/she will be required to complete a second background check requiring the student to be fingerprinted along with a comprehensive drug screen. Students may be asked to provide a subsequent criminal background check or drug screen throughout the internship and when employed for the State of Georgia's Division of Family and Children Services (DFCS).

Title IV-E Application Process

Prior to completing the application process, students interested in the Title IV E Program need to view the DFCS Social Services Protect & Placement Specialist *VIDEO* by visiting http://www.dhsjobsga.com/Main/Default.aspx – click on - "Life as a GA Case Manager" on the lower right-hand side of the web page. Students are also required to read & complete the Self-Assessment. Upon completing the aforementioned process students who think they are a "good fit" for Child Welfare must go online to www.gadfcs.org/grant/cwg.jsp in order to complete their application for the program (See appendices). The application must be completed and submitted via the website. Following the completion of the on-line application, students are to submit their three academic/professional references, a letter noting their anticipated date of graduation, verification of their grade point average, and a copy of their letter of acceptance into the BSW Program a minimum of one week after completing the on-line application to the BSW Program Director. All students interested in the program will need to complete their applications by the tenth week of the new (Fall/Spring) semester. A hard copy of the Title IV-E application will be supplied to the BSW Program Director and will be

reviewed by the Title IV-E Coordinator, the BSW Program Director and the BSW Field Coordinator.

Students will be formally notified of their scheduled interview date and time via students' ASURAMS e-mail address and/or by letter. Interviews will be held with the BSW Program Director, the BSW Field Coordinator, the Title IV-E Coordinator, a DHR IV-E Representative and personnel from the Department of Family and Children Services. These interviews are normally scheduled once during the Fall and Spring semesters.

After completing the interview process, students will be notified within five to ten working days of their acceptance or denial of admittance into the Title IV-E Program. The stipend will be initiated the semester following the student's acceptance into the program. Those students not accepted into the program are not exempt from re-applying unless the denial is due to a problem with their criminal background check.

Requirements

- Title IV-E students must utilize their own vehicles during internship.
- Title IV-E students need to have their own automobile insurance at the time they enter field.
- Students must complete Forensic Interviewing, Family & Child Welfare Practice and Social Work with Families as a part of their curriculum.
- Students must attend all Title IV-E Conferences, trainings and workshops.
- Students must adhere to the NASW Code of Ethics.
- Students must honor and complete their commitment to the Georgia Department of Family and Children Services.
- Students are expected to accept a job in the county in which a position is available.
- Students who fail to follow through on their commitment will be required to **repay** the money received in their stipend.
- Students are required to submit to a drug screen at the time of agency placement for their field experience.

DUE TO THE STRINGENT REQUIREMENTS OF CONFIDENTIALITY FOR AGENCIES WORKING WITH SENSITIVE INFORMATION ON CHILDREN AND FAMILIES, ALL TITLE IV-E STUDENTS MUST UNDERSTAND THAT A POSITIVE DRUG SCREEN OR A CRIMINAL CONVICTION BEFORE OR AFTER BEING PLACED ON THE GRANT WILL RESULT IN IMMEDIATE DISMISSAL FROM THE TITLE IV-E PROGRAM. THE STUDENT WILL THEN BE RESPONSIBLE TO REPAY THE AMOUNT OF THE STIPEND RECEIVED.

ACADEMIC POLICIES

Academic Advising

Upon admission to the BSW program, all students are assigned a BSW Faculty Advisor. Professional social work advisement orients students and assists them in assessing their aptitude and motivation for a career in social work, allows for early and periodic evaluation of academic and professional performance, guides students in selecting areas of course work, and assesses with students the field setting that best meets their educational needs and career objectives. In compliance with CSWE accreditation standards, all BSW Faculty Advisors are full time, permanent faculty whose educational credentials include either a master's degree in social work or a baccalaureate degree in social work plus a social work doctorate. Students are encouraged to meet with their academic advisor at least once per semester to discuss their academic and professional needs. The list of all BSW students and their assigned faculty member is distributed to students at BSW Student Orientation and may be obtained from the BSW Program Director. Faculty office hours are posted on the office door of each faculty member. Students unable to meet with their faculty advisor during specified office hours must make arrangements to meet at a time that is convenient for both the student and the faculty advisor. Students with additional questions or concerns regarding academic advising may contact the BSW Program Director.

Enrollment Status

Applicants request admission into either full-time or part-time enrollment status. Full-time students complete the BSW program in two academic years after completing their sophomore year. This requires carrying 15 credits each semester. **Please work closely with your BSW Faculty Advisor to ensure you meet all criteria for graduation in a timely manner.**

Incomplete Grades

The grade of "I" (Incomplete) is a conditional and temporary grade given in those *rare* circumstances when students are passing a course with a grade of "B" or better but, for reasons beyond their control (e.g., unavoidable and documented medical emergency, legal issues, or family emergency, etc.), have not completed a *very small part* of all course requirements. Students are responsible for informing the Instructor immediately of the reasons for not submitting an assignment on time or not taking a scheduled examination. The grade of "I" must be changed by fulfilling the course requirements by the deadline set by the Instructor, but no more than one semester from the date awarded. In conformance with University policy, the grade will automatically lapse into an "F" if the incomplete grade is not satisfied within the following semester.

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the BSW Program. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for a reasonable accommodation that will provide an equal opportunity to meet the rigorous academic criteria related to professional

behavior and scholastic performance. Albany State University policies regarding students with learning disabilities and physical disabilities meet all State and Federal legislation, including the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (Title II). The Regents Center for Learning Disorders at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research related to students within the University system suspected of having learning disorders. The Center identifies students with suspected specific learning disabilities, Attention Deficit/Hyperactivity Disorders (ADHD) or Acquired Brain Impairment. The professional staff reviews documentation supplied by the student or may provide a new evaluation. A student who is interested in having an evaluation may contact the Office of Counseling and Student Disability Services for information concerning the availability of this service. Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Disability Student Services Program and provide documentation as needed. An initial assessment, subsequent plan, use of outside experts (including the Disability Student Services Program), and periodic checks between the BSW Program and the student are appropriate courses of action in making accommodations. If you currently have an identified learning disability, it is your responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of your disability and educational needs. The Office of Counseling and Student Disability Services is located in room 2-140 in the New Student Center. The Coordinator of the Office of Counseling and Student Disability Services, Stephanie R. Harris-Jolly, Ed. D, LPC, CPCS , may be reached at 229-500-2013. The Instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you. If you are an individual with a disability who requires such accommodations, please discuss this with the Instructor during the first week of class.

Classroom Attendance Policy

All BSW students are expected to attend all of their scheduled classes. Professional social work education requires regular attendance as well as careful classroom preparation. Specific policies regarding class attendance are the prerogative of the individual faculty member. Instructors shall determine the policy regarding grading which they believe is best for the course. Faculty shall inform each class via the course syllabus the impact of absences on the final grade. The BSW student is expected to carry out all assigned work and to take examinations at the class period designated by the Instructor. Failure to attend each class, successfully complete all assignments, or take examinations at the designated time is likely to result in an appropriate reduction in grade or a failing grade for the course.

Arrangements to make up missed examinations due to properly-authorized excused absences shall be initiated by the BSW student within one week from the end of the period of the excused absence. Normally, if the BSW student is given the opportunity to complete a make-up exam, the exam shall occur within two weeks from the time that the BSW student initiates arrangements for it. *The format for any make-up exam and the opportunity for the BSW student to make up work are at the discretion of the Instructor.* Instructors may allow an excused absence for:

        1. Illness of the BSW Student or the serious illness of a member of the BSW Student's immediate family. The Instructor may request appropriate verification.

2. The death of a member of the BSW Student's immediate family. The Instructor may request appropriate verification.
3. An academic trip sponsored by the Department of Social Work (e.g., Lobby Day in Atlanta, CSWE Conference, NASW Conference, etc.). Instructors may request formal notification from appropriate university personnel to document the BSW Student's participation in such trips.
4. Religious holidays. The BSW Student is responsible for notifying the Instructor in writing of anticipated absences due to their observance of a religious holiday.
5. Subpoena for court appearance.
6. Any other reason the Instructor deems appropriate.

Under certain circumstances (e.g., COVID-19), students may be required to quarantine, missing numerous classroom instruction. Students must contact Counseling and Student Accessibility Services to request accommodations for alternative educational arrangements. For example, students may be approved to attend class virtually for the period during quarantine status and negative COVID-19 testing results. Counseling and Student Accessibility Services phone number is 229-500-2013. They are located in the BCB building, suite 170. More information about their services can be located at **https://www.asurams.edu/student-affairs/counseling-disability-services/index.php**

Hybrid and Online Course Attendance Policy

All hybrid and online courses are treated like face-to-face courses which means students must be present in the classroom on the days they are scheduled to meet in the physical class setting, and students must attend via webcam on the days they meet virtually. Students attending class online are expected to **have their cameras on during the entire class session** in order to be counted present. Attendance both physical and virtual are required. Exceptions will only be made for those students granted special accommodations by Student Counseling and Accessibility Services. Hence, exceptions are made on a case-by-case basis in compliance with University standards and approval. All students must be dressed appropriately for the classroom setting (no pajamas, no bonnets, head scarves, tank tops, etc.).

Failure to meet the individual course attendance requirements as outlined in the course syllabus, successfully complete all assignments in a timely manner, or take examinations at the designated time is likely to result in an appropriate reduction in grade or a failing grade for the course.

Online Course Attendance Policy

Students enrolled in online social work courses are required to "attend" an online course through communication or submission of work, as defined by the Instructor on the Georgia View (https://albanystate.view.usg.edu/d2l/login) webpage. The course syllabus clearly identifies the weekly submissions required for the course which may include online quizzes, discussion board postings, submission of homework assignments, substantive email exchanges, etc. Students who do not communicate or submit work at a minimal level as determined by the Instructor for one full week (a 7-day period) will be counted as having an unexcused absence for that week. As in the actual classroom, online courses allow for a maximum of one excused absence. Failure to meet the individual course attendance requirements as outlined in the online course syllabus,

successfully complete all assignments in a timely manner, or take examinations at the designated time is likely to result in an appropriate reduction in grade or a failing grade for the course.

Scholastic Performance

BSW students are considered to be in academic difficulty if their GPA drops below 2.50. Students will be advised to withdraw from the program if their grade point average falls below 2.00. Failure to maintain a grade of "B" or better in field placement will result in dismissal from the BSW Program. A review will be called if a student earns a grade of "C" or "I" (incomplete) in any semester of field. A review will be called if a student earns a grade of "C" or below or "I" in any required social work course that requires a grade of "B". An overall GPA of 2.50 is one of the requirements for graduation from the Bachelor of Social Work Program.

BSW Dress Code

In a profession where one might meet with clients one hour, testify in a courtroom the next hour, and interface with a multidisciplinary treatment team the next, social workers must be mindful of their physical appearance. The way in which the social worker dresses demonstrates respect for clients and communicates one's position of authority when interacting with others. It is difficult to work effectively with clients when one's clothing is too tight, too short, uncomfortable or otherwise inappropriate for the workplace. Students are encouraged to begin to build their professional wardrobe while in the BSW program, if they have not done so already.

Some organizations have a policy against wearing perfume or cologne on the job, particularly in health care settings or in work with the elderly. Others require that tattoos are covered by clothing and piercings are removed while on the job.

As part of your professional education and training, the BSW program requires that you dress appropriately for all field internships and encourages professional dress in the classroom. The dress code calls for women to wear "business casual" dresses, suits, skirts with blouses and a blazer or jacket, and dress pant suits. Dress shoes should also be worn. Clothing cannot be too form-fitting or revealing. The dress code calls for men to wear "business casual" dress pants with a coat and tie with dress shoes.

Clothing that is not allowed includes:
- Tennis shoes
- Flip-flops
- T-shirts
- Denim
- Shorts or capris pants
- Underwear that is visible (including bras, bra straps, thongs, briefs, boxers, etc.)
- Pants that are too tight or too low-rise
- Dresses or skirts that are shorter than just above the knee ("C" in the picture below)
- Tops that expose chest, cleavage or stomach
- Bonnets or head scarfs
- Bedroom shoes

Business Casual for Women   Business Casual for Men

F
E
D
C
B
A

Alcohol and Other Drug Use and Illegal Activity

Social workers are called on to promote a safe and healthy society. They are expected to obey all laws, including those regulating the use of both legal and illegal drug use. Employers of social service agencies implement ongoing criminal background checks and drug-testing policies to protect their organizations, their clients, other employees, and society. Employers are entitled to maintain safe and healthy workplaces and want their services to be free of problems resulting from an employee engaging in illegal activities or using or abusing chemicals. Employers have the right to expect that the employees hired will be able to carry out the responsibilities of their jobs without impairment. Coworkers are entitled to expect that those they work with are competent, uninvolved in illegal activities and free from alcohol and other drug use. The public is entitled to protection from harmful services resulting from the illegal behavior or substance use by social workers.

Drug testing is a tool that is used to determine if an employee is using substances such as alcohol, cannabis (e.g., marijuana), hallucinogens, inhalants, opioids, sedatives, hypnotics, anxiolytics, stimulants, or other chemicals. "Drug testing" refers to the use of biologic sources, such as urine, saliva, sweat, hair, breath, or blood to identify specific substances or their metabolites in an individual's system.

As in criminal background checks, student volunteers and interns need to be aware that many social service agencies require drug tests be completed prior to entering the field. Additionally, many agencies also require that volunteers, interns and employees submit to random drug screening and criminal background checks throughout their field placement or employment. Students are reminded that the NASW *Code of Ethics* (2017) states that social workers should not engage in illegal activities or use substances so as to interfere with their professional judgment and performance or jeopardize the best interests of people for whom they have a responsibility *(4.05: Impairment).*

Student volunteers and interns are reminded that, if an agency to which the student is assigned denies her/him admission and/or access to clients and the agency due to alcohol or drug use or a felony or specific misdemeanor conviction, and if a comparable assignment cannot be made to meet course objectives, the student's enrollment in the BSW program will be terminated. Additionally, students must remember that

prior criminal or substance use charges may prevent them from obtaining employment or licensure as a social worker in the future.

BSW Standards for Social Work Education

Because of the nature of professional social work practice, the Bachelor of Social Work Program has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Bachelor of Social Work (BSW) Program.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students, along with the BSW Program Director and BSW Field Coordinator, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. "Professional judgment" is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

All BSW students will be provided with, and expected to read, the Standards for Social Work Education and the National Association of Social Workers (NASW) *Code of Ethic.* These documents may be found in the *BSW Student Manual* and the *BSW Field Manual.* Students will be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The signed form will be kept in BSW students' files.

