



**UNION UNIVERSITY**  
SCHOOL *of* SOCIAL WORK

**Bachelor of Social Work  
Adult Studies Program**

**Student Handbook**

**2014 - 2015**

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# **Union University**

**Excellence Driven . Christ Centered . People Focused . Future Directed**

**Union University provides Christ centered education that promotes excellence and character development in service to Church and society.**



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## I. THE SOCIAL WORK FACULTY AND STAFF WELCOME YOU!

The faculty of the School of Social Work at Union University welcomes you. We are delighted that you chose Union University for the BSW degree. Our goal for you is that you prepare for generalist practice in a wide range of social work jobs. We are committed to stimulating and challenging you to excellence.

The Student Handbook provides essential information for your journey through the BSW program. The Handbook's key purpose is to detail the policies and procedures of the BSW program. After you have read it thoroughly when you first receive it, you will want to keep it close by as a reference. It will also be accessible on the School of Social Work web page. Policies and procedures that appear here have developed through an inclusive, collaborative process involving administrators, faculty, students, and staff. **Please remember that you are responsible to read and operationalize the contents of this Student Handbook and to communicate any concerns or questions to your faculty so that we may assist you at any point along your way.**

Your faculty subscribes to the Code of Ethics of the National Association of Social Workers. The mission of the social work profession is rooted in a set of core values. These values 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

The School of Social Work at Union takes seriously the words of Jesus, "Love your neighbor as you love yourself." As you learn the social work profession, you will increase your ability to care for others in ways that demonstrate each person's value, regardless of their circumstances. You will also discover how to care for yourself as you excel in this honorable and deeply rewarding profession that promotes social and economic justice for all.

We are honored to walk with you through your journey to obtain your BSW degree!

Rhonda E. Hudson, PhD, LCSW  
Professor  
Acting BSW Program Director

# UNION UNIVERSITY

## FULL-TIME FACULTY AND STAFF

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## Union University 2014-2015 Academic Calendar

### Fall Semester 2014 (16-week semester, 2014FFA)

#### August

15-18, Friday-Monday.....FOCUS  
15, Friday.....Residence Complexes Open for New Students Only  
17, Sunday.....Residence Complexes Open for Returning Students  
19, Tuesday.....Registration—Day Classes and 16-Week Evening Classes Begin  
20-27, Wednesday-Wednesday.....\*Late Registration  
22, Friday.....Convocation  
27, Wednesday.....\*Last Day to Add a Class

#### September

1, Monday.....Labor Day Holiday  
2, Tuesday.....\*Deadline to Drop (Course Does Not Appear on Transcript)

#### October

6, Monday.....\*Academic Progress Reports Due  
9-10, Thursday-Friday.....Fall Holiday  
21, Tuesday.....\*Deadline to Drop (Course Appears on Transcript with "DR")

#### November

4, Tuesday.....Campus and Community: A Day of Remembrance and Service  
6, Thursday.....Priority Registration Begins for Winter and Spring 2015  
21, Friday.....\*Last Day to Withdraw from All Fall Classes  
21, Friday.....\*\*Residence Complexes Close  
22-30, Saturday-Sunday.....Thanksgiving Holidays  
30, Sunday.....Residence Complexes Open

#### December

5, Friday.....Reading/Review Day  
8-11, Monday-Thursday.....\*Final Examinations  
11, Thursday.....\*\*Residence Complexes Close  
13, Saturday.....Graduation

### Winter Term 2015 (4-week accelerated semester, 2015FWI)

#### January

4, Sunday.....Residence Complexes Open  
5, Monday.....Day Registration—Classes Begin  
6, Tuesday.....Registration Closes for Monday/Thursday Accelerated—Classes Begin  
6, Tuesday.....Late Registration for Day Classes, Last Day to Add a Class  
9, Friday.....Deadline to Drop (Course Does Not Appear on Transcript)  
20, Tuesday.....Deadline to Drop (Course Appears on Transcript with "DR")  
26, Monday.....Last Day to Withdraw from All Winter Classes in Progress  
30, Friday.....Final Examinations  
30, Friday.....\*\*Residence Complexes Close

### Spring Semester 2015 (16-week semester, 2015FSP)

#### February

2, Monday.....Residence Complexes Open for Students with Monday February Accelerated Classes  
3, Tuesday.....Residence Complexes Open for New/Returning Students  
4, Wednesday.....Registration—Day Classes and 16-Week Evening Classes Begin  
5-11, Thursday-Wednesday.....\*Late Registration  
11, Wednesday.....\*Last Day to Add a Class

18, Wednesday..... \*Deadline to Drop (Course Does Not Appear on Transcript)

### **March**

27, Friday..... \*Residence Complexes Close

28, Saturday–Sunday, April 5..... Spring Holidays

### **April**

7, Tuesday..... \*Academic Progress Reports Due

8, Wednesday..... \*Deadline to Drop (Course Appears on Transcript with “DR”)

16, Thursday..... \*Priority Registration Begins for Summer and Fall 2015

28, Tuesday..... Union University Scholarship Symposium

### **May**

1, Friday..... Last Day to Withdraw from All Spring Classes

11–14, Monday–Thursday..... \*Final Examinations

14, Thursday..... \*\*Residence Complexes Close

16, Saturday..... Graduation

## **Summer Terms, 2015**

### **First Term/June (4-week accelerated semester, 20151S)**

#### **May**

31, Sunday..... Residence Complexes Open

#### **June**

1, Monday.....Registration—Day and Evening Classes Begin

2, Tuesday..... Late Registration; Last Day to Add a Class

4, Thursday..... Deadline to Drop (Course Does Not Appear on Transcript)

9, Tuesday..... Deadline to Drop (Course Appears on Transcript with “DR”)

15, Monday.....Class Holiday for June Term & New Student Registration

23, Tuesday..... Last Day to Withdraw from All Term I Classes

26, Friday..... Final Examinations

26, Friday..... \*\*Residence Complexes Close

### **Second Term/July (4-week accelerated semester, 20152S)**

#### **June**

28, Sunday..... Residence Complexes Open

29, Monday.....Registration—Day and Evening Classes Begin

30, Tuesday..... Late Registration; Last Day to Add a Class

#### **July**

2, Thursday..... Deadline to Drop (Course Does Not Appear on Transcript)

3, Friday.....Independence Day Holiday

13, Monday..... Deadline to Drop (Course Appears on Transcript with “DR”)

21, Tuesday..... Last Day to Withdraw from all Term II Classes

24, Friday..... Final Examinations

24, Friday..... \*\*Residence Complexes Close

25, Saturday.....Adult Studies and Graduate Studies Summer Graduation

## **An Overview of Union University**

### **Heritage**

Southwestern Baptist University, the immediate predecessor of the present Union University, originated because of a desire by Tennessee Baptists, who still had a separate convention for each of the state's three Grand Divisions, for greater unification. Education became the core issue around which such unification was promoted. Committees of the three conventions met jointly in Humboldt in 1873 and issued a resolution supporting the establishment of a first-class regional university. An Educational Convention met in Murfreesboro in 1874, and following that a committee was appointed to select a location for the proposed university. The committee recommended the acceptance of the offer made by the citizens of Jackson to assume ownership of West Tennessee College.

In September 1874, the new institution opened at Jackson as an academy, and in 1875 it was chartered as Southwestern Baptist University. In 1907, Dr. T. T. Eaton, a trustee at Southwestern from its beginning, bequeathed his 6,000 volume library to the college. He was a former professor at Union University at Murfreesboro, where his father, Dr. Joseph H. Eaton, had been president. Shortly thereafter the name of Southwestern Baptist University was changed to Union University to honor the Eatons and others from Union at Murfreesboro who had made a major impact on Southwestern as faculty, administrators, trustees, and contributors. In a further move to unify its educational efforts, the Tennessee Baptist Convention in 1925 secured a new charter which vested all rights, authority, and property of Union University in the Convention, including the election of the University's trustees. Two years later, the Convention was able to consolidate Hall-Moody Junior College at Martin (1900-1927) with Union University.

Dr. David S. Dockery served as the 15<sup>th</sup> president of Union University from 1995 to 2-14. He brought with him a compelling vision to build on a great gradation while taking Union to the next level of regional and national prominence in Christian higher education. Considerable progress has been made during this time.

Dr. Samuel W. "Dub" Oliver was elected President on February 10, 2014 by the Board of Trustees.

### **Purpose**

Union University is an academic community, affiliated with the Tennessee Baptist Convention, equipping persons to think Christianly and serve faithfully in ways consistent with its core values of being Christ-centered, people-focused, excellence-driven, and future-directed. These values shape its identity as an institution which prioritizes liberal arts based undergraduate education enhanced by professional and graduate programs. The academic community is composed of quality faculty, staff, and students working together in a caring, grace-filled environment conducive to the development of character, servant leadership, and cultural engagement.

#### **Core Values:**

- **Excellence-Driven:** We believe that excellence, not mere compliance, is the goal of our teaching, our research, and our service. We are not motivated to excellence out of pride but out of a desire to do all things for God's glory because He cares about our work and wants to be involved in everything we do. We will not be satisfied with mediocrity, but will pursue

excellence in all things. This means our truth claims carry with them the challenge of living out that truth in the minutes and hours of our daily life. Thus we will pursue excellence, without arrogance.

- **Christ-Centered:** A cohering core value of our guiding vision is a call to faith, a call to be Christ centered in all that we are and in all that we do. We will seek to build a Christian liberal arts based community where men and women can be introduced to an understanding and appreciation of God, His creation and grace, and to humanity's place of privilege and responsibility in this world. We will seek to establish all aspects of life and learning on the Word of God, leading to a firm commitment to Christ and His Kingdom. To be a Christ-centered institution calls for us to establish the priority of worship and service in the Christian life while seeking to develop a generation of students who can be agents of reconciliation to a factious church in a hurting and broken world. This commitment calls for all faculty and staff to integrate Christian faith in all learning and doing, based on the supposition that all truth is God's truth and that there is no contradiction between God's truth made known to us in Holy Scripture and that which is revealed to us through creation and natural revelation.
- **People-Focused:** A third pillar on which we will build our common commitments is the core value of being people focused. At the heart of our commitment to being people focused is the visible demonstration of valuing one another. We will give honor to one another through our words and actions, and by committing to each person's success. We therefore jointly commit ourselves to the success of Union University.
- **Future-Directed:** We will seek to maximize the windows of opportunity the Lord has presented to us to the greatest degree that resources allow. All of our resources and efforts must, by God's grace, be maximized to fulfill our common mission. A commitment to being future directed means we want to have a short-term focus and a long term view. We want to involve ourselves in efforts that prepare us effectively to impact the world of the 21st Century.

### **Mission:**

Union University provides Christ-centered education that promotes excellence and character development in service to Church and society.

### **Statement of Faith:**

#### **1. The Scriptures**

The Scriptures of the Old and New Testament were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.

#### **2. God**

There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience. He exists eternally in three persons: Father, Son, and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being. God ordains or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not to destroy the free will and responsibility of intelligent creatures.

#### **3. Humankind**

God originally created humankind in His image, and free from sin; but through the temptation of Satan, they transgressed the command of God, and fell from their original righteousness, whereby all humans have inherited a sinful nature that is opposed to God, and are thus under condemnation. As soon as they are capable of moral action, they become actual transgressors.

4. **Jesus Christ**

The second person of the Trinity is the eternal Son of God. In his incarnation Jesus Christ was conceived by the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature, yet without sin. He honored the divine law by His personal obedience, and by His substitutionary death on the cross He made provision for our redemption from sin. He was buried and rose again the third day, and ascended to His Father, at whose right hand He lives to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, and Sovereign of the universe.

5. **Holy Spirit**

The Holy Spirit is the Spirit of God, fully divine, who exalts Jesus Christ. The Spirit convicts men and women of sin, of righteousness, and judgment, enabling them to understand the truth. He calls men and women to the Savior, and brings about regeneration, which is a renewal of heart and nature.