Criteria for Evaluating Academic Performance*

All social work faculty are responsible for acting as gatekeepers of the social work profession. 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 BSW Program evaluates the academic performance of its students in four general areas: (1.) Basic Abilities to Acquire Professional Skills, (2.) Mental and Emotional Abilities (3.) Professional Performance Skills, and (4.) Scholastic Performance.

Because this is a professional program, meeting the criteria for scholastic achievement is necessary, but not sufficient, to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

1. **Basic Abilities Necessary to Acquire Professional Skills**

   a. **Communication Skills**
       Demonstrates sufficient written and oral skills to comprehend information
       and communicate ideas and feelings.
       Written: Writes clearly, uses correct grammar and spelling, and applies
         appropriate writing style, including American Psychological Association

(APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the BSW program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

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

c. **Cognitive Skills**
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. 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. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

d. **Physical Skills**
Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations and in compliance with the Americans with Disabilities Act of 1990.

2. **Emotional and Mental Abilities Necessary for Performance in the MSW Program and Professional Practice**

   a. **Stress Management**
   Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

   b. **Emotional and Mental Capacities**
   Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional

performance. 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, and
- Jeopardize the best interest of those to whom the social work student has a professional responsibility (as outlined in the current *Codes of Ethics* of the National Association of Social Workers

3. **Professional Performance Skills Necessary for Work with Clients and Professional Practice**

   a. Professional Commitment
   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*. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social, economic and environmental justice).

4. **Professional Behavior**
   Exhibits behaviors that are in compliance with BSW program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

5. **Self-Awareness**
   Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

6. **Ethical Obligations**

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW *Code of Ethics* include:

- Adherence to the NASW *Code of Ethics*
- No current charges and/or convictions, or a history of charges and/or convictions, for 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 relation to and work with others who are different from oneself.
- Appropriate service to all persons in need of assistance, regardless of the person's age, class, color, culture, disability or ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, tribal sovereign status, etc.
- 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; and 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.

Academic Honesty

All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty. The academic honor system charges each faculty member and student with responsibility for:

1. Upholding the highest standards of academic integrity in one's own work;
2. Refusing to tolerate violations of academic integrity in the ASU community; and
3. Fostering a high sense of integrity and social responsibility on the part of every member of the ASU community.

Violations of this code include receiving from a fellow student or another unauthorized source during examinations; obtaining, distributing, or referring to a copy of an examination which the instructor or BSW program has not authorized to be made available or such a purpose; any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor (e.g., removing or destroying library or other source materials); representing another's work, published or unpublished, as one's own; tampering with another student's work; altering grades or any other records related to the academic performance of students; or submitting false records or information in order to gain admission to the University or the BSW program.

Academic penalties shall include, but may not be limited to, one or a combination of the following:
1. a lower or failing grade in the course;
2. a lower or failing grade or score on the assignment or examination;
3. additional work to provide evidence of the student's academic performance and/or evidence that the student has mastery of the course material.

The following are the possible disciplinary penalties for violation of the Academic Code of Honesty, which may be imposed singularly or in any combination:
1. Dismissal
2. Suspension
3. Probation
4. Reprimand

Policies and Procedures for Review of Academic or Professional Performance
Three levels of review can occur within the Department of Social Work in reviewing the BSW student's academic or professional performance. The level of review depends upon the potential severity of the concern. Information disclosed during student meetings with faculty, BSW Program Director, or Department administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or BSW Program Director will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. They will follow university procedures related to student performance issues.

Sources of Information for Academic or Professional Performance Criteria
Information about students' meeting academic or professional performance criteria in the Bachelor of Social Work Program may include, but is not limited to, any of the following:
- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Overall grade point average from semester to semester
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)

- Feedback from students, staff, university (ASU or other colleges and universities), helping professionals, or community
- Feedback from faculty in other social work programs that student may have attended

Performance that May Result in a Review and/or Dismissal from the BSW Program
Student reviews can occur under any of the following circumstances:
- Failure to meet or maintain academic requirements, as stated under "Scholastic Performance"
- Scholastic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, or any act designed to give unfair academic advantage to the student, as outlined in the *ASU Student Code of Conduct*
- Behavior judged to be in violation of the current NASW *Code of Ethics*
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, occurring during the course of study or occurring prior to admission to the BSW Program and becoming known after admission
- Consistent pattern of unprofessional behavior
- Failure to meet any of the BSW standards for social work education set forth in this *MSW Student Manual*

The Three Levels of Academic or Professional Review

Level 1
A "Level 1" review involves a faculty member and the BSW student. When a faculty member has concerns about a student enrolled in the BSW Program meeting any of the academic criteria, whether related to professional behavior or scholastic performance, that faculty member will:
- Discuss those concerns directly with the student and seek to work with the BSW student to resolve the difficulties.
- Apprise the appropriate BSW Field Coordinator of the concerns in order to identify potential patterns and issues related to the student
- Document dates and content of meetings with the BSW student.

If a problem arises in field, the BSW Field instructor will discuss concerns directly with the student and with the BSW Faculty Field Liaison. It is the responsibility of the BSW Faculty Field Liaison to apprise the BSW Field Coordinator of the concerns. In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further reviews, pursuant to this section.

Level 2
A "Level 2" review involves the faculty member, BSW student, and BSW Program Director. Faculty and BSW Program Director will meet with the BSW student when the student is not meeting or following program or university standards, policies, and procedures or when concerns have not been resolved at "Level 1". If a problem arises in field, the agency-based BSW Field Instructor, BSW Faculty Field Liaison, and BSW Field Coordinator will conduct the review with the BSW student. In this information gathering process, the BSW Program Director will determine

the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the BSW student may be asked, in writing, to modify her or his behavior and/or seek appropriate help. This process is designed to assist BSW students in dealing with identified concerns that have an impact on their performance. The BSW Field Coordinator will assess the nature of these concerns with appropriate faculty, consult with the BSW Program Director and with the Chair, maintain documentation, and decide if it is necessary to conduct a more comprehensive review, pursuant to "Level 3".

Level 3
A "Level 3" review involves the faculty member, BSW student, BSW Program Director, and faculty who have had direct experience with the student in classroom or field. Generally, this level review is called when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the BSW student. A "Level 3" review more often is conducted when concerns have not been resolved in prior reviews; when issues relate to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors); or when the BSW 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 within the Department of Social Work. When a "Level 3" review is called, the BSW Program Director will convene a meeting with the appropriate faculty and the BSW student 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 BSW 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 BSW Program Director will consult with the Chair of the Department of Social Work to discuss the problem situation and make recommendations regarding the student. Based on the review, conference with the Chair, and an objective assessment of the information provided, the BSW Program Director will inform the student of the decisions, which can include one or more of the
following actions:
- *Continue the student in the BSW Program with no conditions.*
   In these situations, the concern has been addressed and no further action by the
   student or program is required.
- *Establish formal conditions for the student's continuance in the BSW Program.*
   In these situations, specific conditions must be met in order for the student to
   remain in the program. Action may include establishing goals, a plan, 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 or delay entry to the field practicum; or requiring the
   student to withdraw from the program with the option of reapplying.
- *Consult with and/or refer to the Vice-President of Student Affairs.*
   In some instances, depending on the nature of the problem, the Vice-President of
   Student Affairs may be consulted. If a referral is made to that Office after
   consultation, the BSW 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 Vice President of Student Affairs 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.

- *Counsel the BSW Student to change majors/degree programs and/or discontinue the BSW student in the BSW Program.*
  In some situations, it will be recommended that the BSW student no longer continue in the BSW program. The BSW student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be discontinued from the BSW 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.

In any "Level 3" review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the BSW student and attempted to be ameliorated, where appropriate. The BSW student must be notified of the decision in writing within ten (10) business days of the review. It is the responsibility of the BSW Program Director to communicate the decision to the BSW student.

*The BSW Program would like to thank the University of Texas at Austin, School of Social Work, for permission to adapt their *Standards for Social Work Education: Criteria for Evaluating Academic Performance, Policies, & Procedures.*

Academic Grievance Policy and Procedure

A "grievance" is an actual incident or issue which can be substantiated and is regarded by the MSW Student as a just cause for protest. Persons against whom a grievance may be submitted include a classroom Instructor, a BSW Faculty Advisor, an Administrator in the Department of Social Work, or another faculty member within the Department of Social Work.

Procedures for Filing a "Notice of Intent to File a Grievance"

The BSW Student must file a "Notice of Intent to File a Grievance" with the Chair of the Department of Social Work within thirty (30) business days after the date of the incident giving rise to the grievance, or within thirty (30) business days of the time when the BSW Student became aware, or should have become aware, that a grievable incident has occurred, whichever occurs first.

When the "Notice of Intent to File a Grievance" is submitted, the BSW Student will receive a copy of this Policy, along with a "Formal Grievance Cover Sheet" from the Chair of the Department of Social Work. Written acknowledgement of receipt of these items is required for documentation purposes.

Upon completion and return to the Chair of the Department of Social Work, a copy of the "Notice of Intent to File a Grievance" will be transmitted to the involved individual.

Outcomes

If the issue is resolved informally, the "Notice of Intent to File a Grievance" will be destroyed and no record will be maintained.

If the issue is not resolved informally, the BSW Student may:
- Decide to terminate the process altogether, OR
- Decide to proceed to file a formal grievance.

Procedure For Filing a Formal Grievance

If the decision is made to proceed with a Formal Grievance, a written statement, accompanied by a "Grievance Cover Sheet," must be submitted to the Chair of the Department of Social Work within sixty (60) business days from the date of submitting the "Notice of Intent to File a Grievance" form. The statement must include:
- A one-page (maximum) description identifying the grievable issue or incident, including date and place (if applicable)
- The name of the Respondent against whom the grievance is being filed
- The names of any witnesses to the incident (if applicable)
- Evidence to support the grievance
- The outcome desired by the BSW Student

Formal Grievance Process

Upon receipt of the Formal Grievance statement and Cover Sheet, the Chair of the Department of Social Work (or Designee) will, within ten (10) business days, submit the grievance to the Grievee.

Level 1

Within five [5] days of receipt of the grievance, the Grievee will contact the Grievor to set up a meeting to discuss the details of the grievance and search for a mutually agreeable outcome, if possible. Following the meeting, the Grievee and the Grievor will complete, sign and date the grievance form at Level One, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the BSW Program Director for documentation purposes. The Grievor and the Grievee are given a copy of all Level One forms.

Level 2

If the Grievor is not satisfied with the outcome at Level 1, he or she will complete the Level 2 forms and submit them to the BSW Program Director. The BSW Program Director will then forward the Level 2 grievance forms to the student's assigned Social Work Faculty Advisor. Within five [5] business days of receipt, the Social Work Faculty Advisor will set up a meeting with the Grievee and Grievor (if appropriate) to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the Social Work Faculty

Advisor will complete, sign and date the grievance form at Level Two, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the BSW Program Director. The Grievor is given a copy of all Level Two forms.

Level 3

If the Grievor is not satisfied with the outcome of Level 2, he or she will complete the Level 3 forms and submit them to the BSW Program Director. Within five [5] business days of receipt, the BSW Program Director will set up a meeting with the Grievor, the Grievee (if appropriate), and the Social Work Faculty Advisor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the BSW Program Director will complete, sign and date the grievance form at Level Three, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Three forms.

Level 4

If the Grievor is not satisfied with the outcome at Level 3, he or she will complete the Level 4 forms and submit them to the Chair of the Department of Social Work. Within five [5] business days of receipt, the Chair of the Department of Social Work will set up a meeting with the Grievor to discuss the details of the grievance and search for a mutually agreeable outcome. Following the meeting, the Grievor and the Chair of the Department of Social Work will complete, sign and date the grievance form at Level Four, indicating whether the grievance has or has not been resolved to the Grievor's satisfaction. These forms are then submitted to the Chair of the Department of Social Work. The Grievor is given a copy of all Level Four forms.

Grievance Outcomes

The findings and directives of the Chair of the Department of Social Work are final. The Grievance forms will be held in the Office of the Chair of the Department of Social Work for a period corresponding with the Georgia Board of Regents Documentation Retention Policy, after which time they will be destroyed.

Appeals Process

If the Grievor is dissatisfied with the outcome of the MSW grievance process, he or she may contact the Dean of the College of Professional Studies to petition for a College-level review. This petition for appeal must be made in writing and filed with the Dean of the College of Professional Studies within thirty (30) *calendar* days of the final disposition in the Department of Social Work.

If the Grievor is dissatisfied with the outcome of the MSW grievance process with the Dean of the College of Professional Studies, s/he may petition the Office of the Provost/Vice-President for Academic Affairs for a University-level review. This petition for appeal must be made in writing and filed with the Provost/Vice-President for Academic Affairs within thirty (30) *calendar* days of the final disposition in the College of Professional Studies.

ALBANY STATE UNIVERSITY
Bachelor of Social Work Program
Notice of Intent to File a Grievance

This form is to be completed and submitted to the Office of the Chair of the Department of Social Work. When this form is submitted, the BSW Student will be given a copy of the BSW Student Grievance Policy and the Formal Grievance Cover Sheet. The BSW Student will be asked to sign the bottom portion of this Notice of Intent to File a Grievance, indicating that a copy of the BSW Student Grievance Policy and the Formal Grievance Cover Sheet has been received.

The BSW Student Grievance Policy should be reviewed carefully to determine the correct steps that must be taken and the required time frames in which to proceed. Once this form is signed and dated, the BSW Student will receive a copy and a second copy will be given to the Respondent(s).

BSW Student Name	
Respondent(s) [The person (or persons) named in the grievance	
Date of the incident or issue being grieved	
The incident or issue (Briefly provide information regarding the incident or issue	

By my signature below, I acknowledge that I have received a copy of the BSW Student Grievance Policy and the Formal Grievance Cover Sheet.

_____ _____

[BSW Student Signature]   **[Date]**

ALBANY STATE UNIVERSITY
Bachelor of Social Work Program

Grievance Cover Sheet

The BSW Student Grievance Policy of Albany State University includes procedures that BSW Students are strongly encouraged to pursue in an attempt to resolve grievances informally. BSW Students must, at a minimum, show evidence of having met with the Respondent in a good faith effort aimed toward an informal resolution. BSW Students are to use this Cover Sheet to document all efforts made to date and attach the formal grievance to it. Note that a grievance must include the information stated in the BSW Student Grievance Policy. Grievances without complete information per the policy will be returned to the BSW Student without action.

The BSW Student will be given a written notice indicating receipt of these grievance materials. The Grievance Cover Sheet and attached materials will be given to the BSW Program Director who will forward it to the Grievee. The Grievee will contact the Grievor about scheduling a formal grievance review.

Greivor's Name	
Date	

I made an attempt, *as required*, to resolve the grievance matter informally.	
	I met with the individual against whom I have the grievance [Grievee] on _____ [Date]

I have made these attempts to resolve the issue informally (Check all that apply):	
	I met with my Social Work Faculty Advisor with/without the Respondent present on _____. [Date]
	I met with the BSW Program Director with/without the Respondent present on _____. [Date]

ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BSW GRIEVANCE FORM

BSW Students, Faculty and Field Instructors may file a grievance utilizing this form and following the grievance policy found in the BSW Student Manual and the BSW Field Manual.

Grievor (Person filing the Grievance)	
Grievee (Person who the Grievor is filing a Grievance Against)	
Semester and Year in which Grievance is Filed	
If the Grievance is in Regard to a Specific Course, Please Specify Course Number and Name	

Nature of the Grievance (Please check):

√	**Nature of the Grievance**
	Grade of the BSW Student
	Evaluation of the BSW Student in the Field
	Faculty member's noncompliance with stated BSW Student Advising Policy of the BSW Program or Department of Social Work
	Faculty member's noncompliance with stated BSW Policies and Procedures in the classroom.
	Faculty member's or Field Instructor's noncompliance with stated BSW Policies and Procedures regarding Field Teaching (In the Classroom or Within the Agency).
	Faculty member's or Field Instructor's violation of usually-accepted standards for professional and ethical behaviors in BSW Program or departmental activities.
	Faculty member's or Field Instructor's noncompliance with stated BSW Policies and Procedures regarding the selection and/or retention of Field Instruction placement of the BSW Student.
	Other (Briefly Specify):

Level 1: The Grievor negotiates with the Instructor or Faculty member and attempts to resolve the issue at that level.

To the Grievor: Below, please clearly and accurately state [*Use additional pages if necessary*]:
- **The issue to be resolved**
- **In chronological order, describe your attempts to resolve this issue with the Faculty Member or Instructor**
- **The outcome of your attempts to resolve the issue**
- **The outcome you desire in order to resolve this issue to your satisfaction.**

To the Grievee: **Below, please clearly and accurately state [*Use additional pages if necessary*]:**
- **In chronological order, describe the evolution of the issues involved in this grievance**
- **Your attempts to resolve this issue with the Grievor**
- **The outcome of your attempts to resolve the issue**
- **Your view of the Grievor's stated desired outcome required to resolve this issue to the Grievor's satisfaction.**

OUTCOME OF LEVEL ONE OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____   _____

[Signature of Grievor]   [Date]

_____   _____

[Signature of Grievee]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 2 of the Grievance Process.

_____   _____

[Signature of Grievor]   [Date]

Note to Grievor: **Please make a copy of this Form for your files and forward the Original Copy to the assigned BSW Program Director for further processing of the Grievance at Level 2.**

**Level 2: If dissatisfied with the Level 1 outcome, the Grievor seeks advice
and resolution from her/his assigned Social Work Faculty Advisor.**

To the Social Work Faculty Advisor: **Please record the outcome of your meeting with the
Grievor and the Grievee (if appropriate) regarding:**
- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL TWO</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____   _____
[Signature of Grievor]   [Date]

_____   _____
[Signature of Social Work Faculty Advisor]   [Date]

_____   _____
[Signature of Grievee, if in attendance]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 3 of the Grievance Process.

_____   _____
[Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the BSW Program Director for further processing of the Grievance at Level 3.

Level 3: **If, after consultation with her/his assigned Social Work Faculty Advisor, the Grievor wishes to pursue the issue further, the Grievor may appeal for intervention from the BSW Program Director. This intervention will take the format of a negotiatory meeting between the BSW Program Director, the Grievor, the Grievee (if appropriate), and the Social Work Faculty Advisor.**

*To the BSW Program Director***: Please record the outcome of your meeting with the Greivor regarding:**
- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL THREE</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____   _____
[Signature of Grievor]   [Date]

_____   _____
[Signature of BSW Program Director]   [Date]

_____   _____
[Signature of Grievee [If present]   [Date]

_____   _____
[Signature of Social Work Faculty Advisor]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.

_____   _____
[Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the Chair of the Department of Social Work for further processing of the Grievance at Level 4.

Level 4: If a student continues to be dissatisfied with the outcome of the above step, s/he may appeal to the Chair of the Department of Social Work. The written record must demonstrate the fact that the Grievor has taken the previously-mentioned steps, along with the Grievor's perception of the outcomes of those steps.

To the Chair of the Department of Social Work: **Please record the outcome of your meeting with the BSW Student regarding:**
- **Your joint efforts to resolve the grievance to the Grievor's satisfaction**
- **The outcome of your efforts**

OUTCOME OF <u>LEVEL FOUR</u> OF THE GRIEVANCE PROCEDURE:

This Grievance **HAS** been resolved to the Grievor's satisfaction:

_____   _____
[Signature of Grievor]   [Date]

_____   _____
[Signature of the Chair of the Department of Social Work]   [Date]

Please specify how the Grievance has been resolved:

This Grievance **HAS NOT** been resolved and the Grievor requests that the Grievance be forwarded to Level 4 of the Grievance Process.

_____   _____
[Signature of Grievor]   [Date]

Note: Please make a copy of this Form for your files and forward the Original Copy to the Dean of the College of Professional Studies for further processing of the Grievance, if desired.

STUDENT ORGANIZATIONS

Student Social Work Association (SSWA)

The BSW program encourages and provides opportunities for undergraduate and graduate students to organize in their interests as students. The Student Social Work Association (SSWA) actively promotes professional and social activities among BSW and MSW students at Albany State University. Membership is open to all currently enrolled BSW and MSW students at Albany State University. The group meets to promote scholarship, leadership, service, and community awareness of the program, the profession, the University, and its students. Another important goal of the organization is to promote communication among students, faculty and administration. The organization relies on membership dues to fund its annual projects, including a party for family and friends of social work graduates in April of each year. Additionally, the organization serves as a link to the social work administration and faculty. Students are encouraged to become involved in serving as a graduate student or undergraduate student representative on the various departmental committees, which are the major decision-making bodies of the Department of Social Work.

Phi Alpha National Honor Society for Social Work

Phi Alpha National Honor Society(https://phialpha.org/) is a national social work organization that aims to provide a closer bond among students of social work while promoting humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Students who meet its membership criteria are inducted into the ASU Chapter in the Spring of each academic year.

Other Social Work Organizations
In addition to SSWA, BSW students are encouraged to participate in other social work organizations, such as the national, state and regional branches of the National Association of Social Workers (NASW), the National Association of Black Social Workers (NABSW), Latino Social Worker's Organization, National Association of Puerto Rican and Hispanic Social Workers, the International Federation of Social Workers (IFSW), the Council on Social Work Education (CSWE), the National Rural Social Work Caucus, the Social Welfare Action Alliance, the Society for Spirituality and Social Work, as well as other social work organizations.

Student Participation in Departmental Governance
The BSW program provides opportunities for its students to participate in formulating and modifying policies and procedures affecting academic and student affairs. The BSW program has a student association (SSWA) which acts as the voice of students in various departmental standing and ad-hoc committees. Undergraduate and Graduate student representation is sought on a variety of committees. These committees are full-time faculty members plus student representatives. Student participation is vitally important for ensuring that the voice of students is heard in departmental policy decisions. Contact your SSWA officers for information on becoming an official Undergraduate Student Representative. Even if you are not an official Undergraduate Student Representative, committee meetings are open to all BSW students, unless otherwise specified. You may check with the BSW Program Director for information on committee meeting days, times and places or see the posted times on the BSW bulletin board located in the Department of Social Work.

STUDENT SERVICES

The University has compiled a list of key student essentials to help you navigate through the BSW program. From orientation to advisement to student services, the "Student Resource" webpage provides a myriad of resources in one convenient location. You can find links to the I.T. Help Desk, student rights and responsibilities, the library, tuition and fee schedules, the academic calendars, graduate catalogs, campus bookstore, student counseling services, distance learning supports, graduation, and much more at: https://www.asurams.edu/academic-affairs/current-students.php. Services for online students can be found at the following website: https://www.asurams.edu/academic-affairs/distance-learning/student-resources/index.php.

ASU Campus Technology

Information Technology is an integral part of your education at Albany State University. Your RAM ID is generated once you apply to Albany State University. Your RAM ID is the nine-digit number located on your acceptance letter. You can go to Banner Web to retrieve your RAM ID. The RAM ID is used as a unique identifier for the campus community members. Your Network ID is used to access campus computers, the myASU Portal, wireless, WEPA Printing, the Housing (StarRez) Portal and more. The Network ID is the first part of your student email. Go to ASU webpage and click on myASU Menu. Login with your Network ID and password. If you are successful, you will be logged in to the myASU portal page. If you need assistance, please contact the ITS Helpdesk at https://www.asurams.edu/academic-affairs/distance-learning/student-resources/password-help.php at (229) 500-4357, or visit in person on the first floor of the James Pendergrast Memorial Library. Albany State uses only ASU email as the official source for all communication. Access your e-mail account right away to make sure you are on track. You can learn how to access your email, Banner web, or connect to the ASU wifi network here: https://www.asurams.edu/technology/getting-started-students/index.php . Banner is an online system used to register for courses. It also provides you with an easy and secure method of accessing your student records and financial aid information. Connect your laptop to the ASU WiFi Network. ASU students are able to gain access to the AIRRAM wireless network by logging on to the system using their Network ID and password. Please refer to the I.T. website for further information: https://www.asurams.edu/technology/helpdesk/index.php.

Having a correctly configured computer will help ensure your success in your courses. Check the information at http://www.usg.edu/usgweb/d2lchecker/ to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact Albany State's Help Desk at 229-500-HELP (4357) Monday - Friday, between 8:00 a.m. and 8:00 p.m. or check out the frequently asked question knowledge base, available 24/7 at https://d2lhelp.view.usg.edu/. For live support after 8:00 p.m. EST Monday through Friday or during weekends and holidays, call 855-772-0423.

RAM Identification Card

The **Ram Card** is an essential part of life at Albany State University. The Ram Card (https://www.asurams.edu/newrams.php) serves as identification, building access to facilities, admission to athletic, and other special events and to purchase goods and services at the University. The RamCard Office is located in Room 107 of the JC Reese Student Union Building with office hours

of 8am to 5pm Monday through Friday. They can be reached at 229/500-4357 or at https://www.asurams.edu/enrollment-management/testing-center/student-id-required.php . Online students may access this process on their Georgia View page.

ASU Disability Services

The goal of the Disability Student Services Center at Albany State University is to promote an accessible academic, social, and physical environment for students with disabilities (https://www.asurams.edu/student-affairs/counseling-disability-services/index.php). The Office of Counseling and Student Disabilities Services (CSDS) office serves as the primary advocate for students with disabilities who attend ASU. To register with the Disability Student Services Center:

1. Complete the Voluntary Disclosure Form which can be obtained by calling the Office of Counseling and Disability Services at (229) 500-2013. If you would like to speak with someone prior to registering for services, you may complete a Contact Request form and you will be contacted by the Disability Coordinator.
2. Appropriate documentation is necessary to determine your eligibility for services. A written report must be submitted by a qualified provider that is current and clearly states:
   a. diagnosis with specific evidence of a disability
   b. symptoms of the disability
   c. test scores which support a cognitive or learning disability
   d. medications and any adverse side effects
   e. recommendations regarding necessary accommodations

Documentation can be sent to:

Disability Student Services Center
Albany State University
504 College Drive
New Student Center Green Zone 2-141
Albany, GA 31705

3. After you have completed the "Request for Services" form and documentation is received, you will be contacted to arrange a time to meet.
4. If you require accommodations for ASU placement tests, please contact the CSDS coordinator. After your completed Request for Services Form and documentation are received, you will be contacted to arrange a time to meet. Contact Ms. Keshundra Wright at (229) 500-34435 or keshundra.wright@asurams.edu if you have any questions.

ASU Writing Laboratory

The social work profession requires outstanding verbal and written communication skills. The goal of the ASU Writing Laboratories is to help students become better learners and professionals through writing. Writing Specialists are on hand to help students with any aspect of their writing. This includes, but is not limited to, brainstorming topics for papers, developing an outline, researching citations, writing a formal paper, etc. Students can visit a Writing Specialist during

any stage of the creation of a document and receive assistance on how to write it more effectively. Writing Specialists do not serve as copy editors but may give you advice and suggestions for proofreading and revising your papers. Online students can access the writing lab here: https://www.asurams.edu/academic-affairs/distance-learning/online-writing-center/index.php .

ALL SOCIAL WORK STUDENTS ARE REQUIRED TO COMPLETE ALL PAPERS IN A.P.A. STYLE. STUDENTS ARE REQUIRED TO PURCHASE THE A.P.A. MANUAL AND CAREFULLY FOLLOW IT IN ALL PAPERS AND CORRESPONDENCE:

Szuchman, L., & Thomlison, B. (2011). *Writing with style: APA style for social work (4th ed.).* New York: Cengage. ISBN 13: 978-0840031983

Additionally, all students are strongly encouraged to load the free grammar program "Grammarly" (https://www.grammarly.com/) on their laptops. The program not only identifies spelling and grammatical errors, but also provides you with suggestions to help you fix your overall delivery, correct poor word choices, untangle run-on sentences, and alert you to plagiarism.

TurnItIn Program

The Department of Social Work utilizes the TurnItIn program for all papers submitted by its students. Turnitin is an originality-checking and plagiarism-prevention program that checks student writing for citation mistakes or inappropriate copying. When students submit their papers, Turnitin compares them to text in its massive database of student work, websites, books, articles, etc.

Turnitin is integrated into the Assignments tool in our social work classrooms. When a student's paper is submitted online for grading, it will automatically be sent through Turnitin's repository. The Similarity Report that it generates identifies possible instances of plagiarism.

Academic Integrity

Please see the ASU Student Code of Conduct for rules on academic honesty/integrity.

The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.

Definitions and Examples
The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.
- o Plagiarism
- o Cheating on examinations
- o Unauthorized Collaboration
- o Falsification
- o Multiple Submissions
- o Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable

behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: TurnItIn, a plagiarism detection system, is often used by faculty in the Department of Social Work.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Self-plagiarism is submitting your own work for multiple assignments or across multiple courses.