6. **Salvation**

Salvation involves the redemption of the whole person, and is offered freely to all who believe in Jesus Christ as Lord and Savior; accepting and trusting in Him alone for justification and eternal life. Justification is God's gracious declaration of righteousness of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made. Believers are also sanctified by God's Word and Spirit dwelling in them. Sanctification is the process of progressing toward moral and spiritual maturity, enabled by the presence and power of the Holy Spirit. Those who are accepted in Christ and sanctified by the Holy Spirit will never totally nor finally fall away from the state of grace, but shall persevere to the end, and be kept by the power of God through faith unto salvation.

7. **The Church**

The Lord Jesus Christ is the Head of the Church, which is composed of all true followers of Christ, and in Him is invested supremely all power for its government. Christians are to associate themselves with local churches; and to each church is given the authority to administer order, to carry out ministry, to worship, and to practice discipline.

8. **Last Things**

The bodies of humans after death return to dust, but their spirits return immediately to God—the righteous to rest with Him; the wicked to be reserved under darkness to the judgment. God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth. At the last day, the bodies of all the dead, both just and unjust, will be raised. God has appointed a day, when He will judge the world by Jesus Christ, when all people shall receive according to their deeds; the wicked shall go into everlasting punishment; the righteous, into everlasting life.

### **III. INFORMATION EXCERPTED FROM ADULT STUDIES GRADUATE HANDBOOK**

Adult and graduate students are bound by the policies and procedures listed in the University's campus life handbook available at <http://www.uu.edu/student services/handbook/clh1112.pdf>.

In addition, Union University's community values for our adult/graduate students can be found at <http://www.uu.edu/student services/handbook/AdultValues.pdf>

The Union campus life handbook serves as the main university handbook. All other handbooks (e.g. handbooks specific to a school, college, academic discipline) serve as a handbook supplement to this main handbook. Where there may be conflicting policies, the policies listed in the main Union handbook will take precedent. The Social Work program has highlighted in the following sections some parts of

the handbook that may be particularly useful for students and added elements specific to the BSW program.

### **Confidentiality of Student Records**

The privacy and confidentiality of all student records shall be preserved in accordance to the Family Educational Rights and Privacy Act (FERPA) of 1974. The Act provides adult students greater access to and control over information in educational records. More information about FERPA can be obtained from the Registrar. Official student academic records, supporting documents, and other student files shall be maintained, only by members of the University staff employed for that purpose, in separate files:

- Academic records, supporting documents and general education records—maintained by the Academic Center, academic departments and advisors
- Records of discipline proceeding—maintained by the Student Services Office
- Financial records—maintained by the Business Office
- Medical records—maintained by the Health Services Office (governed also by HIPAA)
- Admissions records—maintained by the Admissions Office
- Financial aid records—maintained by the Financial Aid Office

Directory information (student's name, address including email address, telephone number, date and place of birth, photograph, academic major, class schedule, dates of attendance, degrees and awards received, and most recent previous educational institution attended) may be made public by the University unless a student requests to the Academic Center in writing that it be released only upon his/her consent.

### *Records Not Available for Student Inspection*

- Records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof, and which are not accessible to others
- Records created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional which are used only in connection with the provisions of treatment of a student and are not available to persons other than those providing such treatment (governed also by HIPAA)
- Financial records of students' parents

Evaluations for which a student has waived his/her right of inspection

### **Computing Services**

Classes, e-mail, grades, calendars, announcements and more are available in a one-stop environment at [portal.uu.edu](http://portal.uu.edu). Learn about this at [www.uu.edu/portal](http://www.uu.edu/portal) If you have technology questions or problems, visit [www.uu.edu/it](http://www.uu.edu/it). You can contact us using any of the methods listed in the Getting Help section there. Information specific to new students is available at [www.uu.edu/it/training/newstudents.cfm](http://www.uu.edu/it/training/newstudents.cfm).

**Your Union-provided email account is considered an official means of university communication.**

You can learn more about this at [www.uu.edu/it/services/studentemail.cfm](http://www.uu.edu/it/services/studentemail.cfm). Students are expected to use technology responsibly. The University's Acceptable Use Policy can be found at [www.uu.edu/it/policies/aup.cfm](http://www.uu.edu/it/policies/aup.cfm). Computer labs are available exclusively to current Union students, faculty, and staff at no charge. Approximately 300 computers are located on the Jackson campus for student access, of which 78 are housed in three large labs used in varying amounts for classes. Wireless Internet access is also available in most campus buildings. Three computer labs are available at the Germantown campus. All labs are scheduled for classes on a day today or entire semester basis. Class reservations for the following week are posted near all Jackson-campus lab doors and in labs on Friday

afternoon so that you may plan your work schedule accordingly. All labs are closed for official school holidays, required chapel sessions and inclement weather events. Call (731)661-HELP to find out about lab availability in Jackson or (901)312-1948 for Germantown labs. It is university policy that only students registered for the class meeting in the lab are allowed to use the equipment in the lab at that time. Student lab assistants are available at the Jackson Help Desk during open lab hours. They can assist you in solving problems with the hardware or software.

### **Counseling Services**

Counseling services are available for any student needing assistance with personal, emotional, relational, or psychological concerns. All counseling situations are held in strict confidence. Union University Counseling Services is not designed to provide long-term care for significant mental illness, although the office can provide referral information for special needs. Counseling services provided on the main campus by our two campus counselors are available at no charge to students. Students seeing offsite counselors will assume financial responsibility for visits. Students at regional campus sites should contact Dr. Paul Deschenes at [pdeschenes@uu.edu](mailto:pdeschenes@uu.edu) for referral to the service provider under contract in that area. Please consult the Counseling Services website at [www.uu.edu/studentservices/counseling](http://www.uu.edu/studentservices/counseling) for more information and “screening” surveys for anxiety, depression, Attention Deficit Disorder, or eating disorders.

### **Disability Services**

The Office for Disability Services stands ready to support the special needs of students with disabilities. If you are seeking accommodations for a special need due to the impact of a disability, please contact the Director, Jon Abernathy, at (731)661-6520 or email [jabernathy@uu.edu](mailto:jabernathy@uu.edu). You may also review the Accommodation Procedures on the Disability Service’s website at [www.uu.edu/studentservices/disabilityservices](http://www.uu.edu/studentservices/disabilityservices). It is the responsibility of the student to initiate the accommodation process. Union University strives to provide fully accessible campus facilities for students with disabilities. When barriers do exist, special arrangements are made to provide access, including re-scheduling classes or other activities in accessible locations. Residence Life also provides accessible housing units for students with physical disabilities. Any student who feels that accommodations are not being fully met should contact the Director of the Office for Disability Services and review the Grievance Procedures on the website.

### **“Limited English Proficiency Policy”:**

Union University may approve select accommodations for specific students who have limited English proficiency.

Students with limited English proficiency should contact Dr. Phillip Ryan to begin the evaluation process and learn more about select resources. Dr. Phillip Ryan or his designee, in consultation with the Institute for International and Intercultural studies faculty at Union University and the professor for English 111 and 112 for Internationals, will determine student eligibility and specific accommodations if needed. Accommodations may include but are not limited to extended time on tests, Hundley Center support, or the ability to record class lectures.

If approved, Dr. Phillip Ryan, who serves with the Institute for International and Intercultural studies faculty at Union University will send a letter to the University Registrar, who will send a note to the student’s professors for each semester he or she is enrolled. Students do not need to reapply each semester. Stated differently, once approved, notices to the faculty detailing the student’s accommodation will go out automatically each semester the student is enrolled at Union. Notifications to the professors

are sent after the last day to drop a class, or approximately two weeks from the beginning of class. Approved students who need accommodations within the first two weeks are encouraged to talk directly with their professor.

The Institute for International and Intercultural studies faculty at Union University reserves the right to re-evaluate the student's English proficiency annually and may reduce or remove accommodations if needed.

### **Emergency Notification System**

Union University has an emergency notification system that is available to all students, faculty, staff, and parents on all its campuses. This system is voluntary, but students are strongly encouraged to register to receive text messages on their cell phones in the event of a campus wide emergency, security and/or severe weather threat. Text messaging, Union email and the UU website are the best sources for this information as TV stations may not have been notified. Registration for this system may be found at [www.uu.edu/alerts](http://www.uu.edu/alerts). Once registered, you may opt to be removed from the system at any time. More information about this program may be obtained at [www.uu.edu/uualerts](http://www.uu.edu/uualerts)

### **Financial Assistance**

Students enrolled in the BSW Adult Studies Program may apply for the Federal Stafford Loan. A Union University Application for Financial Assistance and the Free Application for Federal Student Aid (FAFSA) form must be completed by each applicant. A Master Promissory Note must also be on file in the Financial Aid Office. Union University is approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Academic Center as soon as possible upon registration. Additional Information on financial aid may be accessed at <http://www.uu.edu/financialaid/adultstudies/>

### **Health Services**

The University Health Clinic is open Monday through Friday, 8 am—4:30 pm when classes are in session. The clinic lunch hour varies due to their desire to accommodate morning patients. The clinic is staffed by a full-time Family Nurse Practitioner who sees patients on a walk-in basis in the morning from 8-10 and then by appointment from 10 to 4:15. There is also a Clinic Assistant and Health Records Coordinator who can answer your immunization and healthcare related questions. Appointments may be made through the Clinic Assistant for all of these professionals. Health services provided by the university clinic are available for students, faculty and staff but not the dependents of these individuals. Student fees cover the primary costs for the health care rendered to clinic patients. However, vaccinations, lab work, prescription medications dispensed from the clinic, and other treatments may require an additional charge. Costs from health care received at an off-campus facility will also be the responsibility of the patient.

Health forms and immunization records which are submitted as a part of the application process are kept on file in the University Health Clinic for four years after a student's last semester at Union University. After the four years these records will be placed in storage until the student's seventh anniversary, at which time the records will be destroyed. Copies of one's health record may be obtained by written consent only. This consent form may be downloaded from the Health Services Web site and mailed, Faxed or delivered to the clinic. Fax: (731)661-5499.

### **Hundley Center for Academic Enrichment**

The purpose of the Hundley Center is to support the efforts of the university faculty and encourage students to become independent learners by bridging the gap between the classroom and a true understanding of the material. The Hundley Center provides free peer tutoring in over 25 subjects and academic enrichment opportunities, including graduate school preparation and academic success workshops. For more information, visit the website <http://www.uu.edu/programs/hundleycenter>

### **Liability Insurance and Fees**

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student and is charged to the student account.

Approximate cost is \$25 per year.

Application Fee: \$25

Graduation Fee: \$25

Field Education Fee: \$100

### **Library Services**

The Emma Waters Summer Library is available for use for all students. Students may use the facilities located in the Penick Academic Complex, or online at <http://www.uu.edu/library/>

### **Minority Student Resources**

The Minority Student Resources office is designed to offer guidance, information, and resources to racial/ethnic minority students enrolled at Union University, and includes mentoring and referrals for minority students, M.O.S.A.I.C. (Bible Studies for Minority men and women), and the Minority Network of Faculty and staff. Please visit their webpage at <http://www.uu.edu/minorityresources/>

### **Vocatio Center for Life Calling and Career**

The Vocatio Center for Life Calling and Career derives the primary essence of its name “vocatio” from the Latin term which means “to call” or “calling.” Formerly named Career Services, the Vocatio Center has been established to offer an intentional and more holistic approach to the development of students for which the pursuit of one’s call is primary. Ultimately, the Vocatio Center seeks to empower Romans 12 professionals who will utilize their differing gifts according to the grace given to them by God. Our key goal, therefore, is to teach students holistically through a model that emphasizes vocation as ministry. Our true hope is to instill in our students the necessity for pursuing God’s specific call on their lives through a transformed and renewed mind in service to others. “Our mission is to help students understand more clearly who God has uniquely created them to be and to assist them in discovering opportunities to live out their life calling in service to others.”