The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with another person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment, or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, the use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

ASU Centers for Academic Excellence

Albany State University maintains Learning Centers on the East and West campuses. The primary purpose of the Centers is to promote student achievement, retention and graduation by assisting students in enhancing their reading, writing, critical thinking, and lower and upper level math skills in core and content area courses and helping them achieve college success and, ultimately, graduation. The ASU Centers for Academic Excellence are designed to assist students in reaching their fullest potential by offering a comprehensive array of support services, programs and pedagogical approaches that address the specific learning needs of both graduate and undergraduate   students.

Staffed by professionals, paraprofessionals, peer educators, and tutors, the Learning Centers seek to reinforce the holistic academic growth of students in writing and math by fostering critical thinking, metacognitive development, and academic and personal success. The Centers are places where students' needs come first; key services include offering tutorials, (drop-in or appointment), providing academic coaching, helping students develop and/or improve learning skills and study strategies, teaching basic research skills in core areas, and encouraging academic recovery. Further, the Centers seek to assist students in understanding that learning in the various disciplines may be different, that understanding some disciplines may require unique approaches, and that critical thinking is always beneficial. In addition to assisting students with learning and academic

achievements, the staff seeks to develop collaborative relationships with departments and units to ensure the successful delivery of Learning Center services. The Writing Centers and Math Centers are located on both the East and West campuses. Online students may access these services through their Georgia View website or here: https://www.asurams.edu/academic-affairs/distance-learning/online-writing-center/index.php.

ASU Health Services

The Mission of Albany State University Student Health Services (ASU-SHS) is to provide a quality, cost-effective episodic healthcare delivery system to meet basic holistic healthcare needs to students presently enrolled. Further, the ASU-SHS provides current health promotional programs and medical counseling referrals for students as appropriate or when urgent situations occur. By providing quality health care, Albany State University Student Health Services enables students to achieve well-being and educational success. ASU-SHS can be contacted at 229/500-3545 or https://www.asurams.edu/student-affairs/health-services/.

ASU Counseling and Student Accessibility Services (CSAS)

ASU Counseling and Student Accessibility Services (CSAS) offers several options for counseling including individual, couple, family, and group therapy. They can assist you if you are experiencing academic difficulties, anxiety, depression, family and relationship issues, emotional, identity issues, physical, and/or sexual abuse, stress, substance use/abuse, or any other concerns. They welcome feedback on their delivery of services to you, both on an informal basis and formally, through periodic questionnaires. Counseling services are available to currently enrolled students and are provided by licensed, professional counselors. All services are FREE and CONFIDENTIAL. To schedule an appointment with the Counseling and Student Accessibility Center, please call 229/500-3442 or https://www.asurams.edu/student-affairs/counseling-disability-services/counseling-center.php.

Sexual Assault

If you experience rape/sexual assault and think you might still be in danger, if you are on campus call 229-430-4711, if you are off campus call 911 and stay on the phone with them. For emotional support, advocacy, or information following a sexual assault, you can contact CSAS, contact the ASU Wellness Hub, or call the ASU Police Department at 229-430-4711. ASU PD has advocates with whom you can talk. If you are not comfortable calling ASU PD, you can call the RAINN National Sexual Assault Hotline 24/7 at 1-800-656-HOPE (1.800.656.4673).

Suicidal Thoughts

If you are having suicidal thoughts, you can contact CSAS or the ASU Wellness Hub, but if you are not comfortable contacting CSAS, you can call, text, or chat the 988 Suicide and Crisis Lifeline at 988.

LGBTQIA+ Safe Zones

This academic year, the university will be partnering with faculty and staff to house Safe Zone Spaces across the ASU campuses. The Safe Zone Project is to help educate people about sexual orientation and gender identity/expression issues and to create a visible network of allies to provide support to the ASU lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQIA+) community. However, until the training has been completed, we look for a heart shaped LGBTQIA+ Progress Pride sticker to find those who are willing to help and support you as you navigate your life. If you see this sticker on an office door or on a syllabus, you know you can feel safe with your questions:

ASU Campus Parking

All motorized vehicles parked at any time on campus by students, employees and visitors must be properly registered and must display the proper parking permit. Only motor vehicle operators who have a valid driver's license and proper motor vehicle insurance may operate a vehicle on the ASU campus. It is the responsibility of the vehicle operator to purchase a new decal each academic year. In the event there is a change of status from student to staff during the year, the decal must reflect the status of the vehicle operator. Each motor vehicle must be registered no later than the first week of classes of the initial semester. Motor vehicles may be registered at any time utilizing the BOSSCARS option located in Banner Web for students, faculty members and limited staff members. For staff members who do not have access to BOSSCARS, campus vehicle registration may be obtained by visiting the ASU Police Department to register the vehicle. Please visit the website (https://www.asurams.edu/fiscal-affairs/police/parking-services/index.php) for further information.

ASU Military Support

The Office of Military and Adult Education is here to serve non-traditional and military-connected students who have chosen to be a part of the Ram family. From application to graduation, the Office of Military and Adult Education promotes college completion for adult learners and military-connected students by providing student support services that enhance and compliment the academic experience. Through multiple avenues, the Office of Military and Adult Education strives to provide a supportive and educational environment that fosters student success and achievement of higher education goals.

The Office of Military and Adult Education provides:
- Individually-tailored resources and referrals for adult learners and military-connected students, to include active-duty, reservists, veterans and family members

- Educational benefits counseling, to include Veterans Affairs (VA) educational benefits and Tuition Assistance (TA) guidance
- Assistance navigating financial opportunities, to include federal aid programs and other scholarships specific to adult and military-connected populations
- Military-connected students with employment opportunities, as supported by the VA Work-Study Program
- Student involvement leadership and community services opportunities through the advisement of the Military Student Organization
- Outreach efforts to increase awareness and utilization of the office
- Education to the larger Albany State University community on the experience of our military-connected and adult students, as well as resources to support these populations
- Adult learners and military-connected students an opportunity to attain college credit for learning that may have occurred outside of the college classroom, through the facilitation of a range of Prior Learning Assessment (PLA) options
- A response to student, faculty and public issues in a timely and professional manner

Please go to Albany State University's Office of Military and Adult Education webpage at https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/veteran-student-success-program/ You may also contact them at 229/500-2070.

Student Food and Personal Items Pantry

The mission of the Student Food and Personal Items Pantry (hereinafter the Buck Bank) is to alleviate food insecurity among ASU students by providing emergency food to ASU students in need. They aim to alleviate the barriers associated with food insecurity to support student success at ASU and to ensure that no student goes hungry because of a lack of income or access to food.

All currently enrolled ASU students are eligible to use the Student Food and Personal Items Pantry. Students confidentially can make a request for goods online. In addition, students can schedule a date and time for pick-up that best meets their schedule using the online portal. The office is in the East Campus Student Center (Green Zone) on the 1st and 3rd Wednesdays and Fridays of each month between the hours of 8:30 a.m. – 12:00 p.m. and 1:30 p.m. 4:30 p.m. To access more information and request assistance visit the following link (www.asurams.edu/pantry).

ALBANY STATE UNIVERSITY
NON-DISCRIMINATION POLICY

Albany State University Notice of Non-Discrimination Albany State University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender, or sexual orientation in its programs and activities, including admissions and employment, as required by Title IX of the Education Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and other applicable statutes, regulations, and East Georgia policies.

Albany State University prohibits sex discrimination, including sexual harassment and sexual violence, in its programs and activities. Sexual harassment is unwelcome conduct of a sexual nature, including sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature such as sexual touching, sexual comments, jokes, or gestures, or distributing sexually explicit material. Sexual violence is a physical sexual act taken against a person's will, or when a person is incapable of consenting due to alcohol or drug use. Sexual violence includes rape, sexual battery, and sexual coercion. The following person has been designated as the Title IX Coordinator to handle inquiries regarding the nondiscrimination policies and to serve as the overall campus coordinator for purposes of Title IX compliance: CaDedria D. Hill, Title IX Coordinator/ Compliance Officer, Albany State University, 504 College Drive, Albany, Georgia 31705; telephone 229-500-3302; email **Cadedria.hill@asurams.edu** or **TitleIX@asurams.edu**.

Albany State University complies with applicable laws regarding reasonable accommodation for disabled students and employees. Applicants requiring reasonable accommodation in order to participate in the application process, or to have access to a program, service, or activity of Albany State University are requested to contact the Disability Services Coordinator: Keshundra Wright at 229-500-2013 or **keshundra.wright@asurams.edu**.

Albany State University also prohibits discrimination on the basis of disability in its programs and activities, including admissions, employment, treatment, and access. Keshundra Wright has been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes, regulations, and Albany State policies

ALBANY STATE UNIVERSITY
*ACCOMMODATIONS FOR PERSONS WITH
DISABILITIES POLICY*

Albany State University has adopted internal grievance procedures providing for prompt and equitable resolution of complaints alleging discrimination of persons with disabilities. The Americans with Disabilities Act states, in part, that "no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs, activities, or employment practices (28 CFR 35.104).
Complaints should be addressed to the following:

Vice President for Student Affairs
504 College Drive
Albany State University
Albany, GA 31705

1. A complaint should be filed in writing, contain the name and address of the person filing it, and a brief description of the alleged violation(s) of the regulation. If the grievant's disability renders him/her unable to file a complaint in writing, the complaint may be filed verbally with transcription.
2. A complaint should be filed within 180 days after the complainant becomes aware of the alleged violation(s) (Processing of allegations of discrimination which occurred before this grievance procedure was in place will be considered on a case-by-case basis.). Upon the filing of any complaint, a copy of such complaint shall be furnished to the person(s) named therein who allegedly committed a discriminatory practice. The respondent may file an answer to the complaint within fifteen days of receipt of the written complaint.
3. An investigation, as may be appropriate, shall follow the filing of a complaint. The Student Disability Services Grievance Board will review all documentation and send forth a recommendation to the Vice President for Student Affairs and Success. The investigation shall be conducted under the direction of the Vice President for Student Affairs and Success. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to a complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Vice President for Student Affairs and Success and a copy forwarded to the complainant no later than thirty days after its filing.
5. The Vice President for Student Affairs and Success shall maintain the files and records of Albany State University relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. Should new information pertaining to the grievance be identified, the case may be reopened for consideration. The request for reconsideration should be made to the Vice President for Student Affairs and Success.

7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.
8. The rules shall be construed to protect the substantive rights of interested persons to meet appropriate due process standards and to assure that Albany State University complies with the ADA and implementing regulations

ALBANY STATE UNIVERSITY
SEXUAL HARASSMENT POLICY

Title IX of the Education Amendments of 1972 (Title IX) and its regulations dictate that no individual may be discriminated against on the basis of sex in any education program of activity receiving Federal financial assistance. Sexual harassment of students is a form of prohibited sex discrimination. Title IX covers:
1. Gender equality with access to higher education.
2. Gender equality in athletics.
3. Gender equality in career paths (i.e. women cannot be excluded from shop class).
4. Pregnant women and women with children cannot be denied an education.
5. Equal opportunity in employment – especially in educational environments.
6. Gender equality in the educational environment, eliminating stereotypes.
7. Gender equality in access to upper level math and science.
8. **Freedom from sexual harassment.***
9. Standardized tests must be valid predictors for both genders.
10. Gender equality in the exposure and instruction of technology.
11. Sexual misconduct investigation.
    ***Sexual harassment** is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. Albany State University is committed to creating and maintaining a community in which all persons can work and learn together in an atmosphere free of all forms of discrimination and harassment. We follow the University System of Georgia's Policy to Prohibit Discrimination & Harassment. ***Sexual assault** refers to any crime in which the offender subjects the victim to sexual touching that is unwanted and offensive. These crimes can range from sexual groping or assault, to attempted rape.

If you have been the victim of or have witnessed sexual discrimination or harassment, you should notify a campus official as soon as possible. Any of the following individuals will assist you:
Campus Police (229) 500-3076
Mrs. CaDedria D. Hill, Compliance Officer/Title IX Coordinator (229) 500-3302
ASU Health Services (229) 500-3546
Dr. Stephanie Harris-Jolly, Counseling Services (229) 500-3442
Residence Hall Staff (229) 500-3062
Office of Student Affairs (229) 500-2039
Any Faculty Advisor or trusted member of the Albany State University Faculty, Staff,
or Administration.

Albany State University will not allow retaliation for reporting sexual discrimination or harassment. Any retaliatory harassment should be reported to college officials and will result in judicial action.

ALBANY STATE UNIVERSITY
DRUG AND ALCOHOL
POLICY

Albany State University is committed to providing a safe environment for all constituents of its community. Likewise, the University expects all constituents of the University community to make responsible decisions about the use of alcohol. The use of alcohol is prohibited on all campuses of Albany State University.

Drug use and abuse is a major concern across college campuses in today's time. Albany State University continuously promotes and requires a drug free campus. The University actively encourages students and employees who feel they have a substance abuse problem to seek counseling and treatment. The Office of Student Counseling and Disability Services will help students, faculty, and staff seeking assistance with a substance abuse related problem. Those seeking such assistance are assured that professional standards of confidentiality will be upheld.

Please see the ASU webpage concerning the use of alcohol and other drugs and sanctions for its use (https://www.asurams.edu/student-affairs/student-conduct/alcohol-and-other-drugs.php).

ALBANY STATE UNIVERSITY
GUN POLICY

Georgia House Bill 280, commonly referred to as the "campus carry" legislation, takes effect as of July 1, 2017. For more information on this new law (which amends O.C.G.A. 16-11-127.1) and how it will be implemented on University System of Georgia campuses, please read Chancellor Wrigley's guidance to the USG community, dated, May 24, 2017. You will find additional information in response to common topics of inquiries that members of the USG community have posed on the Albany Police Department's webpage (https://www.asurams.edu/fiscal-affairs/police/gun-laws.php).

It is important to reiterate that House Bill 280 establishes that anyone who is licensed to carry a handgun may do so – in a concealed manner only – anywhere on Georgia's public college and university campuses, except in certain areas that are specifically listed in the law. If an area of campus is not mentioned in one of those exceptions, license-holders may carry guns there. Unlike "campus carry" laws in some other states, HB 280 does not give colleges and universities in Georgia discretion to prohibit handguns on their campuses or to add any additional exceptions to the ability to carry handguns beyond those already contained in the law.

SOME EXAMPLES OF PEER-REVIEWED
SOCIAL WORK AND RELATED JOURNALS

Activities, Adaptation & Aging
Administration in Social Work
Administration Science Quarterly
Adolescence
AFFILIA – Journal of Women and Social Work
AIDS & Public Policy Journal
Alcohol Health & Research World
Alcoholism Treatment Quarterly
Alternative Therapies in Clinical Practice
American Journal of Alzheimer's Disease
American Journal of Community Psychology
American Journal of Drug and Alcohol Abuse
American Journal of Family Therapy
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Political Science
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Sociology
American Journal of Psychotherapy
American Political Science Review
American Psychologist
American Sociological Review
Applied Community Studies
Arete
Asian Pacific Journal of Social Work
Australian Social Work
Behavioral Assessment
Behavior Therapy
British Journal of Psychotherapy
British Journal of Social Work
Bulletin of the Menninger Clinic
Canadian Journal of Human Sexuality
Canadian Journal on Aging
Catholic Charities Review
Child Abuse & Neglect, the International Journal
Child and Adolescent Social Work Journal
Child and Family Behavior Therapy
Child and Youth Care Forum
Child & Youth Services Review
Child Care Quarterly
Child Maltreatment: Journal of the American Professional Society on the Abuse of
   Children
Child Psychiatry and Human Development
Children
Children and Society
Child Welfare
Clinical Gerontologist
Clinical Social Work Journal
Clinical Supervisor
Community Development Issues
Community Mental Health Journal
Computers in Human Services

Computers in the Schools
Crime and Delinquency
Criminology
Day Care and Early Education
Death Studies
Developmental Psychology
Early Childhood Education Journal
Employee Assistance Quarterly
Evaluation Review
Evaluation and Program Planning: An International Journal
Explorations in Ethnic Studies
Families in Society: The Journal of Contemporary Human Services
Family and Conciliation Court Review
Family Networker
Family Preservation Journal
Family Process
Family Relations: Interdisciplinary Journal of Applied Family Studies
Family Therapy
Family Violence & Sexual Assault Bulletin
Federal Probation
Gerontologist
Groupwork
Hastings Center Report
Healing Ministry
Health Affairs
Health & Social Work
Health Care Financing Review
Health Psychology
Hispanic Journal of Behavioral Sciences
Home Health Care Services Quarterly
Hospice Journal
Hospital and Community Psychiatry
Human Services in the Rural Environment
Indian Journal of Social Work
Information & Referral: The Journal of Alliance of Information and Referral Systems
International Journal of Aging and Human Development
International Journal of Mental Health
International Journal of Psychiatry in Medicine
International Social Work
Jewish Social Work Forum
Journal of Abnormal Psychology
Journal of Addictive Diseases
Journal of Adolescent Research
Journal of Aging and Social Policy
Journal of Aging Studies
Journal of Analytic Social Work
Journal of Applied Behavioral Science
Journal of Applied Gerontology
Journal of Applied Research in Intellectual Disabilities
Journal of Applied Social Psychology
Journal of Applied Social Sciences
Journal of Autism and Developmental Disorders
Journal of Baccalaureate Social Work
Journal of Black Studies
Journal of Chemical Dependency Treatment
Journal of Child and Adolescent Group Therapy

Journal of Child & Adolescent Substance Abuse
Journal of Child Psychiatry and Psychiatry & Allied Disciplines
Journal of Child Sexual Abuse
Journal of Clinical Child Psychology
Journal of College Student Psychotherapy
Journal of Community Practice
Journal of Community Psychology
Journal of Consulting and Clinical Psychology
Journal of Continuing Social Work Education
Journal of Counseling Psychology
Journal of Criminal Justice
Journal of Crisis Intervention
Journal of Death and Dying
Journal of Divorce and Remarriage
Journal of Drug Issues
Journal of Elder Abuse & Neglect
Journal of Emotional Abuse
Journal of Family Issues
Journal of Family Ministry
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Social Work
Journal of Family Violence
Journal of Feminist Family Therapy
Journal of Gay and Lesbian Psychotherapy
Journal of General Psychology
Journal of Genetic Psychology
Journal of Geriatric Drug Therapy
Journal of Gerontological Social Work
Journal of Health and Social Policy
Journal of Homosexuality
Journal of Human Behavior in the Social Environment
Journal of Independent Social Work
Journal of Interpersonal Violence
Journal of Jewish Communal Services
Journal of Law and Social Work
Journal of Lesbian Studies
Journal of Long-Term Care Administration
Journal of Marital & Family Therapy
Journal of Marriage and the Family
Journal of Mind and Behavior
Journal of Multicultural Social Work
Journal of Neuro-AIDS
Journal of Neurovascular Disease
Journal of Nonprofit & Public Sector Marketing
Journal of Nutrition for the Elderly
Journal of Offender Rehabilitation
Journal of Peace Research
Journal of Pediatric Psychology
Journal of Personality & Social Psychology
Journal of Poetry Therapy
Journal of Police Negotiations, Crisis Management and Suicidology
Journal of Policy Analysis & Management
Journal of Prevention & Intervention in the Community
Journal of Progressive Human Services
Journal of Psychopathology and Behavioral Assessment

Journal of Psychosocial Onocology
Journal of School Psychology
Journal of Sex and Marital Therapy
Journal of Sex Education and Therapy
Journal of Sexual Aggression
Journal of Social Issues
Journal of Social Policy (U.K.)
Journal of Social Psychology
Journal of Social Service Research
Journal of Social Welfare
Journal of Social Work & Human Sexuality
Journal of Social Work Education
Journal of Sociology & Social Welfare
Journal of Specialists in Group Work
Journal of Studies in Alcohol
Journal of Teaching in Social Work
Journal of Traumatic Stress
Journal of Visual Impairment & Blindness
Journal of Voluntary Action Research: Nonprofit and Voluntary Sector Quarterly
Journal of Volunteer Administration
Journal of Youth and Adolescence
Marriage & Family Review
Mental Retardation
Merrill-Palmer Quarterly: Journal of Developmental Psychology
Migration World
Milbank Memorial Fund Quarterly
New Social Worker: The Magazine for Social Work Students and Recent Graduates
Nonprofit and Voluntary Sector Quarterly
Occupational Therapy in Health Care
Occupational Therapy in Mental Health
Omega: Journal of Death and Dying
Physical & Occupational Therapy in Geriatrics
Physical & Occupational Therapy in Pediatrics
Political Science Quarterly
Prevention in Human Services
Psychiatric Rehabilitation Journal
Psychiatric Services
Psychological Assessment
Psychological Bulletin
Psychology and Aging
Psychosocial Rehabilitation Journal
Psychotherapy
Psychotherapy in Private Practice
Psychotherapy Patient
Public Administration Review
Public Interest
Public Welfare
Reflections: Narratives of Professional Helping
Research on Aging
Research on Social Work Practice
Residential Treatment for Children and Youth
Research in Pharmaceutical Economics
Research on Social Work Practice
Rural Sociology
Scandinavian Journal of Social Welfare
School Social Work Journal

SCI Psychosocial Process
Sex Roles
Small Group Research
Smith College Studies in Social Work
Social Development Issues
Social Forces
Social Indicators Research
Social Policy
Social Problems
Social Science Quarterly
Social Science and Medicine
Social Service Review
Social Thought – Journal of Religion in the Social Services
Social Work
Social Work and Christianity: An International Journal
Social Work and Social Sciences Review
Social Work Education
Social Work in Education
Social Work in Health Care
Social Work Research
Social Work Research & Abstracts
Social Work with Groups
Social Work with Women
Society
Special Services in the Schools
Substance Abuse
Substance Abuse and Misuse
Student Assistance Journal
Suicide and Life-Threatening Behavior
Urban Affairs Quarterly
Urban Social Change
Urban and Social Change Review
Violence Against Women
Women and Health
Women & Politics
Women & Therapy

COUNCIL ON SOCIAL WORK EDUCATION
ACCREDITATION STANDARDS (2015)

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews. The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts. The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents. For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org. July 2015 2015

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the

elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building

knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
• use practice experience and theory to inform scientific inquiry and research;
• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
• use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:
• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
• facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and

apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Program Mission and Goals Educational Policy
1.0—Program Mission and Goals

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

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

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

Accreditation Standard 1.0—Program Mission and Goals
1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.

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

generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice
B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field. **B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice
M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best

practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

Accreditation Standard M2.1—Specialized Practice
M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education
2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

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

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

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

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

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

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

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

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

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

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting,

inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

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

Accreditation Standard 3.0—Diversity

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

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

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

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

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

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program. **M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

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

3.1.4 The program describes its policies and procedures concerning the transfer of credits. **3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

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

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

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

Student participation

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

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

3.2—Faculty

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

Accreditation Standard 3.2—Faculty

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

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

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

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

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

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

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals. **3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

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

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

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

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

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

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

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

degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

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

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

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

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

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

3.3.5 The program identifies the field education director.

3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work. **B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

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

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient. **M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient. **3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work

programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and **goals.**
3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

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

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

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

Accreditation Standard 4.0—Assessment

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

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

• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

• An explanation of how the program determines the percentage of students achieving the benchmark.

• Copies of all assessment measures used to assess all identified competencies.

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

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

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

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

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)
Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide

social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:
1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

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

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

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

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients
1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness 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 ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages .
(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic 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 ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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 ability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) 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 ability.

APPENDIX

BACCALAUREATE SOCIAL WORK PROGRAM
APPLICATION FOR ADMISSION

Telephone: (229) 430-2870 or 430-2974   Facsimile: (229) 430-6490

Date Applied: _____
BIOGRAPHICAL DATA:

NAME: _____   RAM   I.D.   #
_____
      (Last)   (First)   (Middle)

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

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

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

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

I have completed 45 to 60 hours of college course work with a minimum 2.50 GPA and am applying as a:

     _____   Freshman who declared Social Work as a Major
     _____   Transfer Student with an AA from:
_____
     _____   Major Change (ASU): Current Major
_____
     _____   Transfer Student from:
_____
     _____   Former Social Work Student Returning: Last Year/Semester in School
_____
     _____   Social Work Student who did not complete Field Practicum
     _____   Student Seeking Second Bachelor Degree: Identify First Degree:
_____
     _____   Other (Explain)
_____

ACADEMIC HISTORY: List all colleges and/or universities attended:

_____
_____
College   Location   Dates   Hrs.
_____
_____

College	Location	Dates	Hrs.

_____
_____
| College | Location | Dates | Hrs. |

_____
_____
| College | Location | Dates | Hrs. |

Degree Awarded:

_____ A.A.   Date   Awarded: _____Institution: _____

G.P.A. _____ _____ B.A. /B.S.   Date   Awarded: _____Institution:

_____ G.P.A. _____

_____ Other   Date Awarded: _____Institution: _____ G.P.A. _____

Which of the following courses are you taking now or have completed? Indicate the semester, year (e.g. Fall, 2018) and grade. If you are currently taking courses that are listed indicate by noting " **now**".

Course No.	Course Name	Semester/Year	Grade

_____ Biology I   _____ _____ _____ Biology II
_____ _____ _____ History   _____ _____ _____
World Literature I   _____ _____ _____ U.S. & Georgia
Government   _____ _____ _____ Introduction to Psychology
_____ _____ _____ Introduction to Sociology   _____
_____ _____ Urban Social Problems   _____ _____ _____
Basic Statistics   _____ _____ _____ Economics   _____
_____ SOWK 1385 Careers in Social   _____ _____ SOWK 2412
Introduction to Social Work _____ _____

EMPLOYMENT INFORMATION

Are you currently employed? _____ Yes _____ No   _____Full time   _____Part time   _____Work Study

Will you be employed while enrolled at Albany State University?   _____ Yes   _____No

If yes, will you be employed part time or full time throughout your educational process? _____Full time   _____Part time

Have you had any paid Social Work Experience?   _____ Yes _____No

Have you had any volunteer experience in a social service agency?   _____Yes _____No

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

_____
_____

CRIMINAL HISTORY

Dates   of   Treatment(s):
_____

Have you ever been arrested? _____ Yes _____ No Felony/Felonies? _____ Yes _____ No Name

and Address of Facility: _____

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

_____

_____

If   yes   to   the   conviction,   what   was   the   charge?
_____ Did you complete the treatment(s)
prescribed? _____ Yes _____ No

If no, please provide an explanation:
_____ **Please explain the
disposition of your case on a separate page; place your explanation in a sealed and signed envelope
and staple the envelop to your application.**
_____
_____ Have you ever been arrested for a misdemeanor or misdemeanors? _____ Yes _____
No

MENTAL / EMOTIONAL HISTORY

 **Please explain the disposition of your case on a separate page; place your explanation in a sealed and
signed envelope**

Are you currently or ever have required any type of counseling/psychotherapy? _____ Yes _____ No **and staple
the envelop to your application.**

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

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

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

Hospitalization Date(s): _____

ADMISSION STATEMENT:

As a part of your application for admission to the Social Work Program, you are to write a statement that addresses the five areas listed below. This statement will be used to assist the Social Work Admission's Committee in their decision making process in reference to your application. **Your typed admission's statement is to be attached to your application**. The Admission Statement should be from three to five pages and well written.

- Discuss the major reasons for your interest in the Social Work profession. o   Describe some of the successes you have achieved in school, employment, and in your personal life.
- Describe any barriers you have had to overcome while pursuing your educational, employment or personal goals.
- Describe any experiences that you have had while working with people that you felt you were able to use a skill you thought at the time was related to the Social Work profession.
- Note previous experiences that made you feel that you could effectively provide services to individuals from diverse populations reflecting religious, racial, ethnic, physical, socio-economic, gender, and sexual orientation differences?

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

_____ _____
Signature   Date

_____
Type Name

****

OFFICIAL OFFICE USE (Do not sign below until interviewed)

STATEMENT OF UNDERSTANDING

I understand that the Social Work Major Curriculum requires 60 credit hours in upper-division courses, including a twelve (12) hour Field Placement and a three (3) hour Integrative Seminar. I also understand that I would need to join the National Association of Social Workers (NASW) when I am in Social Work 2412, and that my membership should be in place prior to entering field placement. I have been advised that I have to purchase Professional Liability Insurance prior to entering field placement, and that cannot be done if I am not a member of NASW. I further understand that I will need to make a Formal Application to the Social Work Program for field placement the third week of the semester prior to being assigned to an agency. While I shall be consulted as to my interests and choice of location for field placement, I am aware that my preference/choice may not be possible.