The following services are offered by appointment:

- Life Calling and Career Counseling/Coaching; Goal Setting
- Professional Résumé, Cover Letter, Portfolio Development
- Individual and Group Personality and Interests Assessment and Interpretation (Myers-Briggs Type Indicator or MBTI and the Strong Interest Inventory)
- Interview Preparation and Salary Negotiation
- Coordination of Job Shadowing
- One-on-one Graduate School Preparation
- Referral Services for Part-time, Full-time, and Internships Opportunities (Student and Employer)
- On-campus Recruitment

Visit the Vocatio Center website at [www.uu.edu/student-services/vocatiocenter](http://www.uu.edu/student-services/vocatiocenter)

## **Wellness Services**

Wellness services include the E.T. “Rocky” Palmer Activities Complex, which houses two racquetball courts, a gym with four basketball goals, a 25-meter swimming pool, and a rock climbing wall, a wellness center containing 14 Paramount weight machines, 12 cardiovascular machines, and a full line of free weights, including our brand new Smith machine and power rack. These services are available to all students. Students may visit <http://www.uu.edu/student-services/wellness-services/wellness-center.html> to learn more.

## **IV. BACHELOR OF SOCIAL WORK PROGRAM OVERVIEW**

### **Introducing the Profession of Social Work**

The definition of social work articulated by the National Association of Social Workers provides a great introduction to the profession and to our program:

#### **Social work is...**

the professional activity  
of helping individuals, groups, or communities enhance or restore their capacity for social functioning and  
creating societal conditions favorable to that goal.

#### **Social work practice consists of...**

the professional application of social work values, principles, and techniques to one or more of the following ends:

helping people obtain tangible services;  
counseling and psychotherapy with individuals, families, and groups;  
helping communities or groups provide or improve social and health services;  
and participating in relevant legislative processes.

#### **The practice of social work requires knowledge...**

of human development and behavior;  
of social, economic, and cultural institutions; and  
of the interaction of all of these factors.

## **SOCIAL WORK VALUES AND ETHICS**

Regardless of the setting or the size of a client system, all social work practice is guided by certain ethical principles. As a social work student, you will be expected to sign a statement agreeing to abide by the NASW Code of Ethics. The Code of Ethics is a distinctive aspect of social work as a profession that sets it apart for the contributions this profession makes in our world. A copy of the NASW Code of Ethics is included in Appendix D. You will encounter this document throughout your education for social work and as you practice professionally.

The social worker's helping philosophy is governed by a value base which expresses ideas about people, how they should be treated, and the quality of life which should be available. This base is reflected in the following value statements proposed by NASW:

1. Commitment to the primary importance of the individual in society.
2. Commitment to social change to meet socially recognized needs.
3. Commitment to social justice and economic, physical, and mental well-being of all in society.
4. Respect and appreciation for individual and group differences.
5. Commitment to developing clients' ability to help themselves.
6. Willingness to transmit knowledge and skills to others.
7. Willingness to keep personal feelings and needs separate from professional relationships.
8. Respect for the confidentiality of relationship with clients.
9. Willingness to persist in efforts on behalf of clients despite frustration.
10. Commitment to a high standard of personal and professional conduct.

## **WHAT DO I DO WITH A SOCIAL WORK DEGREE?**

Social work is a profession which is practiced in many varied contexts. The different contexts serve client systems representing a diversity of populations, geographical settings, and system sizes, including individuals, families, groups, communities, and organizations. All social work practice is governed by the NASW Code of Ethics and reflects the professional social work values.

Some of the contexts for social work practice are in social service agencies. These agencies might be shelters for homeless families, child welfare agencies, mental health clinics, or advocacy agencies for people with developmental disabilities. Other social workers practice in organizations with other primary missions, such as schools, hospitals, or churches. Social workers in all these settings provide services to insure the well-being of clients.

Whatever the context for practice, social workers are skilled problem-solvers, knowing how to assess a situation, explore alternative courses of action, plan for change, effect change, and evaluate the results. Social work is concerned with creating a more socially and economically just world, thereby enhancing the welfare of all world citizens.

The Social Work Program at Union University prepares students for beginning generalist practice. This level of professional practitioner should possess the knowledge, values, skills, and abilities to fulfill many beginning and intermediate level social work positions. This includes providing services to client systems of various types and sizes, including individuals, families, groups, communities, and organizations, dealing with diverse populations and various problems in a variety of practice areas.

All baccalaureate social work programs introduce students to this wide range of practice fields. You will have guest speakers, go on field trips, and do practice work that represents these varied contexts for professional practice. By the time you graduate, you will know yourself better and your interests in order to choose a particular field of practice.

### **Generalist Social Work Practice**

A generalist social work practitioner is one who possesses the skills, knowledge, and abilities to work with a variety of persons and problems at any practice level, whether it is with individuals, families, groups, organizations, or communities. A generalist social worker utilizes the person-in-environment approach at the various practice levels, always considering the uniqueness of the situation. Brieland, Costin, and Atherton (2010) describe a generalist social worker as "...the equivalent of the general practitioner in medicine..." (p. 65). Students who have completed a generalist social work program should be able to enter any beginning level social work position, assess and intervene in any problem situation, utilizing the problem-solving process, and work with a variety of client systems. They should also possess the knowledge of when and how to refer to a more specialized professional, when the need arises.

### **PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS/CREDENTIALS**

The following are a number of professional social work organizations and credentialing groups.

**NASW:** The National Association of Social Workers is the national professional membership organization which addresses issues of concern to social workers. It provides opportunities for continuing professional development through meetings and seminars. Students in CSWE accredited social work programs are eligible to join at a special student rate.

**ACSW:** Academy of Certified Social Workers. This certification is awarded to MSW's who are NASW members with two years supervised experience and who have passed the ACSW exam.

**ACBSW:** Academy of Certified Baccalaureate Social Workers. This certification is granted to social workers who have a baccalaureate degree from CSWE accredited program, are members of NASW, have demonstrated a minimum of two years post-graduation social work employment, and complete a certification process that includes a written examination, supervisory evaluations, and professional references.

- LBSW:** This is a social work certification in the state of Tennessee granted to BSW's who make application, providing documentation of their degree, pass the licensing exam, and pay appropriate fees.
- LMSW:** This is a social work certification in the state of Tennessee granted to MSW's who make application, providing documentation of their master's degree, pass a licensing exam, and pay appropriate fees.
- LAPSW:** Licensed Advanced Practice Social Worker. This is a social work certification in the state of Tennessee granted to MSW's who make application, providing documentation of their master's degree, pass a licensing exam, and have completed the required supervised advanced practice hours, and pay appropriate fees.
- LCSW:** Licensed Clinical Social Worker. This is a social work licensure category in the state of Tennessee granted to MSW's with two years supervised post master's clinical experience, and who have passed level C of the AASSWB licensing exam. Tennessee does not currently certify or license Bachelor level social workers, although some other states do.
- CSWE:** Council on Social Work Education. This is the accrediting body for schools of social work. It establishes educational standards for both graduate and undergraduate schools of social work. The social work program at Union University is currently in candidacy status.
- NACSW:** North American Association of Christians in Social Work. This is an organization of Christian social workers. Membership is available to students, whether in accredited or non-accredited social work programs.

## **UNION UNIVERSITY BSW PROGRAM**

### **Accreditation**

The Bachelor of Social Work Program at Union University is accredited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457.

### **Relationship of the University Mission to the BSW Program**

The BSW Adult Studies Program mission is compatible with the overall mission of the University and is supported by the overarching university administrative organization that enables its implementation. The university's Christian identity and mission undergird the Bachelor of Social Work (BSW) Program's unique effort to emphasize the compatibility and congruence of Christian and Social Work values that promote social and economic justice and value human diversity. The BSW Adult Studies Program connects with the university mission, advancing both the purpose for which the university exists and the purpose for the BSW Adult Studies Program. The university's mission and the BSW Adult Studies Program inform each other and interact in such a way that establishes congruence in the environment of study offered to the student.

### **The BSW Program in Relation to the School of Social Work**

The School of Social Work is housed in the College of Education and Human Studies, which is under the administrative leadership of the Dean of the College. The School of Social Work administers the BSW and MSW programs. Administrative oversight for the BSW Program is provided by the BSW Programs Director who reports to the Associate Dean, who is responsible for all programs in the School. Developing policies and procedures is an inclusive process involving BSW administration, faculty, staff, and students. Policies may change during an academic year. They will be published in the next edition of this handbook, and those to be immediately enacted will be promulgated to all students, who will have had part in the policy change decision.

The mission statement for the School of Social Work is:

In solidarity with the mission of Union University, the School of Social Work at Union University educates and equips competent, compassionate, and effective social workers to be transformative leaders who enhance human well-being and promote social justice.

### **The Mission of the BSW Program**

The mission of the BSW Program is to prepare competent and effective professionals for leadership in generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

### **BSW Program Goals**

1. To prepare competent professionals for entry level social work practice with diverse client systems within an ever changing global context through the integration of social work

- knowledge, values, and skills.
2. To participate in the development of social work knowledge through scholarship.
  3. To provide leadership within the professional community through consultation, continuing education, and professional associations.
  4. To foster students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.
  5. To prepare students for success in a graduate social work program.

## **Student Competencies**

Social Work students at Union University complete a required core curriculum that provides an undergraduate liberal arts perspective. In addition, students complete a specific Bachelor of Social Work core curriculum that addresses social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum experiences. As a result, social work majors are expected to demonstrate the following competencies at the time of graduation:

### **EP 2.1.1- Identify as a professional social worker and conduct oneself accordingly.**

- Advocate for client access to the services of social work
- Know the history and philosophy of the social work profession
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Practice self-care
- Demonstrate professional demeanor in behavior, appearance, and communication
- Demonstrate commitment to career-long learning
- Demonstrate commitment to career long service
- Takes initiative to use supervision and consultation

### **EP 2.1.2 Apply social work ethical principles to guide professional practice**

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the NASW Code of Ethics.
- Apply strategies of ethical reasoning, recognizing ambiguity, and arriving at principled decisions in the context of the NASW Code of Ethics

### **EP 2.1.3 Apply critical thinking to inform and communicate professional judgments**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues
- Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues

### **EP 2.1.4 Engage diversity and difference in practice**

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate vulnerable populations, or create, enhance privilege and power
- Demonstrate self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners by engaging those with whom they work as cultural informants

**EP 2.1.5 Advance human rights and social and economic justice**

- Understand how Christian thought and practice values human life and advances social and economic justice.
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

**EP 2.1.6 Engage in research-informed practice and practice-informed research**

- Use research evidence to inform practice
- Use practice experience to inform research

**EP 2.1.7 Apply knowledge of human behavior and the social environment**

- Utilize theory, conceptual frameworks, and practice models to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

**EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services**

- Analyze, formulate, and advocate for policies that advance social well-being in client systems of all sizes.
- Collaborate with colleagues and clients for effective policy action

**EP 2.1.9 Respond to contexts that shape practice**

- Demonstrate flexibility and creativity when encountering change or crisis
- Provide leadership in promoting sustainable change in service delivery and practice

**EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

**EP 2.1.10(a) Engagement**

- Demonstrate appropriate preparation for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills effectively in all levels of practice
- Develop a mutually agreed on focus of work and desired outcomes

**EP 2.1.10(b) Assessment**

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives

**EP 2.1.10(c) Intervention**

- 
- Select appropriate intervention strategies
- Initiate actions to achieve intervention goals
- Implement prevention interventions that enhance client capacities
- Help clients (e.g. individuals, families, groups, organizations, communities) resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**EP 2.1.10(d) Evaluation**

- Critically analyze, monitor, and evaluate practice
- Use evaluation outcomes to modify practice

**UU 2.1.11 Appreciate the context of Christian higher education for social work education.**

- Understand how Christian thought and practice supports the core values of the social work profession
- Understand how personal religious/spiritual beliefs and practices can be a resource both for the practitioner and the client.
- Understand how personal religious/spiritual beliefs and practices can impede one's practice or well-being.

These outcomes are attained by the student's adherence to the curriculum design and completion of assignments in each course in the social work program. Outcome attainment is measured through evaluation of the student's academic performance in each class, including field placement.

In addition to measuring student outcomes to determine readiness for graduation, the Social Work Program conducts on-going evaluation of all aspects of the program. Faculty and students have opportunity to evaluate individual courses, the curriculum, advisement procedures, and admission and retention issues. The avenues of feedback, plus alumni surveys and evaluations from field instructors, ensure a continuous renewing and polishing of the total program.