I understand that I must have an institutional grade point average (GPA) of 2.50 to be considered for admission into the Social Work Program. Once admitted, I must maintain a minimum 2.50 G.P.A. I also understand that I need a 2.50 institutional GPA to be assigned in field placement. The Social Work Program Admission's Committee has advised me that I need to maintain a "B" or better in all Social Work Core Requirements to meet program requirements and graduate from the Social Work Academic Program.

Date Interviewed: _____

_____   _____
Student Signature   Committee Chair signature

• •

Date Application Received: _____   Received by: _____

COMMITTEE'S DECISION: _____ Accepted _____Rejected   _____Accepted Conditionally

Date Director Received:_____   _____
                                                                                   Director's Signature

ALBANY STATE UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT PERSONAL DATA

PLEASE TYPE AND SIGN APPLICATION

CHECK ONE: Undergraduate [ ] Transfer Student [ ] Date of
Transfer CHECK ONE: Fall Semester [ ] Spring Semester [ ]

Personal Data

Name: _____ RAM I.D.: _____
    Last   First   Initial

Local Address: _____
    No., Street, & Apt.   City   State   Zip

Permanent Address: _____

Telephones: _____
    (Home)   (Mobile)   (Employment)

Gender: [ ] Male   [ ] Female   Birth Date: _____

Marital Status: [ ] Single [ ] Married [ ] Divorced [ ] Separated [ ] Widowed

Are you a U.S. Citizen: [ ] Yes [ ] No

Do you require handicapped accommodations? [ ] Yes [ ] No

CLASSIFICATION: [ ] Freshman [ ] Sophomore [ ] Junior [ ] Senior

Regents' Test Date: _____ Date Admitted to the Program _____

List Colleges/Universities Attended:

Name of School	City & State	Degree/Reason Withdrew	Date
[			
[			
(			

;THNICITY:

] African- American [ ] Asian [ ] Caucasian [ ] Hispanic (Not Mexican-American)

| Mexican American [ ] Native American [ ] Puerto Rican [ ] Other (Specify)

OVER)

75

Are you employed? [ ] Yes [ ] No If yes, does your employer allow telephone contact? [ ] Yes [ ] No

Place of Employment

Supervisor's Name in the event of an emergency

Do you have children? [ ] Yes   [ ] No   How many?

List children's ages:

If you are in class and someone calls regarding your child/children, what schools do they attend or who is/are the child/children's care person?

STRENGTHS: WEAKNESSES:

EMERGENCY CONTACT

Name:

Relationship:

Telephones:
    (Home)   (Mobile)
                        (Employment)

Address (Optional):
        No. & Street   City/State   Zip

HOBBIES: VOLUNTEER EXPERIENCES:

COMMUNITY ORGANIZATIONS: CAMPUS ORGANIZATIONS:

Do you plan to attend graduate school? [ ] Yes [ ] No If no, what are your career goals?

_____

_____

_____

The above information is correct, and I will change any or all of the above information as changes take place to provide the Social Work Director and advisors of the necessary updated contact information and of my employment until I graduate.

_____ _____   _____

Signature

                              Date

Information received by:

_____   _____

Signature   Date

Appendix C

Albany State University

AUTHORIZATION FOR RELEASE OF INFORMATION

Please print clearly all requested information.

First Name _____ Middle Name _____ Last Name _____

Date of Birth _____ Social Security Number _____

Address _____ Apartment # _____

City _____ State _____ Zip Code _____

Position Applying For _____

Telephone Number _____

I hereby authorize your company, Albany State University, or any agent of said company, to contact any of my previous

employers or to contact schools, companies, credit bureaus, corporations, law enforcement agencies, persons, and educational

institutions to supply any information concerning my background.

I hereby also give my permission for the release of all appropriate background information permissible by governing laws to

the following HR Management Representatives:

Director of Human Resources Management: Steve A. Grant

Human Resources Manager: Cassandra Alexander

Personnel Specialist III: Wynell Wilson

I fully understand the terms of this release and that the information I have provided is accurate, true and correct.

Executed this _____ day of _____, 20 _____, at

(date) (month) (yr)

_____

(city) (state)

By: _____

Signature

_____ _____

Notary Public Signature Date

My Commission Expires: _____

Albany State University * Albany, Georgia 31705 * Telephone 229-430-4711

A Unit of the University System of Georgia * An Equal Opportunity / Affirmative Action Institution – M/F/V/H

Georgia Bureau of Investigation
Georgia Crime Information Center

Consent Form

I hereby authorize _____
to receive any Georgia criminal history record information pertaining to me which may be in the files of any state
or local criminal justice agency in Georgia.

_____

Full Name (print)

_____

Address

_____   _____   _____   _____

Sex   Race   Date of Birth   Social Security Number

_____

Signature

_____

Date

Special employment provisions (check if applicable):

☐   Employment with mentally disabled (Purpose code 'M')
☐   Employment with elder care (Purpose code 'N')
☐   Employment with children (Purpose code 'W')

One of the following must be checked:

☐   This authorization is valid for 90/180/_____ (circle one) days from date of signature.
☐   I, _____ give consent to the above named to perform
periodic criminal history background checks for the duration of my employment with this company.

BACHELOR OF SOCIAL WORK STUDENT CONTRACT

As a Bachelor of Social Work (BSW) student matriculating at Albany State University, I will uphold and abide by the NASW *Code of Ethics*.

I understand that I may be counseled out of the program on the following basis:

- **Academic Performance**: I will meet grade requirements. I will pursue academic honesty.
- **Absenteeism:** I will meet the requirements of all classes and field practicum attendance as prescribe in each syllabus.
- **Professional Behavior:** I will act at all times in a professional manner with peers, faculty, agency personnel, and clients; always treating others with respect courtesy, fairness, and good faith.
- **Assaultive or Threatening Behavior:** I will not participate in inappropriate behavior that is directed toward clients, colleagues, or instructors.
- **Damaging Behavior:** I will treat others with respect, demonstrate a respect for diversity, protect confidentiality, ensure freedom of expression, and demonstrate a commitment to community.
- **Ineffective in Work with Clients:** I will demonstrate minimal levels of effective performance and apply progressive learning techniques to evidence progress in working with clients. I will not violate practicum agency policy.
- **Progressive Discipline:** I understand that should I violate any of the above tenets, I will be counseled and receive one warning. I understand that continuation of the behavior will result in my being counseled out of the Program.

_____ _____

Student Signature   Date

What can you do with a degree in Social Work?

Child Welfare Worker
Food Bank
Food Shelter Worker
Volunteer Coordinator
Group Home Worker
HOMELESS SHELTER WORKER
HEALTHCARE ADMINISTRATOR
ADVOCATE
Youth Services Counselor
Employment Counselor
Home Health Care Coordinator
Human Resources Coordinator
Geriatric Care Manager
Family Therapist
Student Activities Advisor
Student Life Coordinator
EMPLOYEE ASSISTANCE PROGRAM COORDINATOR
AIDS/HIV Counselor
Adolescent Counselor
Therapist
Nursing Home Worker
Vocational Rehabilitation Counselor
Gerentological Social Worker
Public Affairs Coordinator Substance Abuse Counselor
Court Appointed Special Advocate Bereavement Counselor
Child Protective Services Worker HOSPICE WORKER
HOUSING COORDINATOR Foster Care Worker
School Social Worker
Hospital Social Worker
Psychiatric Social Worker Global Rights Worker
Public Relations / Public Information Specialist
Emergency Shelter Counselor Couples Therapist
Mental Health Therapist Clinical Social Worker CHILD THERAPIST
Community Development Worker Forensic Social Worker Recreational Therapist
Patient Advocate Civil Rights Organizer Non-profit Worker
Labor Union Organizer Crisis Intervention Worker Play therapist
Lobby Researcher Public Policy Analyst Occupational Social Worker
Corporate Foundation Worker Rehabilitation Center Worker
Social Work Researcher Grant Writer Legal Action Worker
Human Trafficking Advocate Community Outreach Worker
Researcher for Human Services Agency Human Rights Organizer
Environmental Worker Probation Officer JOB COACH
Community Center Worker Adoption Counselor
Managed Care Coordinator / Administrator
People with Disabilities Advocate
Halfway House Worker / Administrator

Touch the World

Department of Social Work
Albany State University
504 College Drive
Albany, Georgia 31705

Title IV-E Child Welfare Program

Students interested in a career in Child Welfare may want to consider submitting an application to become a part of the Title IV-E Program.

Students accepted into the Title IV-E program will receive a stipend each semester to assist with tuition, books and mileage. After matriculating through the Social Work Academic Program, students will be obligated to work for the Georgia Department of Human Services, Department of Family and Children Services one year for each year of receiving the stipend. Employment obligations will include working in the areas of Child Protective Services Investigations, Family Preservations, Foster Care and/or Adoptions.

CRITERIA:

GPA -- 2.5 or Better

Admission to the Social Work Program

Go to http://www.dhsjobsga.com/Main/Default.aspx to review the description of a Social Services Case Manager, click on the video, "Life as a **GA Case Manager."** Enter **dhrjobs** for Username and **socialcm** as the Password.

PROCESS:

Title IV-E Application

- Title IV-E Application must be completed and submitted (on line at the web site noted below), and a hard copy given to the Title IV-E Administrative Specialist, or Title IV-E Coordinator by the 6th week in the semester prior to the semester of participation. Please keep your password for future use.
    https://www.gadfcs.org/grant/cwg.jsp

- Qualified students will be given an interview date to complete a panel interview which will include members of the State DFCS office as well as a member of the local DFCS Office(s)

- Students are expected to arrive a minimum of 15 minutes early and professionally dressed to meet with the panel.

Appendix H-1

DFCS Education and Training Services Section
Title IV-E Child Welfare Education Program Application

Personal Information

Name _____

Social Security Number _____

Application Submit Date _____

Current DFCS Employee _____

Gender _____

Birth Date _____

Are you a U.S. Citizen? _____

Ethnic Background _____

Are you Bilingual? _____

Language _____

Contact Information

Permanent Address _____

_____

Current Address _____

_____

Preferred Phone Number _____

Alternate Phone Number _____

Email Address _____

Reference Information

Degree Applying For _____

Student Status _____

Social Work/Professional
Reference #1
Title _____
Phone Number _____

Social Work /Professional
Reference #2
Title _____
Phone Number _____

Social Work/Professional
Reference # 3 _____

Title
Phone Number

<u>Answer Questions</u>

Describe your motivation and career goals related to working in the area of child welfare.

Explain why you are applying for the grant.

Describe your best experience in working with children/families and why.

Describe your worst experience in working with children/families and why.

Describe your understanding of and your experience with the child welfare system.

Describe your beliefs as to wha are the most powerful forces in a child's life.

What strengths will you bring to the program?

What sets you apart from the other applicants?

TITLE IV-E CHILD WELFARE EDUCATION PROGRAM

BACHELOR OF SOCIAL WORK DEGREE

STUDENT AGREEMENT

AGREEMENT BETWEEN

__ALBANY STATE UNIVERSITY__

(Hereinafter referred to as Educational Institution)

AND

(Hereinafter referred to as IV-E Child Welfare Education Program student)

AND

The Georgia Department of Human Resources/Division of Family and Children Services (hereinafter referred to as DFCS)

I. **RESPONSIBILITY OF IV-E/State Funds GRANT STUDENT:**

A. To obtain the Support of Degree Attainment Form from the DFCS approval authority, if currently employed by DFCS, indicating that Staff Enrichment and Educational Development, (SEED-work study) or time off, has been granted in order to participate in the Program.

B. To be pre-screened for employment and participate in the DFCS criminal background process if not a current DFCS employee. If the IV-E Child Welfare Education Program student has been or is convicted of a crime that, pursuant to DFCS policy, would disqualify the student from service in a County DFCS agency child welfare position, the IV-E Child Welfare Education Program student will be ineligible for, or terminated from, the Program, and will be responsible for repaying to DFCS any funds expended in accordance with the program. If the IV-E student has a new incident of arrest/conviction, the student is required to disclose all arrests and/or convictions while participating in the IV-E Child Welfare Education Program within 7 days of the incident. Failure to do so will result in the student becoming ineligible for, or terminated from, the Program, and will be responsible for repaying to DFCS any funds expended in accordance with the program.

C. To successfully complete the necessary courses to receive a Bachelor and/or Master of Social Work degree from above stated university, said courses to include 2 specified child welfare courses as designated by the School of Social Work and approved by the Division of Family and Children Services.

D. To successfully complete the concentration practicum (Internship) course(s) required by the BSW and/or MSW degree program in a DFCS office working in direct child welfare service provision. BSW and MSW students must complete the School specific practicum hours in a DFCS office. If the IV-E Child Welfare Education Program student is a current DFCS employee and has three years work experience with DFCS, an administrative placement within DFCS or placement in an agency serving IVE eligible children may be approved.

E.   To adhere to the National Association of Social Workers Code of Ethics and abide by State and Federal laws.

F.   To provide use of an automobile as necessary and allowed for the practicum and have and provide proof of a valid driver's license and auto liability insurance.

G.   To seek and accept employment in a DFCS child welfare position (CPS, Placement or Adoptions) within 60 days following graduation OR if already employed by DFCS in a social services position, continue employment in DFCS child welfare. No later than three months prior to graduation, non-DFCS students or students employed by DFCS in non child welfare positions will be required to submit the names of their five preferred DFCS counties of employment. Students will be matched with existing vacancies in those counties. If there are no vacancies identified in the preferred counties within 30 days of graduation, the student will be matched with a county anywhere in the state. The student agrees to be available to begin employment within 30 days following graduation. All students must be officially hired in a DFCS office in a child welfare position within 60 days following graduation. Failure by the student to accept employment is a violation of this agreement, and renders the student liable for the full amount of funds expended pursuant to the program.

H.   The student must render a minimum of one calendar year of continuous and satisfactory full time employment with DFCS in a child welfare position, in exchange for each academic year of IV-E funding. Failure by the student to fulfill this requirement is a violation of this agreement, and renders the student liable for the full amount of funds expended pursuant to the program.

I.   To maintain status as a citizen or permanent resident of the United States throughout the period of participation in the IV-E Child Welfare Education Program, including the employment requirement period.

J.   To begin fulfilling the total IV-E/State Funds work commitment upon graduation from the MSW program if you were a BSW student who immediately pursued the MSW degree upon graduation from the BSW program.

K.   To agree for the Educational Institution to release information as necessary for participation in the program to an authorized representative of the Division of Family and Children Services.