**BSW Adult Studies Program Description**

The BSW Adult Studies program at Union University utilizes systems theory, emphasizing the person-in-environment perspective, as its organizing principle. This principle gives coherence to the student's experience and provides a strong foundation for effective Social Work practice. It demonstrates that people are "whole," made up of biological, psychological, social, cultural, and spiritual dimensions and that we are each a part of a larger world environment that affects us and that is affected by us.

Union's BSW Adult Studies Program is also rooted in Christian faith and life commitment. Faculty teach and model an appreciation for human life in all its diversity as God's creation and, with Jesus as the model, promote respect and care for all, but especially the poor and vulnerable in the world. Union's Social Work Program strives to equip students to be advocates for a reconciled relationship with God and for social and economic justice. The prophet Micah's word to "do justice, to love kindness, and to walk humbly with God" (Micah 6:8, NLB), is a recurring theme.

The BSW Adult Studies curriculum is designed to provide students with the needed knowledge, skills, and value base to practice generalist social work at the baccalaureate level. This is done through appropriate sequencing of courses and course content. The courses required as a part of the General and Specific Core provide a liberal arts perspective, which supports the required Social Work courses. Many courses that provide this liberal arts perspective are pre-requisites for admission to the BSW Adult Studies Program and for specific Social Work courses.

A major part of the BSW Adult Studies curriculum is the field experience. Students have "hands-on" practice experience throughout the curriculum. In the senior year, students complete 424

hours of agency practice. After successfully completing the field experience, students are ready to move into professional level social work employment.

A student majoring in Social Work will receive a Bachelor of Social Work (BSW) degree. They must take the specified classes in General Core (49 hours), general electives (28 credits), and complete the Social Work major (51 hours). A student may apply to be admitted to the BSW Adult Studies program when they have completed 57-60 transferable credits from other accredited colleges and universities. The majority of Social Work classes are taken after admission to the program.

## **BSW PROGRAM COMMITTEES**

Three important committees relate to the Social Work Program at Union. Each serves as a vital link between the university and social work practitioners of the local community. Every effort is made to ensure a diverse representation of people in both of these committees.

The **Social Work Program Advisory Committee** has primary responsibility to serve in a consultative capacity as a resource for Social Work Program policy development and Social Work Field Practicum; periodically reviewing the Social Work curriculum to help ensure its relevance for contemporary practice and monitoring appropriate course sequencing; offering suggestions and plans for recruitment of majors; and advisement regarding our program evaluation procedure.

The **Social Work Admissions Committee** reviews applications from students desiring to enter the Social Work Program. When deemed necessary, the members also hold personal interviews with the applicants prior to a final meeting, at which time decisions are made regarding admission to the program. This committee consists of the following regular members and 2 ex officio:

- 1) The BSW Director and one other full-time Social Work faculty member.
- 2) Two ex-officio members, the Director of Admissions and a representative from the Academic Center.

The Social Work Programs Director is the Chair of this committee.

The **Professional Development Committee** will be composed of at least two faculty members. The purpose of the committee is to review academic and non-academic concerns of students, related to non-compliance with CSWE guidelines, inadequate grade point average, and non-compliance with the Core Performance Standards (see Appendix E). The committee will meet on an as-needed basis each semester. Concerns can be raised by faculty, field supervisors and instructors, and students. The Committee will be composed of at least two faculty members. Each referral to Committee activates the standing committee, which will be appointed each year by the Associate Dean.

## **Avenues of Renewal**

The Social Work Program strives to maintain close relationships with the practice community, as well as with the broader community and world in order to assess new knowledge and remain vital and progressive. This is accomplished by supporting and encouraging faculty and student

involvement in community organizations and projects; the meetings of the Advisory Council, Field Instructors, and student organizations; participation by faculty and students in professional social work organizations, conferences, and continuing education programs; and by regular feedback from student focus groups, alumni gatherings, surveys and nationally normed outcome assessment tests given to seniors. It is the intention of Union's Social Work Program to be on the "cutting edge" of innovation in practice and education. These multiple means of assessing the Social Work Program insure that the program is one of quality.

### **Statement of Nondiscrimination**

It is the policy and practice of the School of Social Work at Union University to conduct all aspects of the program without discrimination. In Union's BSW Adult Studies Program, this statement of non-discrimination is not simply acquiescence to legal requirements. It reflects a core commitment and value of the program both as an ethical mandate of social work and of Christian faith and practice. Students are requested to bring to the attention of faculty any concern related to discrimination.

The program operates under the nondiscrimination statement of the university found in the front cover of the university catalog stating:

"In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not illegally discriminate on the basis of race, sex, color, national origin, age disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact the Office of the President."

### **CURRICULUM REQUIREMENTS FOR BSW**

<b><u>General/Specific Core Requirement (49 hours)</u></b>		<b><u>Hrs.</u></b>
ENG 111	Written Composition I	3
ENG 112	Written Composition II	3
LITERATURE		3
HUMANITIES		6
Science Group A (Chemistry or Physics)		8
MAT	Introduction to Statistics preferred	3
SOCIAL SCIENCES (Psychology, Sociology, History)		9
FOREIGN LANGUAGE		3
FOREIGN LANGUAGE or CULTURE		3
CHR 111	Old Testament Survey	3
CHR 112	New Testament Survey	3
ELECTIVE		2

### **Minor and/or electives (28 hours)**

#### **SW Major (51 hours)**

SW 200	Introduction to Social Welfare	3
SW 310	Social and Economic Justice	3

SW 300	Human Behavior and the Social Environment I	3
SW 301	Human Behavior and the Social Environment II	3
SW 305	Psychopathology	3
SW 315	Foundations for Social Work Practice	3
SW 335	Social Policy	3
SW 400	Populations-at-Risk	3
SW 401	Social Work Practice w/ Indiv/Fam/Groups	3
SW 402	Social Work Practice w/ Org/Com/Gov	3
SW 421	Research and Statistical Methods	3
SW 490	Social Work Field Practicum	9
SW 423	Senior Seminar in Social Work Practice	3
SW Electives (Advisor Approved)		6

A total of 72 hours are allowed to transfer from a community college.

### **ASSESSMENT OF BSW Students**

1. Students must complete a minimum of 424 clock hours in an approved social service agency during the spring semester of their senior year, after successful completion of the required prerequisite courses. Students must have a minimum of 2.5 GPA in all Social Work classes to enroll in SW 490, Social Work Field Practicum. Students take SW 423, Senior Seminar, with the Field Practicum. Students must complete Social Work Field Practicum with a passing grade and earn at least a “B” in Senior Seminar in order to be eligible for graduation. The Field Practicum learning contract and final evaluation is based on the competencies of the program. Students take SW 423, Senior Seminar, concurrently with their Field practicum experience which helps the student integrate and evaluate all the knowledge, values, and skills in previous coursework.

2. Termination/Probation Process: A student may be placed on probation or terminated from Union University’s Social Work Program if, in the professional judgment of the Social Work faculty, violations of professional and/or ethical codes have occurred or in the event of unacceptable academic achievement. The social work faculty will make any decision regarding probation/termination by consensus and will follow the process outlined in the in this student handbook. The student handbook also details an appeals process and a grievance procedure that complies with the university’s grievance procedures.

3. Senior Social Work students complete an integrative project that demonstrates their understanding of how theory and practice work together as it is applied to their field practice experience. The case study for this project measures all the program learning competencies. Students make an oral presentation of their project in SW 423, Senior Seminar.

### **Licensure for Social Workers**

The purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction, or state, defines by law what is required for each level of social work licensure. Typically, there are four categories of practice that jurisdictions may legally regulate.

#### *Bachelors:*

Baccalaureate social work degree upon graduation;

*Masters:*

Master's degree in social work (MSW) with no post-degree experience;

*Advanced Generalist:*

MSW with two years' post-master's supervised experience; and

*Clinical:*

MSW with two years' post-master's direct clinical social work experience.

*Requirements for licensure*

Social work regulatory boards generally require that social work degrees must be obtained from programs of social work that are accredited by the Council on Social Work Education (CSWE), Canadian Association for Social Work Education (CASWE), or other nationally recognized accrediting agencies. Degrees earned outside the U.S. and Canada must be determined to be equivalent.

Non-social work degrees are accepted in some instances at the Bachelors level. Some jurisdictions regulate only one of these practice levels, while most regulate two or more levels of social work practice. A summary table containing the licensing requirements may be accessed through the Social Work Laws & Regulations Comparison Guide. Also, a student can explore the state licensing agent in which they will live for specific requirements.

### **Licensure in School Social Work**

The Social Work Program in collaboration with the Teacher Education Program offers a licensure program in School Social Worker, PreK-12 that is approved by the Tennessee Department of Education.

**Undergraduate students** seeking SSW licensure must meet requirements for admission to the Social Work Program as outlined in the *Social Work Program Student Handbook*. The student will complete the General Core, BSW Specific Core, Social Work major, and the specific course listed below for SSW licensure:

SW 340, Social Work Services in Schools (3 hrs.)

The student will be placed in a school setting for SW 490, Social Work Field Practicum. At the end of the program of study, each student must complete the application for licensure that will be filed by the Director of Teacher Education with the Tennessee Department of Education. The application includes a joint recommendation by the Teacher Education Program and the Social Work Program.

**Post-baccalaureate students** seeking SSW licensure must submit an *Application for the Master of Social Work Degree*, \$25 non-refundable application fee, and **official transcripts** from all colleges and universities attended (graduate and undergraduate, including community colleges). Post-baccalaureate students who have completed the Social Work major at Union University or another CSWE-accredited institution will be required to complete the following courses:

SW 340, Social Work Services in Schools (3 hrs.)

SW 490, Social Work Field Practicum (9 hrs.) in a school setting

The following experiences may substitute for SW 490. The candidate **must** submit a letter from his/her supervisor directly to the Social Work Programs Director including a description of the length of experience, duties, and an evaluation of performance in the setting. Experiences accepted in lieu of SW 490 include the following:

1. A minimum of two years of direct social work practice with **children and families** following receipt of MSSW or BSSW/BSW degree;
2. If less than two years of direct social work practice, presentation of evidence of a school social work field placement in a MSSW or BSSW/BSW program (minimum of 424 clock hours required)
3. If less than two years of direct social work practice, employment as a school social worker or having provided social work services in an educational setting for a **minimum of six months**.

At the end of the program of study, the candidate must complete the application for licensure that will be filed by the Director of Teacher Education with the Tennessee Department of Education. The application, available through the Director of Teacher Education, includes a joint recommendation by the Teacher Education Program and the Social Work Program.

Candidates for School Social Worker licensure do **not** qualify for additional teaching endorsements under the additional endorsement guidelines outlined by the Tennessee Department of Education.

### **Tennessee Public Child Welfare Certification**

The Tennessee Department of Children's Services, offers a certification in Tennessee public child welfare. Students wishing to obtain this certification must complete the classes Children and Families at Risk (SW 338) and Child Welfare Practice (SW 348) and complete Field Practicum (SW 490) with the Tennessee Department of Children's Services.

### **TRANSFER CREDIT and LIFE EXPERIENCE**

Students transferring from CSWE accredited social work programs will be able to transfer credit for Social Work classes. Social work faculty will make decisions about suitability and comparison with Union's Social Work curriculum and recommend to the Registrar the appropriate credit to be given.

Students transferring from non-accredited social work programs will be evaluated individually. The course syllabus, course objectives, outline, learning activities, theoretical frameworks, and bibliographies for the course may be evaluated by Social Work faculty for acceptable comparison to the course in this program. A recommendation regarding transfer of those credit hours will then be made to the Registrar's office. Field Practicum courses may not be transferred from an unaccredited program. Academic credit for life or work experience will not be awarded.

### **REQUIRED SOCIAL WORK (SW) COURSE DESCRIPTIONS**

The social work major consists of thirteen required social work courses and six credits of electives, totaling 51 semester hours. In addition, there are specified allied courses as a part of

the BSW core. Catalog descriptions of the social work courses **required** for the major are stated below:

**SW 200. Introduction to Social Welfare (3)**

A study of the history of social welfare and the constructed policies and practices that address societal problems, such as poverty and vulnerable populations.

**SW 300. Human Behavior and the Social Environment I (3)**

An exploration of the theories and knowledge of human bio-psycho-social-spiritual-cultural development from birth through young adulthood in the context of the range of social systems in which individuals live: families, groups, organizations, and communities. The impact of social and economic forces on human development will be explored with special attention to evaluating theory and its application to issues of human diversity.

**SW 301. Human Behavior and the Social Environment II (3)**

This course continues to make use of the people-in-systems theoretical orientation and related concepts as human development and diversity are studied from adulthood to old age.

**SW 305. Psychopathology (3)**

A study of mental health in light of dynamic ethno-cultural, spiritual, and bio-psycho-social factors impacting client systems and how this knowledge is integrated into practice paradigms.

**SW 310. Social and Economic Justice (3)**

Dynamics and consequences of injustice including oppression, poverty and discrimination with particular attention to biblical and theological teachings about justice. Strategies to alleviate poverty and for intervention in all forms of human oppression and discrimination will be examined to provide students with skill to promote change and advance the causes of social and economic justice.

**SW 315. Foundations for Social Work Practice (3)**

Various processes, skills and the theoretical practice framework utilized in generalist social work practice are examined. Beginning skills in assessment, interviewing and problem-solving for working with individuals, families and groups will be introduced within the context of social work values and knowledge, including appreciation for and engagement with human diversity.

**SW 335. Social Policy (3)**

Social welfare policy, both historically and currently, focusing on its major elements and basic structure, as well as providing a basis for evaluation of social welfare policies, programs, and services.

**SW 400. Populations-at-Risk (3)**

Patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression will be presented. The curriculum includes content on people of color, gay and lesbian persons, and those distinguished by age, ethnicity, culture, class, and physical and mental ability. Course content includes strategies for micro, mezzo, and macro interventions designed to empower these groups and individuals.

**SW 401. Social Work Practice with Individuals, Families, and Groups (3)**

A continuation of SW 315 with further development of skills for working with individuals, families and groups using various approaches.

**SW 402. Social Work Practice with Organizations, Communities, and Government (3)**

The last of the practice sequence continues to use the theoretical framework introduced in SW 315 and 401. Practice methods for work with organizations and communities will be explored. Knowledge, values and skills for building professional relationships and working to enhance human well-being by organizational and community development through assessment, problem-solving and advocacy strategies will be examined.

**SW 421. Research Methods in Social Work (3)**

An introduction to the basic research methods and techniques of social research as applied to the social problems and human situations that a generalist social worker will encounter. Emphasis will be placed on problem formulation, development of research design, instrument construction, data collection and analysis, and report writing.

**SW 423. Senior Seminar in Social Work Practice (3)**

This course is designed to aid graduating seniors in the integration of course work and field practice. Students will review various social work processes, including ecological systems theory, contact and contract phases of social work intervention, social work values and ethics, and interventive roles and methods. Class presentations and a case study paper are required. Field Practicum experiences will be processed as they relate to classroom content.

**SW 490. Social Work Field Practicum (9)**

This course is a professional field experience in a faculty-approved community agency; public or private, with supervision by an on-site field instructor, also approved by the department. Students must meet with the designated field instructor for one hour per week in a face-to-face supervisory conference to discuss cases and student progress in the field placement. The student will complete a minimum of 424 clock hours in the agency. These hours will be documented on a weekly time sheet. A weekly journal is also required. The application for field placement must be submitted for approval of the Social Work Field Director no later than mid-term of the Fall semester preceding the Spring semester that this course will be taken. It will be graded on a pass/ fail basis. Students taking this course must purchase Professional Liability Insurance.

**Elective Social Work Course Descriptions****SW 201. Community Social Service Experience (1)**

An opportunity for the beginning social work major to be exposed to the principles of social work within a community social service agency, approved by the department. A minimum of 4 clock hours a week, for a total of 40 minimum clock hours for the semester, is to be spent in the agency setting. Participation in a seminar class, where experiences will be processed and material addressed on how to become a helper, is required. An evaluation will be completed by the agency supervisor on the student at the end of the semester. Students are required to purchase professional liability insurance when taking this course. The course will be graded on a pass/fail basis.

*Co-requisite: Professional Liability Insurance*

**SW 225 (SOC 225). Relationships, Marriage and Families (3)**

An investigation of the sociocultural and historical factors influencing relationships, marriage and families emphasizing challenges, prevention and intervention.

*Prerequisite: SOC 211.*

**SW 307. Faith-Based Social Services (3)**

An exploration of the biblical and theological basis for faith-based social services, various

models, and recent related government initiatives and policies.

**SW 321 (SOC 321). Social Gerontology (3)**

A brief, comprehensive introduction to the subject of aging. The social and socio-psychological aspects will be examined.

*Prerequisite: SOC 211.*

**SW 324 (SOC 324). Social Deviance (3)**

Focuses on why certain individuals violate social norms and the ways society responds and attempts to control deviant behavior. Topics include: defining, measuring and explaining social deviance and types of deviant behavior as well as personal and social consequences of deviant behavior.

**SW 325 (SOC 325). Families Across Cultures (3)**

This course examines the family as an object of sociological inquiry within the context of cross-cultural, multi-cultural and historical bases. Both continuity and change, similarities and differences are emphasized.

*Prerequisite: SOC 211.*

**SW 338. Children and Families at Risk (3)**

Characteristics and needs of families at risk and policies and programs that address those needs, with attention to risk patterns of abuse, substance use and abuse, mental illness and poverty.

**SW 340. Social Work Services in Schools (3)**

Knowledge and skills for effective social work practice in a school setting. The school social worker provides a link between school, student, home, and community, primarily using case management and advocacy skills.

**SW 348, Child Welfare Practice (3)**

Development of knowledge and skills for culturally competent practice with families at risk. Completion of this and BSW leads to a Tennessee Public Child Welfare Certification.

*Prerequisite: SW 338*

**SW 370 (SOC 370). Gender and Society (3)**

Gender and human sexuality in American society and across cultures with consideration to the role of gender in structuring identity, male/female interaction, and constraining or expanding opportunities. Topics: sexual development, function and dysfunction, and cultural and socio-psychological issues, and Christian, ethical and moral responses

*Prerequisite: SOC 211.*

**SW 419 (SOC 419). Social Diversity and Inequality (3)**

A study of the social, cultural, historical, political-economic, and psychological dimensions of minority-majority group relations with an emphasis on American society. Problems and intervention strategies will be examined.

*Prerequisite: SOC 211.*

**SW 420 (SOC 420). Death and Dying (3)**

An interdisciplinary investigation of death and dying. Contributions from anthropology, ethics, health sciences, history, literature, psychology, religion, and sociology will be explored. Self-discovery through critical analysis of the student's assumptions, orientations, and predispositions will be emphasized. Strategies of counseling with dying persons and their families will be a central thrust of the course.

## **V. BSW ADULT STUDIES POLICIES AND PROCEDURES**

### **Admission Requirements to the Adult Studies Program**

The following are requirements for admission to the *Adult Studies Program at Union*:

- Completion of 57-60 semester hours of undergraduate coursework
- Be at least 24 years of age
- At least two years of relevant work experience
- Completion of application form, including personal statement
- Submission of official transcripts from each college or university attended
- Two recommendations
- Have at least 2.00 CUM GPA on all prior college work
- Submit Immunization Record
- Payment of \$25 application fee
- Complete an interview with the BSW Adult Studies Admissions Committee

### **Admission Requirements to the BSW Program**

After completion of introductory social work courses at Union, the student must apply for admission to the BSW Program. Requirements include:

- Possess the following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, and a liberal arts base of knowledge. The Core Performance Standards document in Appendix E serves as a guide for appropriate behaviors and is used by the BSW program throughout a student's tenure to assess a dispositional fit with social work practice.
- Have at least a 2.25 CUM GPA (An overall GPA of 2.0 is required for admission to the university. If a student has less than a 2.25 then the social work program may grant provisional admission to allow for time to bring up the overall GPA)
- Sign a statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.
- Complete an interview with the BSW Adult Studies Admissions Committee after completion of SW 200, Introduction to Social Welfare, and SW 310, Social and Economic Justice. During this interview, both student and admissions committee will evaluate student's assessment of student's progress and ability to continue in the program. Student will either be officially entered into the BSW program, or

advised of other career options.

- Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program. The Social Work Program may require outside evaluations, assessments, and/or opinions of professionals as is deemed necessary.

A copy of the admissions application can be found in Appendix A.

### **Provisional Status**

All BSW Adult students will be provisionally enrolled for the purpose of obtaining a BSW degree from Union University. All work completed or attempted will be fully documented in the BSW Adult Studies Program Office. The student will sign a contract at the time of admission defining and accepting the provisional status and its limitations. This initial provisional status will be re-evaluated after completion of 6 hours of coursework in the BSW Program. At this time, both student and admissions committee will evaluate student's progress and ability to continue in the program. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options. A student may remain on provisional status for only one semester unless special circumstances exist and permission for an extension is given in writing by the BSW Program Director. A personal conference with the BSW Adult Studies Admissions Committee may be required before the student is accepted for full admission.

### **Progression in the Social Work program:**

1. After being provisionally approved for admission to the social work program, the student will enroll in the first 6 credit hours of courses in social work education according to the prescribed sequence, and will maintain at least a 2.5 GPA. Following successful completion of the first 6 credit hours of social work courses with at least a 2.5 GPA, an official interview will be completed. During this interview, both student and admissions committee will evaluate student's progress and ability to continue in the program. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options.
2. The student must maintain at least a 2.5 GPA in all social work courses (those with SW prefix) to remain in the program. Students who receive a grade of D or below twice in the same social work course, or in any two social work courses, will be required to withdraw from the social work program, and will be advised to seek another major area of study.
3. As well as GPA, continuation in the social work program is contingent upon compliance with ethical and professional standards of conduct, in accordance with the NASW Code of Ethics and as stated in the School of Social Work document Core Performance Standards. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the objectives of the program.
4. Students must complete a minimum of 424 sixty minute hours in an approved social service agency during the final 5 months of their second year, after successful completion of the required prerequisite courses and an application for field practicum. Students are required to take SW 423 Senior Seminar in Social Work Practice along with the Social Work Field Practicum. Social Work Field Practicum must be passed, and a grade of at least a "B" must be earned in SW 423

Senior Seminar in Social Work Practice to be eligible for graduation.

5. Graduation requirements follow the guidelines of Union University.

### **Core Performance Standards**

To ensure that social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for generalist social work practice. The chart begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University's School of Social Work is based. It summarizes the ethical principles that reflect our profession's core values; it establishes a set of specific ethical standards that guide generalist social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him/herself from entrance into the social work program. Each student will be required to adhere to the NASW's Code of Ethics, which states that professionals "...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility." (NASW Code of Ethics, Section 4.05a). Please see **Appendix E**.

### **Probation/Termination Process**

A student may be placed on probation or terminated from Union University's BSW Adult Studies Program if, in the professional judgment of the social work faculty, violations of professional and/or ethical codes have occurred. These violations may include, but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by the university and the Social Work Program.
2. Behavior judged to be in violation of the NASW Code of Ethics.
3. Academic cheating, lying, or plagiarism.
4. Behavioral disturbances that, in the professional judgment of the Social Work faculty, could impair quality provision of services to clients while enrolled and functioning in Union University's Social Work Program. Use of the School of Social Work's Core Performance Standards will be used for assessment.
5. Evidence of current illegal drug or alcohol dependency documented as occurring during the course of study.
6. Documented evidence of criminal activity occurring while enrolled and functioning in Union University's BSW Adult Studies Program that could impair quality provision of services to clients.
7. Submitting false or misleading information as a part of the application process.
8. Student is terminated from field practicum by the agency for cause related to ethical violations or practice competence.

Prior to termination/probation, the student will be provided with verbal and written notification of impending probation and/or termination. Any decision concerning termination/probation of a student in the BSW Program must be agreed upon by the Social Work faculty. A personal interview will be scheduled with the student by the BSW Director to discuss alternate options to probation and/or termination. If another option is viable, a contract will be negotiated between the Director and the student which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. The BSW Director may renegotiate the contract as needed. The BSW Director will notify the student in writing with the decision about termination/probation.