L.   To provide the State Office, Education and Training Services Section, of any change in name, address or place of employment until such time as the employment payback is over or any amount owed under this agreement is paid in full or otherwise retired.

M.   To provide the State Office, Education and Training Services Section, any information requested by the Educational Institution or DFCS. Failure to do provide information within the times frames of the requestor will be just cause to remove the student from the IV-E Program.

N.   To participate in all evaluations of this Program as requested by the Educational Institution and/or DFCS during and following the grant period.

II.   RESPONSIBILITY OF THE EDUCATIONAL INSTITUTION/DFCS:

A.   To assign the IV-E Child Welfare Education Program student to a required practicum in a DFCS office for the required number of hours. If working on the MSW degree and the recipient has at least three years work experience with DFCS in child welfare services, an administrative or supervisory placement may be approved by DFCS and the Educational Institution.

B. To provide the IV-E Child Welfare Education Program student with monies for each academic year

(as determined by the Educational Institution) contingent upon availability of Title IV-E Child Welfare Education Program funds, while the IV-E Child Welfare Education Program student participates in the Program and meets the conditions of the student agreement.

C. To Suspend or terminate IV-E Child Welfare Education Program student support payments if the IV-E Child Welfare Education Program student is not performing satisfactorily because of a problem which cannot be corrected.

D. To advise the IV-E Child Welfare Education Program student of the amount of employment payback time to DFCS based on the number of academic years student has received funding (1 year employment payback for each academic year of IV-E Child Welfare Education Program Funding). Payback amount is calculated from total monies provided student (books, mileage, tuition, and other fees). If student leaves employment before the payback time is completed the amount owed DFCS will be prorated.

E. To assist the IV-E Child Welfare Education Program student in locating a child welfare position and fulfilling employment requirements of this agreement, unless DFCS is precluded from providing employment by DHR/DFCS requirements, legislative budget cuts, position freezes or other circumstances beyond DFCS' control in which case the stipend recipient is relieved of this obligation to work for DFCS and not required to reimburse the educational institution for amounts received by the IVE Child Welfare Education Program student under the agreement.

III.   GENERAL PROVISIONS:

A. If the IV-E Child Welfare Education Program student's education is discontinued prior to completion of the BSW and/or MSW degree, or the IV-E Child Welfare Education Program student fails to attain the desired degree, does not remain in "good standing" as defined by the Educational Institution, or does not become employed with a DFCS office in a child welfare position within 60 days of graduation, then the IVE Child Welfare Education Program student shall reimburse DFCS the total amount of the IV-E Child Welfare Education Program monies received under this agreement.

B. If the IV-E Child Welfare Education Program student who is already employed by DFCS terminates employment for any reason (voluntarily, involuntarily) prior to fulfillment of the work obligation set forth in paragraph I. G., above, then the IV-E Child Welfare Education Program student shall reimburse DFCS for the total amount of the IV-E Child Welfare Education Program monies received under this agreement.

C. If the IV-E Child Welfare Education Program student completes a portion of the work obligation but fails to complete the total work obligation with DFCS, the IV-E Child Welfare Education Program student will reimburse DFCS a proportional amount of the total IV-E Child Welfare Education Program monies received for each month short of the employment obligation with DFCS.

D. If for any reason the IV-E Child Welfare Education Program student interrupts studies and delays graduation, the IV-E Child Welfare Education Program student must notify the Educational institution and the DFCS Education and Training Services Section and either request a deferral due to hardship that defers the employment obligation for an agreed upon time, or repay the IV-E Child Welfare Education Program funds expended.

E. It is understood by all parties that all information regarding the student's performance while in school or practicum will be shared between the educational institution and DFCS. Work performance of IV-E Child Welfare Education Program students who are DFCS employees will also be shared when it pertains to school performance, violations of National Association of Social Workers Code of Ethics and/or ability to remain employed with DFCS.

F. **It is understood by all parties that if the IV-E Child Welfare Education Program student breaches this agreement and defaults on repayment of the IV-E Child Welfare Education Program funds expended, a complaint against the student will be reported to the State Licensing Board, and a civil action may be initiated against the student.**

G. This agreement shall commence upon disbursement of any portion of the IV-E Child Welfare Education
Program monies to or on behalf of the student and shall terminate upon successful completion of the required employment or reimbursement by the student. This agreement is made with the understanding that it shall be interpreted and enforceable under the laws of the state of Georgia within the jurisdiction and venue of the state of Georgia. This agreement contains or has attached hereto all of the terms and conditions agreed upon between the parties herein. In witness thereof, this agreement is signed and entered into on the date entered below.

_____   _____

Name of IV-E Child Welfare Education   **Signature**   **Date**
Program Student

_____

Social Security Number

_____

Signature of the Provost   **Date**

_____

 Georgia Department of Human Resources/   **Signature**
Date   Division of Family and Children Services

Meetings of the committee are held on a quarterly basis. A subcommittee to address local issues/exceptions and requests will meet on an as needed basis. The *S.E.E.D* Advisory committee is comprised of:

- Education and Training Services Section Director (or designee)
- 2 County Directors (one rural, one urban)
- 2 Regional Directors (with past experience on Educational Assignment committee)
- State Office Social Services Section representative
- Social Services Section Staff Representative
- State Office Economic Support Section representative
- Fiscal Field Services Representative
- Educational Consortium member (University Faculty Member)
- Support Staff Representative
- Child Care and Parent Services Section Representative
- Evaluation and Reporting Section Representative
- Community Service Section Representative
- IV-E Program Graduate with DFCS experience
- Ad hoc members will include Education and Project Management Unit staff and other staff as needed.

Exceptions to rules outlined in this policy can be submitted to the *S.E.E.D* Advisory Committee through the Education and Training Services Section.

I. Part time Work Study Assignment With Pay

Eligibility Criteria*

1. Minimum 24 months continuous service with DFCS (Exceptions will be considered by the SEED Advisory Committee)
2. Full time employee
3. "Meets expectations" or higher on most recent PMP
4. No disciplinary action taken within 24 months prior to application *
5. Endorsement and support of immediate supervisor
6. Approval of local approving authority

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7. Degree and coursework are on the approved list for field of study as determined by Advisory Committee

8. Expectation that degree will be attained within 4 years or less

9. For continued eligibility, maintain "C" or better in undergraduate studies and "B" or better in graduate studies.

Local approval authority responsible for ensuring that the applicant has met the above eligibility criteria for each term of work-study requested. If local approval authority cannot verify #4 then, the Education and Training Services Section will verify item #4 through the DHR, Office of Human Resources Management and Development (OHRMD).

Approved Degrees and Coursework under Part Time Work Study Assignment Program*

- Bachelors in Social Work (BSW)
- Masters in Social Work (MSW)
- Accounting
- Masters in Public Administration**

**Allowed if the employee is already on a supervisory level*

The SEED Advisory Committee will consider exceptions to the approved degree list on an individual basis if recommended and justified by the local approval authority.

Time Allotted for Work Study Assignment

Up to 10 hours a week of work-study time off can be granted by the local approval authority for approved degrees. Additionally, up to 24 hours a week can be granted by the local approval authority for BSW and MSW practicums.

Work-study time may not be accumulated and is only used for academic activities while pursuing the approved degree. Activities include attending class, participating in distance learning activities, attending mandatory workshops, and meeting with advisors, taking exams, and travel to class or practicum. Work-study time is considered work time in calculating the number of hours worked per week. The Supervisor must ensure that non-exempt FLSA employee's combined work time and work-study time do not exceed 40 hours a week unless overtime has been approved.

Responsibility of Employee to DFCS

The employee who receives time off to attend school is personally benefiting from this educational experience in terms of increased knowledge, promotional opportunities and potential salary increases. It is expected that staff who are allowed part time work-study assignment follow all regulations regarding this policy, and ensure that service provision to clients is their top priority.

The employee must sign a work commitment form in which they agree to work in the Division of Family and Children Services for a specified amount of time upon graduation. The amount of time the employee commits to work for DFCS is calculated at one calendar year of work at DFCS for every academic year the employee attends school under work-study. Employees who do not fulfill the work commitment will receive a "no rehire" work recommendation in their personnel file and may be subject to appropriate legal action. *

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Exceptions to this "no rehire" recommendation can be made under special circumstances which will be outlined by the S.E.E.D Advisory Committee. An example might be an employee who must relocate to another state due to personal circumstances, unforeseen health issues, military service, etc.

Approval Process

It is important that staff communicate their desire to utilize work-study time off to their supervisor and approval authority and receive approval before they actually register for school. There are two steps to the approval process:

- *Complete one time only-Prior to Registering for School:*

  1. Employee submits the *Support of Degree Attainment form* and signed *Work Study Agreement form* to supervisor.

  2. Supervisor approves or denies and submits forms to Approval Authority*

  3. Approval Authority approves or denies and sends copies of all denied forms to Regional Director. Copies of approved forms are sent to the Education and Training Services Section.

  4. Regional Director automatically reviews any denials and sends copies of all forms with final decision to the Education and Training Services Section.*

  *DFCS Education and Training Services Section, Two Peachtree St. NW, 25-462, Atlanta, GA 30303, **Fax 404-657-4058** Attn: Ms. Aretha Powell

- *Complete prior to each School Term:*

  1. Submit *S.E.E.D Program Term Application* to supervisor and local approving authority that lists the specific classes and amount of time requested off. (Include a copy of grades from prior term if already in school).

  2. Supervisor approves or denies and submits to Approval Authority **

  3. Approval Authority approves or denies and sends copy of all denied forms to Regional Director. Copies of approved forms are sent to the Education and Training Services Section.*

  4. Regional Director automatically reviews any denials. Regional Director sends copy of all forms with final decision to Education and Training Services Section.*

  *DFCS Education and Training Services Section, Two Peachtree St. NW, 25-462, Atlanta, GA 30303, **Fax 404-657-4058** Attn: Ms. Aretha Powell

**Approval authorities:

For Local DFCS Staff: County Director

For County Directors: Regional Director

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Denials and Rescinding Approvals

Denials

Work-study assignment is an added bonus that may be given to employees based on their meeting the eligibility criteria, and the ability of the agency to continue to provide quality service to customers. The approval authority reserves the right to deny requests for work-study assignment.

Rescinding Approvals

It is possible that the approval authority may need to rescind approval of work-study assignment once it has been granted. However, all efforts should be made to avoid rescinding approval, including consultation with the Regional Director and Education and Training Services Section.

Work Load Coverage

The local approval authority is responsible for ensuring that services continue to be provided to customers in a timely, quality fashion. Where there is a conflict between work-study assignment being approved, and services being provided to customers, the priority is that customer service comes first.

Guidelines for Selection

If more than one employee submits an application for work-study assignment, and not all can be approved due to coverage issues, the following criteria can be taken into consideration:

- Child welfare supervisor pursuing the MSW degree

- Child welfare direct services worker pursuing the MSW or BSW degree

- Local agency need for expertise in the degree area

- Work study assignment has been previously approved and is needed to complete degree

- Length of Service at DFCS

- Evaluation of employee performance

Evaluation and Monitoring of *S.E.E.D.* Work Study Program

1. The approval authority is responsible for monitoring the work commitment of the employee once the employee has graduated.

2. The Education and Training Services Section will be responsible for maintaining a database on all employees approved for work-study, and conducting an annual review and evaluation of the program.

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3. All original forms are to be maintained in the local personnel file and, at the discretion of the county/section/regional office; forms may be placed in the employee productivity file.

II. Funding for School Expenses

Financial Aid

Employees are encouraged to contact the Financial Aid Office of the respective school for information about possible financial assistance.

IV-E Child Welfare Grant

For those staff pursuing the MSW or BSW degree, funding is available through the IV-E program. IV-E eligible employees receive payment of tuition, fees, books and other related educational expenses. In turn, the employee fulfills a work commitment with DFCS in a child welfare position after graduation and signs a legally binding agreement to that effect. IV-E funding is available at eight schools of social work. Applications and additional information can be obtained by contacting the IV-E contact person at the school.

Title IV-E Child Welfare Education Program Schools in Georgia

Albany State University *contact:* Dr. Marilyn Spearman (229) 430-4694
Clark-Atlanta University *contact:* Dr. Jacquelyn Mitchell (404) 880-6732
Dalton State College *contact:* Dr. David Boyle (706) 272-2682
Georgia State University *contact:* Ms. Mary McLaughlin, LCSW (404) 413-1071
Kennesaw State University contact: Ms. Takeisha Wilson, MSW (770) 499-3669
Savannah State University *contact:* Dr. Bernita Berry (912) 353-5263
Thomas University *contact:* Mr. Bill Milford LCSW (229) 226-1621
University of Georgia *contact:* Dr. Alberta Ellett (706) 542-5409
Valdosta State University *contact:* Dr. Martha Giddings (229) 245-4336

Title IV-E Grant Application Process

- Submit *S.E.E.D. Support of Degree Attainment* form to DFCS approval authority
- Take the Graduate Record Examination (GRE) for MSW only. Admissions test for undergraduates.
- Submit BSW or MSW application to University

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- Once accepted in BSW or MSW program, complete IV-E application and submit to IV-E contact person at University, with approved *S.E.E.D. Support of Degree Attainment form.*
- Submit DFCS *S.E.E.D Program Term Application* to DFCS approval authority
- Submit DFCS S.E.E.D. Support of Degree Attainment (one time only document)

For information regarding the Title IV-E Program at:

Albany State University

Savannah State University

Thomas University

University of Georgia

Valdosta State University

Please contact Angie Saturday, MS, LMSW, IV-E Program Coordinator at (229) 878-8788 or via email at ansaturday@dhr.state.ga.us.

For information regarding the Title IV-E Program at:

Clark Atlanta University

Dalton State College

Georgia State University

Kennesaw State University

Please contact L. Denise Edwards, MSW, IV-E Program Coordinator at (404) 656-3619 or via email at ldedwards@dhr.state.ga.us.

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DIVISION OF FAMILY AND CHILDREN SERVICES

S.E.E.D. PROGRAM

REQUEST FOR SUPPORT OF DEGREE ATTAINMENT

(To be completed one time; prior to applicant beginning school)

Name: _____ SS #: _____

Title: _____ Supervisor: _____

Work Unit: _____ Work Location: _____ Employment Date:_____

(Month/Year)
Statistical information*: _____Birthday _____ Sex _____ Race _____ Disability_____
(Month/Year)

University/College Attending: _____

Degree: _____ Major: _____ Expected graduation date: _____

IV-E: _____ Yes _____ No

To be completed by applicant:

Applicant Justification:
How is degree related to job or promotional opportunities?
How will degree benefit applicant?
How will degree benefit organization?
Why should applicant be selected?