## **Appeals Process and Academic Grievance Process**

### **Grievance Procedures (Academic)**

An academic grievance involving dissatisfaction with the quality of instruction or with the performance of an instructor is referred to as a Review of Instruction. A grievance involving dissatisfaction with a grade is considered a Grade Appeal. A grievance regarding a charge of academic dishonesty, which includes, but is not limited to plagiarism, is referred to as an Academic Dishonesty Appeal. Procedures for addressing each type of grievance are outlined below. “Working days” are defined as days when the university offices are open. All email communication will be sent to the students’ Union email account.

### **Review of Instruction**

Before initiating a formal Review of Instruction, a student who is dissatisfied with the quality of instruction or with the performance of an instructor should discuss his or her concerns with the instructor. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal Review of Instruction. A formal Review of Instruction must be filed within 60 working days of the posting of the final grade for the course and must follow the sequence noted below.

A formal Review begins with the student emailing a detailed written report of his or her concerns to the instructor’s department chair, or to the dean if the chair is the student’s instructor. Within this report, the student must identify his or her concerns and provide appropriate documentation to support each concern. After receiving an email response from the chair (or dean), the student may elect to email the written report to additional administrators, as needed, in the following sequence: the dean of the college or school, the Dean of Instruction, and the EVPAA. The student may not advance the report to the next level until he or she has received an email response from the administrator being addressed. Each administrator will attempt to provide the student with a written response within 10 working days from the sent date of the student’s email. The student has 10 working days from the sent date of one administrator’s email to submit the report to the next level.

Written responses will be kept in a file other than the faculty member’s personnel file.

### **Grade Appeal**

A student may initiate a grade appeal when there is legitimate reason to believe that the grade does not accurately reflect the quality of his or her academic work in the course or that the grade was determined in a manner inconsistent with the course syllabus. Before initiating a formal appeal, the student should confer with the instructor regarding how the grade was determined. In the event that the issue is not resolved in consultation with the instructor, the student may initiate a formal appeal of the grade beginning at the instructor level. The levels of appeal are noted

below. Except as noted, levels cannot be bypassed. If this appeal also includes Review of Instruction, then the Grade Appeal procedure is the default process for appeal.

**Instructor Level:** The student must email a request to the instructor within 60 working days of the posting of the final grade for the course. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction. The request should be sent to the instructor's Union email address and copied to the instructor's department chair. The instructor will attempt to provide an email response copied to the department chair within 10 working days of the sent date of the student's email.

**Chair/Advisor Level:** The student may continue the appeal process by emailing a request for a review of the grade to the instructor's department chair and to the student's faculty advisor, who together will serve as the review committee. This request should be sent to the Union email address of the chair and faculty advisor within 10 working days of the sent date of the instructor's response. The chair and the faculty advisor, serving as the review committee, will provide an email response to the student with copies sent to the instructor and the instructor's dean. In the event that either the chair or the faculty advisor is also the course instructor, the other person on the review committee will select the second member. The second member should be a faculty member within the course instructor's academic department. In the event that one of the faculty members holds all three roles, the student should begin the process at the dean's level.

**Dean's Level:** Either the student or the instructor may appeal the review committee's decision to the instructor's dean. (Student in the MAIS program should direct the appeal to the MAIS Program Director). This email request should be sent to the dean's (or MAIS Program Director's) Union email address within 10 working days of the sent date of the review committee's response. The dean will attempt to provide an email response to the instructor and/or student with copies sent to the instructor's chair, and the Dean of Instruction within 10 working days of the sent date of the instructor/student's request.

**Faculty Affairs/Graduate Appeal Committee Level:** Within 10 working days of the sent date of the dean's response, the student or the instructor may email a written request to the Dean of Instruction calling for a review of the grade by the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. The Dean of Instruction will request a meeting of the appropriate committee for the purpose of reviewing all documentation related to the appeal. The committee will provide an email response to the instructor and the student with copies sent to the instructor's chair, dean and Dean of Instruction.

**Administrative Level:** Within 10 working days of the sent date of the committee's response, either the student or the instructor may submit an email request for a hearing before the Dean of Instruction. Requests for subsequent hearings before the EVPAA must be received within 10 working days of the previous hearing. The decision rendered by the EVPAA, in consultation with the EVP-Provost and President, is final.

All documents relating to the above procedure will be retained in the student's file kept in Academic Center.

For more information concerning the privacy of grade records, see the handbook section entitled "Confidentiality of Student Records."

### **Academic Dishonesty Appeal**

Union University upholds the highest standards of honesty. Students are to refrain from the use

of unauthorized aids during testing (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices), to refuse to give or receive information on examinations, and to turn in only those assignments which are the result of their own efforts and research. Failure to provide correct documentation for material gleaned from any outside source, such as the Internet or any published/unpublished work, constitutes plagiarism, a form of cheating subject to strict disciplinary action. Faculty are responsible for discouraging cheating and will make every effort to provide physical conditions which deter cheating and to be aware at all times of activity in the testing area. Students who become aware of cheating of any type are responsible for reporting violations to the course instructor.

Any student found guilty by the instructor of cheating will be subject to disciplinary action by the instructor. If the student is an undergraduate, the instructor will file a report of the incident and the intended disciplinary action with the student and with the Dean of Instruction. Incidents involving graduate students will be filed with the student's dean or with the MAIS Program Director. Copies of all incidents will also be filed in the Office of the Senior Vice President for Student Services and Dean of Students.

If the student deems this action unfair, he or she may file an appeal with the administrator with whom the report was filed. The administrator will convey the results to the student and to the instructor by email (copied to the Office of the Senior Vice President for Student Services and Dean of Students).

If either the student or the instructor involved deems the administrator's action unsatisfactory, within 10 working days of the sent date of the email conveying the results he or she may email the Dean of Instruction to request a hearing before the Faculty Affairs Committee (undergraduate) or the Graduate Appeals Committee. (For undergraduate appeals, the President of the Student Government Association will also sit on this committee.) The committee will convey its decision to the student and to the instructor by email. The decision of this committee will be final upon approval by the EVPAA in consultation with the EVP-Provost and the President. If this appeal also includes Review of Instruction, then the Academic Dishonesty procedure is the default process for appeal.

### **Re-admittance**

In the event that a student has withdrawn or been suspended from the program for a semester or more for any reason and wishes to be re-instated, he/she must re-apply first to the University and then to the BSW Adult Studies Program. A re-admittance form will be available from the BSW Adult Studies Program office. This form will allow the student to explain the reason they dropped out, why they are re-applying, and what conditions have changed regarding their status. It is to be completed by the student, and then submitted to the BSW Adult Studies Admissions Committee. The re-admittance form will be reviewed, and additional documentation or evidence may be requested regarding change in student status. Students forced to withdraw for academic or professional reasons may reapply after a period of at least one term (not including summer, unless specifically stipulated otherwise in the termination decision). Re-admittance will need to be approved by a committee of social work faculty that will serve both the BSW and the MSW programs to handle issues such as ethical violations, inadequate academic performance, or an inability to conform to the Core Performance Standards of the BSW Program.

### **Advisement Procedures**

Advisement for students is essential for the BSW Adult Studies student. For this reason, the Union University BSW Adult Studies Program will work to establish early in the student's academic program a relationship that facilitates easy communication between faculty and

students on the range of issues that impact the student's academic and career path. Advisement will be both a formal and informal process in the BSW Evening Program as relationships are established.

The BSW Director will serve as advisor to BSW Adult Studies students. In addition, the student has the freedom to seek out any faculty member for advisement, either academic or professional, as desired. The responsibilities of the advisor include assisting the student with academic program planning, academic support and encouragement when problems or concerns arise, job and career advisement, interpretation of university or BSW Adult Studies Program policies or requirements, and personal issues if the student so desires. Faculty will make referrals to other professionals, such as the Union University Office of Counseling Services, if the student requests this or if the advisor thinks the student would benefit from such assistance.

The BSW director is thoroughly informed concerning the BSW Program's mission, goals, objectives, generalist practice, program curriculum and policies, CSWE standards, the professional community, and the university structure and policies. The director will see student advisement as an integral part of BSW education and the preparation of generalist social workers. Advisement will be seen as a process beginning with a student's initial contact with the BSW Adult Studies Program and enduring through relationships with alumni. Your faculty advisor will assume responsibility for both academic and professional/career advising.

The BSW director will be accessible to students, prospective students, and alumni on a continuing basis. The BSW director will keep regular office hours and will be available for appointments as needed. The director will be available throughout the summer if a student needs assistance. Since the BSW Adult Studies Program at Union will be relatively small, students and faculty will have opportunity to know each other well.

The BSW Field Director will work personally and individually with each student applying for field. She will make decisions about appropriate placement in an agency based on the student's career interests and strengths for practice. As students complete the field experiences and associated field seminar, they will have many opportunities to explore the whole range of professional options for continuing their education after graduation. Students will also have numerous occasions through guest speakers and other continuing education events to talk with other professionals in a wide range of practice contexts.

### **Bereavement Circumstances**

In the event of a death in a student's immediate family (defined as spouse, child, step-child, brother, sister, parent, grandchild, grandparent of student, or student's spouse), the student may receive an excused absence for 1-2 classes for planning and attendance at funeral, if student contacts professor and requests the absence. For a non-immediate family member (defined as mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, cousins, aunts, and uncles), the student may request one excused absence for visitation or funeral service only, if student contacts professor and requests the absence. Unusual or extenuating circumstances should be discussed with the professor prior to missing class.

### **Grading Scale in the BSW Adult Studies Program**

A 95 – 100; B 94-85; C 84-75; D 74-65; F < 65

### *Grading System*

Grades for the BSW Adult Studies program at Union University shall be interpreted as follows:

- A is reserved for performance that is definitely superior in quality.
- B is for consistently good work that is above average.
- C is for satisfactory performance.
- D is for minimal passing.
- F indicates failure.
- P Pass (P and F apply to pass-fail courses)
- F Fail (P or F apply to pass-fail courses)
- I Incomplete -An incomplete must be removed within the first five weeks of the term following issuance of the incomplete; otherwise, the incomplete becomes an F.
- IP In progress, issued for a course which by design extends into the following term or semester.
- W Withdrawal during the period officially allowed. A grade of W may be granted by the School of Social Work.

A, B, C, and D are passing grades in CORE and General Elective courses; however, a grade of C must be made in all social work courses.

Students are allowed to repeat courses to improve the grade and cumulative GPA. Repeat of D and F grades is strongly encouraged. The most recent grade earned is the grade calculated in the cumulative GPA and in consideration for graduation.

Transfer credits and credit-by-testing do not apply quality points to the institutional GPA and are not factored into current academic standing nor into the graduation GPA. They may, however, be considered in the program admission process in the School of Social Work.

### **Academic Integrity**

Honesty and trustworthiness are not only fundamental principles of the Judeo-Christian tradition and basic to good citizenship but are also essential practices in academic settings. Furthermore, the *Code of Ethics* of the profession of social work holds integrity as one of its ethical principles (NASW, 1999). Specifically, the profession Code of Ethics says the following:

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception (Ethical Standard 4.04)

Social Workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social Workers should honestly acknowledge the work of and the contributions made by others (Ethical Standard 4.08).

Additional considerations appear in Section 2.11, which mandates social workers seek resolution when we believe that a colleague has acted unethically and in 5.01 to participate in upholding the integrity of the profession.

Finally, the Core Performance Standards of the School of Social Work support the Code of Ethics and expect that “the student will conduct him or herself in full accordance with the values and ethics of the social work profession...” (See Appendix C) Your faculty and administration assume that students do act with integrity in their academic endeavors and pledges to responsibly

discourage cheating by providing physical conditions which deter cheating, including awareness of all activity at all times in a testing area. As a culture of academic dishonesty undermines and weakens the academic environment and the educational process, the following behaviors are unacceptable:

- Cheating in its various forms:
  - Copying another student's work.
  - Allowing work to be copied.
  - Using unauthorized aids on an examination (including but not limited to technology devices such as digital cameras, cell phone cameras, pen-based scanners, translation programs, and text-messaging devices).
  - Obtaining any part of an examination prior to its administration.
  - Fabricating research data.
  - Submitting another person's work as one's own.
  - Receiving credit falsely for attendance at a required class or activity.
  - Signing another student into a required class or activity.
- Plagiarizing (i.e., presenting someone else's words or specific ideas as one's own, including inadequate documentation of sources and excessive dependence on the language of sources, even when documented). All quoted material and ideas taken from published material, electronic media, and formal interviews must be cited; direct quotations must be enclosed in quotation marks. Therefore, whether quoting or paraphrasing, include an appropriate reference to the source (e.g., in-text citation, footnote, endnote) and a reference page. The APA Publication Manual provides the standard in all social work courses.
- Violating copyright laws and license agreements, including but not limited to:
  - Making illegal single copies of music or other print materials.
  - Making and/or distributing multiple copies of printed, copyrighted materials.
  - Making and/or distributing unauthorized copies of computer software and/or digital information.
- Denying others appropriate access to information in the classroom, library or laboratory, including but not limited to:
  - Removing books from the library without checking them out.
  - Removing pages from books or journals.
  - Hiding or intentionally damaging materials or electronic information.
- Destroying, altering, or tampering with someone else's work.
- Submitting the same or similar work for more than one course or assignment without prior approval from the professor(s).
- Destroying, altering, or tampering with academic or institutional records.

The following steps will be taken to address an incident wherein a social work faculty member suspects plagiarism or academic dishonesty on the part of a graduate student:

1. The faculty member will inform the BSW Director of the suspected incident of academic dishonesty.
2. The faculty member will meet with the student or students involved on a one-to-one basis, providing the student with a photocopy of the assignment in question and when known, the source of the plagiarized material. The faculty member may assign the grade of F to the assignment or to the entire course, depending on the circumstances.
3. The faculty member will illustrate with the evidence above the suspicion of plagiarism and the potential consequences for such behavior utilizing the School's Plagiarism Rubric (see below).
4. Based on this dialogue, the faculty member will inform the student of perceived severity of the incident and the specific consequences to be leveled.
5. If the case is to be referred to the Professional Development Committee, the faculty member will inform the student that further investigation of the incident is pending.
6. The faculty member may reserve the right to level additional consequences pending the outcome of the investigation of the incident by the Professional Development Committee.
7. The faculty member will keep the BSW Director apprised about the case.
8. When appropriate, the entire faculty may be informed about the incident of plagiarism or academic dishonesty and in some cases, consequences may be determined by the faculty member in consultation with colleagues.

## Plagiarism Rubric

(Source adopted by SSW faculty 11/09: Collins, M. E. & Amodeo, M. (2005). Responding to plagiarism in schools of social work: Considerations and recommendations. *Journal of Social Work Education*, 41(3), 527-543.)

Seriousness	Definition	Examples of Potential Consequences
<b>Mild</b>	<ul style="list-style-type: none"> <li>• Genuine mistake or omission</li> <li>• Misunderstanding of how to cite sources or utilize quotations.</li> </ul>	<p>Individual faculty member determines consequences which might include:</p> <ul style="list-style-type: none"> <li>• Request rewrite of the assignment</li> <li>• Additional assignment concerning proper use of citations or a similar topic related to the offense.</li> <li>• Copy of students plagiarized work will be kept on file in the School of Social Work</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Some awareness of mistake, but lack of clarity as to proper procedure</li> <li>• Paraphrase of an idea not an exact quotation, but too close to be acceptable as original work</li> <li>• Inappropriate use of Internet sources without proper citation</li> </ul>	<p>Individual faculty member determines consequences with option to refer the case to Professional Development Committee for further exploration. Consequences leveled by the instructor might include:</p> <ul style="list-style-type: none"> <li>• Failing grade on the assignment</li> <li>• Additional assignment concerning proper use of citations or a similar topic related to the offense</li> <li>• Personal essay reflecting on offense and lessons learned</li> <li>• Monitoring of future assignments by an additional faculty member</li> </ul>

		<ul style="list-style-type: none"> <li>Failing grade in the course</li> <li>Referral to the Professional Development Committee for further investigation.</li> </ul>
<b>Severe</b>	<ul style="list-style-type: none"> <li>Full awareness of actions at the time of the incident (intentional offense – which includes copying internet material cut and paste into assigned document)</li> <li>The whole or part of the assignment or paper displays large blocks of word-for-word plagiarism</li> <li>The whole or part of assignment or paper appears to have been purchased or stolen from another student or an outside source</li> <li>The whole or part of the assignment or paper appears to have been copied from another student or source</li> <li>Other similar incidents of academic dishonesty that appear intentional</li> </ul>	<p>Individual faculty member determines consequences with mandatory referral of case to Professional Development Committee. Consequences initiated by the instructor might include:</p> <ul style="list-style-type: none"> <li>Failing grade in the course</li> <li>Suspension from the social work program for a specific period of time after consultation with the BSW Program Director</li> <li>Counseling out of the School of Social Work</li> <li>Suspension from the University*</li> <li>Expulsion from the University*</li> </ul> <p>*These consequences are not leveled without the Professional Development Committee completing its investigation and the results being made known.</p>

## Field Placement

The Social Work Field Practicum, SW 490, is a professional field experience of 424 clock hours in a community agency (public or private), available only to students majoring in Social Work, who have Senior standing, and have the recommendation of the social work faculty. It is to be taken during the last six months of the program. Students are encouraged to plan for this experience by having a schedule that allows them to be in placement during the day and in the required co-requisite class on the designated evening. Students are required to attend a weekly integrative seminar class to process and evaluate their field experiences and complete requirements outlined in the course syllabus. Students are expected to take the Social Work Field Practicum concurrently with Senior Seminar in Social Work Practice (SW 423).

Admission to the practicum experience is contingent upon the student's successful completion of the required prerequisite courses, a GPA of at least 2.5, and the submission and subsequent approval of the *Application for Social Work Field Practicum* form by the Field Director. The application is to be submitted to the Field Director no later than August of the Fall semester.

As an adult learner, the student is expected to be involved in the initial planning for his/her Field Practicum. At the beginning of their senior year, students desiring to complete Social Work Field Practicum must contact the Field Director regarding their plans and obtain a Social Work Field Placement Manual. The manual includes a list of agencies where the field experience may be completed, as well as an application form. The student then completes and submits this application to the Field Director by the designated deadline.

The Field Director then reviews all applications, contacts the selected agencies, and responds to the Field Agency Supervisors and students in writing regarding the scheduling of appointments for interviews. After the student has scheduled and completed an interview with the agency, the student and the Field Agency Supervisor each respond in writing to the Field Director regarding their approval or disapproval of this particular agency placement. The Field Director will honor, as much as possible, the desire of each student for a specific agency or type of agency, with the

knowledge that the final placement decision of each student into an agency rests entirely with the Field Director in consultation with the agency. The student and Field Agency Supervisor are each given written confirmation regarding placement prior to the semester of the Field Practicum.

The Field Placement Manual contains details related to the practicum experience.

### **Malpractice/Liability Insurance:**

A student who is completing any social work practice class or Social Work Field Practicum will be required to purchase Professional Liability Insurance. A fee of \$25.00 will be charged to the student's account during the semesters in which he/she is registered for Community Social Service Experience (SW 201), Foundations for Practice (SW 315), Social Work Practice with Individuals, Families and Groups (SW 401), Practice with Organizations, Communities and Government (SW 402), and Field Practicum (SW 490).

### **Student Organization**

#### **Phi Alpha Honor Society**

Phi Alpha, Eta Phi Chapter, is the National Honor Society for Social Work students, which fosters high standards of education for social workers and welcomes membership to those who have attained excellence in scholarship and achievement in social work. BSW students with an overall GPA of 3.4 and a 3.7 in social work courses are invited to become members. Students become eligible for membership the semester prior to enrollment in Field Practicum.

***Social Work Reaches Out*** (SWRO) is the Social Work student association that promotes an interest in the profession of Social Work and gives students an opportunity to begin to develop a professional identity. SWRO membership is open to all Social Work majors and provides an opportunity to be involved in outreach projects in the community. SWRO and the profession of Social Work believe in "doing" something about the needs in the world. The organization holds regular meetings and builds a strong sense of camaraderie as well as prepares students for leadership roles in the profession and the community.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Students have a right to:**

- expect a quality education preparing them for entry-level generalist social work practice
- expect reasonable access to faculty for advisement and assistance they need in their educational program and with plans for after graduation
- appeal decisions made regarding admission and continuation in the program, grades, and assignments
- give input to the formulation and revision of policies affecting academic and student affairs. This is accomplished both formally and informally as student representatives serve on the Advisory Council to the program, but also have

access through the student organization and directly with faculty and administrators

- expect from each instructor a course syllabus which outlines the course of study, textbooks to be used, course requirements and objectives, a bibliography, and a description of how they will be evaluated
- expect faculty to be prepared and knowledgeable in order to teach effectively

**Students are responsible for:**

- becoming familiar with the Social Work Program policies and procedures by reading the Social Work Student Handbook
- attending and participating in classes except when hindered by illness or other emergency situations. Student should attend class mentally and emotionally prepared to learn and engage in classroom activities
- communicating with faculty when a problem arises in a class or with their progress in the program
- behaving in a manner consistent with the NASW Code of Ethics in all relationships in the program

# APPENDICES



# **APPENDIX A**

## **BSW Adult Studies Application**

## BSW Adult Studies - Application

(Please Type or Print Clearly)

Name

\_\_\_\_\_  
*First Middle Maiden Last*

Preferred Name \_\_\_\_\_ Are you over 24 years of age? ☐ Yes ☐ No

Address \_\_\_\_\_  
*Street City State Zip*

Telephone \_\_\_\_\_  
*Home Work Fax*

Social Security Number \_\_\_\_\_ E-Mail Address \_\_\_\_\_

### PROFESSIONAL EXPERIENCE (We must document at least two years of work experience)

Current Employer

\_\_\_\_\_

Title \_\_\_\_\_ Years in Current Position \_\_\_\_\_

Address \_\_\_\_\_  
*Street City State Zip*

Former Employer

\_\_\_\_\_

Title \_\_\_\_\_ Years in Current Position \_\_\_\_\_

Address \_\_\_\_\_  
*Street City State Zip*

### REFERENCES (Do not include family members – please have references complete and mail/ fax reference forms)

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

How did you become aware of Union's BSW program?

\_\_\_\_\_  
\_\_\_\_\_

If a current or former student recommended Union, please give us this person's name.

\_\_\_\_\_

## OFFICIAL TRANSCRIPTS

Official Transcripts from all institutions where you have attended since high school must be sent directly to the BSW Director, Union University. Please list below all the institutions you have attended since high school.

Name and Location of Institution	Dates Attended	Degree Earned (if any)	Grade Point Average	Name Under Which Transcript Will Be Issued

Union University admits students of any race, color, sex, handicap, and national or ethnic origin. The items of information requested below are optional and will be used only for reporting purposes.

☐ Male    ☐ Female    ☐ Married    ☐ Single    Birthdate: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

☐ White (European American)    ☐ Asian American    ☐ Hispanic American  
☐ North American Indian    ☐ Black (African American)    ☐ Prefer not to Indicate

Church Affiliation: \_\_\_\_\_

- Are you a U.S. citizen?    ☐ Yes    ☐ No.    Or do you hold a permanent resident status?    ☐ Yes    ☐ No  
Applicants answering "Yes" to permanent resident status must supply a copy of their permanent residency card to the International Student Office.
- If neither of the above, what is your current immigration status? \_\_\_\_\_  
Applicants answering Question #2 must complete an international student application (available at [www.uu.edu/applications/AcrobatForms/int-app.pdf](http://www.uu.edu/applications/AcrobatForms/int-app.pdf)) and submit it to the International Student Office so that an I-20 form for initial attendance or transfer can be processed.

Have you ever been charged, arrested, or convicted of a criminal offense? If yes, please provide specific details on a separate sheet.