The applicant understands that approval of work study time off is contingent upon
continued quality service provision to clients, and that work study approval may be

To be completed by supervisor:

Supervisory Endorsement: Address eligibility requirements:

PMF checked: Yes   No   Service time checked: Yes   No   Disciplinary Action checked: Yes   No
Full Time Employee? Yes   No   Degree on approved list? Yes   No

Why applicant should be selected:

Approved _____ Denied _____ Reason for denial _____

_____

_____   _____
Supervisory Signature   Printed name
Date

To be completed by approval authority:

Approved_____ Denied_____ Reason for denial_____

_____   _____   _____
Approval Authority   Printed name   Date

Denial Review by Regional Director

CONCUR: _____   DISSENT: _____
Comments:

_____   _____
Signature of Regional Director   Date

Cc: Education and Training Services Section – Fax 404-657-4058

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DIVISION OF FAMILY AND CHILDREN SERVICES

S.E.E.D. PROGRAM SEMESTER APPLICATION

(To be completed prior to the beginning of each school semester)

Name: _____ SS #: _____

Title: _____ Supervisor: _____

Work Unit: _____ Work location: _____

My normal work hours are: _____ AM to _____ PM   Days of the week worked: M T W TH F
(circle all that apply)

Flex Schedule: _____

University/College attending: _____ Degree _____

Class location: _____
Credit hours this Semester: _____

Quarter/Semester: From: _____ To: _____
(Circle appropriate term)   (month/day/year)   (month/day/year)

Will this term satisfy your graduation requirements?   ( ) Yes ( ) No

A. Courses and/or practicum/internship or attach schedule:

1. Course title for which you plan to register: _____
Class meets from: _____ AM/PM through _____ AM/PM Days of the week M T W TH F
(Circle all that apply)

2. Course title for which you plan to register: _____

Class meets from _____ AM/PM through _____ AM/PM   Days of the week   M T W TH F
(Circle all that apply)

3. Course title for which you plan to register: _____

Class meets from _____ AM/PM through _____ AM/PM   Days of the week   M T W TH F
(Circle all that apply)

4. Practicum/internship? Yes ( ) No ( )
Work site practicum/internship?   Yes ( )   No ( )
If no, list location of off site practicum/internship   _____
Total Number of hours per week in practicum/internship   _____
Hours of Practicum/internship _____ am through _____ pm
Days of Practicum/internship   M T W TH F
B. Total Hours requested:(to include travel time) per week: _____

C. Please attach any honors, awards, recognition, etc. to this application.

The applicant understands that approval of work study time off is contingent upon continued quality service provision to clients, and that work study approval may be rescinded at the discretion of the approval authority.

_____   _____   _____
Applicant Signature   Printed name   Date

To be completed by Supervisor:

Supervisor Endorsement: Address eligibility requirements:
Eligibility Checklist: Check all that apply.
Eligibility Checklist: PMF   Proof of Enrollment   No Disciplinary Action   Full Time
Employee
Service requirement   _____   _____   _____   _____

Supervisor endorsement of support and work coverage plan:

Approved: _____   Denied: _____   Reason for denial:_____

_____   _____   _____
Supervisory Signature   Printed name   Date

To be completed by *approval* authority:

Approved_____   Denied_____   Reason for Denial_____

_____   _____   _____
Approval Authority   Printed name   Date

Denial Review by Regional Director

CONCUR: _____   DISSENT: _____
Comments:

_____   _____
Signature of Regional Director   Date

Cc: Education and Training Services Section – Fax 404-657-4058

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Student Social Work Association S. S. W. A.

WHAT ARE THE PURPOSES OF SSWA?

WHO CAN BE A MEMBER OF SSWA?

A member of the Albany State SSWA shall be a graduate or undergraduate student who declares Social Work as a major, and who applied to become social work majors or a MSW student

MEMBERSHIP FEES

The Albany State University SSWA membership fee is $35.00. Monthly dues are $5.00 per month or a total of $50.00 per annum.

No Minimum GPA or Service Points
HOSPITALITY
$5.00 per Academic Semester/$10.00 per Academic Year
Total Fees: $40 or $50 for shirt included.

(Please make checks payable to ASU Student Social Work Association)

ALBANY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK
STUDENT SOCIAL WORK ASSOCIATION

MEMBERSHIP APPLICATION

       I am interested in joining the Student Social Work Association (SSWA) organized for the following purposes: to support and strengthen the Social Work Academic Program at Albany State University; to improve professionalism for students; to enhance the educational process; to promote communicative relations among students, faculty and members; and to uphold the NASW code of ethics.

NAME: _____

ADDRESS: _____

CITY: _____   STATE: _____   ZIP CODE: _____

PHONE: _____   E-MAIL:_____

AREA OF INTEREST WITHIN THE SOCIAL WORK PROGRAM:

_____
___ _____
_____
___
_____
___
_____

RAM ID: _____   BSW: _____   MSW: _____

EXPECTED DATE OF GRADUATION: _____

Student Social Work Association Dues Payments: FALL _____   SPRING _____

Check # _____ is enclosed for semester/annual dues in the amount of: $_____

Cash is enclosed for semester/annual dues in the amount of: $_____

Donation is enclosed in the amount of: $_____

Submit this completed form to the Treasurer. Your application will be processed immediately upon receipt. You will receive your membership card within 30 days of payment.

I hereby apply for membership in Albany State University's Social Work Academic Program's Student Social Work Association. I agree to pay the dues, and I understand that all charges for membership services are due within 30 days.

I certify that I have read the Membership Agreement and accept its terms.

JOIN TODAY

Phi Alpha

HONOR SOCIETY

Signed _____ **Date** _____

ALBANY STATE UNIVERSITY

Eta Delta Chapter

A National Honor Society for Social Work Students

"Through Knowledge - the challenge to serve."

Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarships and achievement in social work.
(Phi Alpha Directory, 2003-2004)

You must meet the following criteria:

- Declared social work as a major

- Achieved sophomore status

- Completed 12 semester hours of required social work courses

- Achieved an overall grade point average of 3.0

- Achieved a 3.25 grade point average in required social work courses

Membership fee: $75.00

ALBANY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK

ETA DELTA CHAPTER   PHI ALPHA HONOR SOCIETY
MEMBERSHIP APPLICATION

I am interested in joining the Eta Delta Chapter of the Phi Alpha Honor Society organized for the following purposes: to foster a closer bond among students of social work and promote humanitarian goals and ideals; to improve professionalism for students; to promote high educational standards; to encourage communicative relations among students, faculty and members; and to promote service.

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP CODE: _____

PHONE: _____ E-MAIL:_____

AREA OF INTEREST OF SERVICE WITHIN THE SOCIAL WORK PROGRAM:

RAM ID: _____ BSW: _____ MSW: _____

EXPECTED DATE OF GRADUATION: _____

PHI ALPHA MEMBERSHIP FEE: FALL _____ SPRING _____

Check # _____ is enclosed for semester/annual dues in the amount of: $_____

Cash is enclosed for semester/annual dues in the amount of: $_____

Donation is enclosed in the amount of: $_____

Submit this completed form to the Treasurer. Your application will be processed immediately upon receipt. You will receive your membership card within 30 days of payment.

I hereby apply for membership in Albany State University's Social Work Academic Program's Eta Delta Phi Alpha Honor Society. I agree to pay the membership fee of $75.00, and I understand that all charges for membership are due within 30 days.

I certify that I have read the Membership Agreement and accept its terms.

Signed _____ Date _____

*This form has been adopted with the permission of Social Work Faculty at Florida International University.   (Jul7, 2010)

ALBANY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

Academic Probation Agreement Statement

Academic Probation is an academic standing that draws attention to unsatisfactory performance and sets conditions for continued enrollment in the Social Work Academic Program. Students are placed on academic probation if their institutional GPA drops below a 2.5, and/or their social work academic courses drop below a 3.0 (on a 4.0 scale).

While on academic probation, students may not enroll in any social work credit hours. Students return to regular academic standing with the social work discipline upon restoring their institutional GPA to a minimum 2.5 and their social work course standing to minimum 3.0.

Should the student fail to restore his/her academic standing within the specified time of the agreement, the student will receive a Social Work Programmatic Disqualification. A Programmatic Disqualification means the student will no longer be permitted to matriculate through the social work program. This action is likely to occur if anyone or combination of the following occurs:

- The student fails to restore his/her academic standing within one or two semesters (as outlined as a result of student's consultation with their advisor and/or the Program Director) after being placed on academic probation.
- Student's institutional academic standing falls below a 2.5.
- Student's programmatic standing falls below a 3.0.
- After careful review by program faculty, the student's academic/ethical performance is such that student is not able to successfully complete the program.

The decision to place a student on academic probation and/or programmatic disqualification is not taken lightly. Therefore, if the student has an extenuating circumstance that is likely to impact the decision to disqualify the student, he/she should attend all scheduled meetings prepared to present his/her case in a manner that supports the statement that any, and all obstacles have been removed or sufficiently addressed. Student should also be prepared to present written documentation as warranted to support his/her stance.

Academic Probation Agreement Form

This is an agreement between <u>Albany State University's Social Work Academic Program</u> and _____. By signing this document, the student acknowledges placement on academic probation by the BSW Program Director due to poor academic performance. Specific concerns are noted below:

_____

_____

_____

_____

_____

To assist _____ in attaining/regaining good academic standing, the following is required:

- Student will become familiar with and utilize campus resources (i.e. tutoring, counseling, study skill enhancement activities, etc.).
- Attend all class meetings.
- Communicate on a regular basis with course instructors to receive accurate measurement of academic progress in each class.
- Manage time wisely—contact the Academic and Advisement Center should there be a need for more information on how to accomplish this task.
- Schedule an appointment and meet with student's assigned academic advisor, _____, a minimum of once a month throughout the Fall _____ and/or Spring _____ semester(s), while on academic probation.
- Seek academic advisement from either student's academic advisor or the Program Director prior to any future enrollment periods.
- Earn a minimum programmatic GPA of 3.0 by _____ Semester.
- Earn a minimum institutional GPA of 2.5 by _____Semester.

By signing this form, the student acknowledges that she has read and understands all of the terms and conditions of this agreement. She further acknowledges that failure to achieve the required semester GPA will result in suspension or disqualification from the Social Work Academic Program.

_____   _____

Student   Date

_____   _____

Advisor   Date

_____   _____

BSW Program Director   Date

HELPFUL TELEPHONE NUMBERS

Name	Building and Office	Telephone Number	Email Address
Registrar's Office	West Campus- "C"	229/500-2959	registrar@asurams.edu
Bookstore	East Campus	229/500-2007	
Bookstore	West Campus	229/500-2008	
Counseling/Disabilities	ASU Student Center	229/500-3442	
Financial Aid	West Campus – "C"	229/500-2358	
Health Services	East Campus BCB138	229/500-3544	
Health Services	West Campus – "C"	229/500-3545	
Information Technology Help Desk	JPL 307	229/500-4357	helpdesk@asurams.edu
JPL Library	Library - East	229/500-3472	
HBW Library	Library - West	229/500-3613	
Police Department	ASU PD	229/500-3076	
Social Work Department	CMH Third Floor	229/500-2014	
Student Activities	Student Center - East	229/500-3555	
Testing Center	BCB 195 - East	229/500-2921	
Veteran Affairs	ASU Student Union	229/500-2070	
Ms. Marion Fedrick	President's Office	229/500-3500	president@asurams.edu
Dr. Angela Peters	Provost/VP/Academic Affairs; DBH 119	229/500-2003	angela.peters@asurams.edu
Dean Peter Ngwafu	Peace Hall – 2nd fl.	229/500-2279	Peter.ngwafu@asurams.edu
Dr. Jerry Daniel	CMH 337	229/500-2378	jerry.daniel@asurams.edu
Dr. Tonyesima Furro	CMH 321	229/500-2379	tonyesima.furro@asurams.edu
Ms. Annalease Gibson	CMH 317	229/500-2380	annalase.gibson@asurams.edu
Dr. Betty Morris-Mitchell	CMH 114	229/500-2382	Betty.morrismitchell@asurams.edu
Dr. Addie Mungen	CMH 318	229/500-	addie.campbellmungen@asuramsedu
Dr. Barbara Nowak	CMH 325	229/500-2118	barbara.nowak@asurams.edu
Dr. Ivan Page	CMH 101	229/500-2383	ivan.page@asurams.edu
Ms. Jamie Swain	CMH 115	229/500-2385	jamie.swain@asurams.edu

ASU EAST CAMPUS MAP

ASU CAMPUS MAP INDEX

1. Academic Building (ACAD) / Admissions
2. ASU Coliseum (Football Stadium)
3. Andrew Hall / Early College
4. Caroline Hall Chimney (landmark)
5. Catherine Hall Harriett Criminal Justice Building
6. Dining Hall
7. Early Learning Center
8. East Residence Hall
9. Facilities Management / Shipping & Receiving
10. Gibson Residence Hall
11. HPER Gymnasium (Health, Phys. Ed. & Rec. Bldg.)
12. Holley Hall
13. James Pendergrast Memorial Library
14. L. Orene Hall Building
15. Military Science (ROTC)
16. Lovett Hall (scouted Imela football stadium)
17. Storage Shed & Office
18. North Residence Hall
19. Baseball Field House / Office
20. Peace Hall (Business School)
21. Police Station (ASUPD) / Energy Plant
22. President's Office (Obey Brown Hall)
23. Billie Student Union
24. Sanford Gymnasium
25. Simmons Hall
26. Residence Halls 1 & 2
27. Valerie Pledger Hall
28. Wiley Residence Grant Honore Building
29. Ray Charles Residence Hall
30. Institutional Advancement (Foundation)
31. Ray Charles Center (future)
32. Residential Halls 5 & 6 (Open Fall 2011)
33. Student Center (Open Fall 2011)
34. Main Entrance (Operational)
35. South Information Security Booth
36. South Information Security Booth
37. North Information Security Booth

MAP LEGEND

- = ROADWAY
- = BLDG. LABEL
- = DEAD END
- = UNPAVED PARKING

NORTH SIDE ZONE 1

SOUTH SIDE ZONE 2

EAST SIDE ZONE 3

FLINT RIVER

DOWNTOWN ALBANY

Albany State University
POTENTIAL. REALIZED.