By signing below, I agree to abide by the rules and regulations of the university as described in the current Union University Undergraduate *Catalogue*.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

Annual reports indicating compliance with the Student Right-to-Know and Campus Security Act are available in the Office of Safety and Security during regular office hours. Admission to the University does not automatically guarantee admission to specific academic programs within the University.

In compliance with all applicable state and federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Union University does not legally discriminate on the basis of race, sex, national origin, age, disability, or military service in admissions; in the administration of its education policies, programs, or activities; or in employment. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. Persons who believe their rights under this policy have been violated should contact Office of the President, Union University.

## WHEN COMPLETED

*Send this completed application along with \$25 non-refundable application fee,.*

### **JACKSON CAMPUS**

Address: BSW Adult Studies Admissions  
**Union University - Jackson**  
1050 Union University Drive, Box 2376  
Jackson, TN 38305  
**FAX: 731.661.5566**

### **MEMPHIS CAMPUS**

BSW Adult Studies Admissions  
**Union University – Germantown**  
2745 Hacks Cross Road.  
Germantown, TN 38138  
**FAX: 901.759.1197**

**Bachelor of Social Work**  
**UNION UNIVERSITY**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Using the space provided below, write a short explanation *in your own legible handwriting* indicating your reasons for seeking admission to the BSW Adult Studies program at Union University. The BSW Adult Studies Admissions Committee will look carefully at your written rationale using two criteria: (1) your motivation for completing a bachelor's degree in general and specifically at Union; and (2) Your writing skills as manifested in good organization, complete sentences, proper grammar and spelling. You may refer to a dictionary or thesaurus if you like. We urge you to proof-read this short writing sample. Your signature on the honor statement below is required.

This *Rationale Statement* is to be done as a part of the admissions process for the BSW program. It will be read by the program director and utilized by the BSW Adult Studies Admissions Committee as an important part of making the admission decision.

[illegible]

I hereby certify that the above statement is my original work. \_\_\_\_\_



# UNION UNIVERSITY

## School of Social Work Reference Form

**This section to be completed by applicant:**

Name

(Last)

(First)

(Middle)

(Maiden)

Address

Telephone No. (\_\_\_\_) \_\_\_\_\_

I waive right of access to this reference;  
however, waiver is not required for  
admission into the Program.

OR

I do not waive the right to this reference.

Applicant's Signature

Applicant's Signature

**This section to be completed by reference:**

*The above named applicant is applying for admission to Union University and has named you as a reference. After completing this form, please fax or mail it to the appropriate campus.*

### Jackson

**Fax: 731.661.5566**

Address: BSW Adult Studies Admissions  
**Union University - Jackson**  
1050 Union University Drive, Box 2376  
Jackson, TN 38305

### Germantown

**FAX: 901.759.1197**

BSW Adult Studies Admissions  
**Union University – Germantown**  
2745 Hacks Cross Road  
Germantown, TN 38138

Name \_\_\_\_\_

Company Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

1. How many years have you known the applicant? \_\_\_\_\_

In what capacity?

☐ Supervisor

☐ Educator

☐ Work Associate

☐ Other

2. Rank the applicant in the following areas:

	Above Average	Average	Below Average	Not Observed
Peer Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## TRANSCRIPT REQUEST

DATE \_\_\_\_\_

To: The Registrar

Name/Address of University Attended

\_\_\_\_\_

\_\_\_\_\_

Name by which I was enrolled \_\_\_\_\_  
(Last) (First) (Middle) (Maiden)

Date of Enrollment \_\_\_\_\_ Social Security No. \_\_\_\_\_  
(Semester) (Year)

Present Address

\_\_\_\_\_ (Street) (City) (State) (Zip)

Please send an official transcript to: *(circle one)*

<b>Jackson Campus</b>	<b>Germantown Campus</b>
<b>The School of Social Work – BSW Adult Studies Admissions</b> Union University 1050 Union University, Box 2376 Jackson, TN 38305-3697	<b>The School of Social Work – BSW Adult Studies Admissions</b> Union University 2745 Hacks Cross Road Germantown, TN 38138

***Please bill any charges to the student's address above.***

I authorize release of my academic transcripts to Union University's Department of Continuing Studies:

***Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_



## Immunization Record

**Students Must Complete Parts A & B**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Phone # \_\_\_\_\_  
Address \_\_\_\_\_ e-mail \_\_\_\_\_

### A. MEASLES, MUMPS, AND RUBELLA

- 1) Combined Shot (Date Given): MMR #1 \_\_\_\_/\_\_\_\_/\_\_\_\_ MMR #2 \_\_\_\_/\_\_\_\_/\_\_\_\_  
2) Has immune Rubella titer Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Results \_\_\_\_\_

The state of Tennessee requires all students, born after January 1, 1957, entering colleges and universities to provide proof of two (2) doses of Measles, Mumps, and Rubella (MMR) vaccine on or after the first birthday or proof of immunity to measles. **IF YOU WERE BORN BEFORE JANUARY 1, 1957 YOU ARE EXEMPT FROM THIS REQUIREMENT.**

Signature of Physician/Provider \_\_\_\_\_ Date \_\_\_\_\_

Name of Physician/Provider \_\_\_\_\_

Address \_\_\_\_\_

☐ See attached copy of Immunization record

**B. HEPATITIS B (HBV)** immunization: Recommended for all new students and required for students in the School of Nursing. Hepatitis B (HBV) is a serious viral infection of the liver that can lead to chronic liver disease, cirrhosis, liver cancer, liver failure, and even death. Hepatitis B vaccine is available to all age groups to prevent Hepatitis B viral infection. A series of three (3) doses of vaccine are required for optimal protection. Missed doses may still be sought to complete the series if only one or two have been acquired. The HBV vaccine has a record of safety and is believed to provide lifelong immunity in most cases. Union University Health Services, located on the Jackson Campus, is open Monday – Friday 8 a.m.-4p.m. and offers Hepatitis B vaccine for \$64 per injection (price subject to change). **THE LAW DOES NOT REQUIRE THAT STUDENTS RECEIVE VACCINATION FOR ENROLLMENT. THE LAW DOES REQUIRE THAT A COPY OF THIS SIGNED FORM BE TURNED IN TO UNION UNIVERSITY HEALTH SERVICES.**

\_\_\_\_ I decline receipt of vaccine to protect for Hepatitis B.

\_\_\_\_ I have received or plan to receive the complete three dose series of the Hepatitis B vaccine.

**Student Signature Required** \_\_\_\_\_ **Date:** \_\_\_\_\_

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I refuse immunization because of religious objections, have attached an official clergy statement, and affirm this reason under the penalties of perjury.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Jackson Campus	Germantown Campus
<b>The School of Social Work – BSW Adult Studies Admissions</b> Union University 1050 Union University, Box 2376 Jackson, TN 38305-3697	<b>The School of Social Work – BSW Adult Studies Admissions</b> Union University 2745 Hacks Cross Road Germantown, TN 38138

# **APPENDIX B**

## **Educational Policy and Accreditation Standards For Baccalaureate Degree Programs in Social Work Education**

# **Educational Policy and Accreditation Standards**

## **Preamble**

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and competencies.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

## **Functions of Educational Policy and Accreditation**

### **1. Educational Policy**

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

## **2. Accreditation**

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and competencies
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

## **3. Relationship of Educational Policy to Accreditation**

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and competencies. Programs use Educational Policy, Section 3 to develop program competencies and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the competencies. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

### **Educational Policy**

#### **1. Purposes**

##### **1.0 Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.

- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

## **1.1 Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

## **1.2 Achievement of Purposes**

Among its programs, which vary in design, structure, and competencies, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. Structure of Social Work Education**

### **2.0 Structure**

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share

a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program competencies, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

## **2.1 Program Renewal**

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. Program Competencies**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation competencies and competencies unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program competencies.

### **3.0 Foundation Program Competencies**

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program competencies. Students demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all

- <sup>1</sup>  
sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
  8. Analyze, formulate, and influence social policies.
  9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
  10. Use communication skills differentially across client populations, colleagues, and communities.
  11. Use supervision and consultation appropriate to social work practice.
  12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

### **3.1 Concentration Competencies**

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Students synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### **3.2 Additional Program Competencies**

A program may develop additional competencies to cover the required content in relation to its particular mission, goals, and educational level.

## **4. Foundation Curriculum Content**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and competencies of the program and to the purposes, values, and ethics of the social work profession.

### **4.0 Values and Ethics**

Social work education programs integrate content about values and principles of ethical decision educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

#### **4.1 Diversity**

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served

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<sup>1</sup> Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

#### **4.2 Populations-at-Risk and Social and Economic Justice**

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

#### **4.3 Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### **4.4 Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### **4.5 Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also

includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **4.6 Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### **4.7 Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies.

### **5. Advanced Curriculum Content**

The master's curriculum prepares students for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

### **Accreditation Standards**

#### **1. Program Mission, Goals, and Objectives**

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

## 2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
- 2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
- 2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
- 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.1.2 Admits only those students who have met the program's specified criteria for field education.
- 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
- 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-<sup>2</sup> accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

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<sup>2</sup> This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

- 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
- 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

### **3. Program Governance, Administrative Structure, and Resources**

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
  - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
  - 3.0.2 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.
  - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program or a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
  - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
  - 3.0.5 The Field Director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
  - 3.0.6 The Field Director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
  - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

- 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
- 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
- 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
- 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

#### **4. Faculty**

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
- B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
- M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time faculty in the master's social work program have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

## **5. Student Professional Development**

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.
  - 5.3.1 The program has written policies and procedures concerning the transfer of credits.
- M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.
- 5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
- 5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.
- 5.6 The program informs students of its criteria for evaluating their academic and professional performance.
- 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

## **6. Nondiscrimination and Human Diversity**

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers

series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

## **7. Program Renewal**

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

## **8. Program Assessment and Continuous Improvement**

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

### **Program Changes**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.

# **APPENDIX C**

## **Admission/ Probation/Termination Decision Forms**

# Union University

## BSW Adult Studies Social Work Program

### Admissions Committee Evaluation

Applicant's Name \_\_\_\_\_ Date \_\_\_\_\_

Reviewer's Names \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Areas of Consideration:	Yes	No	Notes
1. Has at least Junior classification	___	___	
2. Meets minimum GPA in all college courses of 2.25	___	___	
3. Reference forms recommend applicant	___	___	
4. The student self-assessment reflects student self-awareness, professional commitment, objectivity, empathy, energy, acceptance of diversity, as described in social work handbook.	___	___	
5. Has read and signed the NASW Code of Ethics.	___	___	
6. General Education Classes Completed:			
English 111	___		
English 112	___		
Biology	___		
Natural Science	___		
Sociology	___		
Psychology	___		
Math	___		
Literature	___		
Humanities	___		
Humanities	___		
Modern Language I	___		
Language/Culture	___		
History	___		
Old Testament	___		
New Testament	___		
Elective	___		

Applicant's Name \_\_\_\_\_ Date \_\_\_\_\_

**Disposition Regarding Admission to Social Work Program**

1. \_\_\_\_\_ Unconditional acceptance into the Social Work Program beginning \_\_\_\_\_
2. \_\_\_\_\_ Conditional acceptance into the Social Work Program. The following conditions are to be met by applicant by \_\_\_\_\_. Failure to meet these recommendations may jeopardize student's full acceptance.

Conditions:

3. \_\_\_\_\_ Non-acceptance into Social Work Program. Disposition is delayed pending the applicant meeting the following conditions for acceptance.
4. \_\_\_\_\_ Non-acceptance into the Social Work Program.

Specific reasons(s):

Student advised of the decision by Admission Committee on \_\_\_\_\_.

\_\_\_\_\_  
Chairperson, Admissions Committee

# UNION UNIVERSITY SOCIAL WORK PROGRAM

## Termination/Probation Decision Form

This form hereby constitutes written notification of impending probation and/or termination of

\_\_\_\_\_ from Union University's BSW Adult Studies Social Work Program

effective \_\_\_\_\_

The BSW Adult Studies Social Work Program Admissions Committee has determined that the following violations have been committed by said student:

\_\_\_\_\_ Failure to maintain a 2.5 GPA in all social work courses.

\_\_\_\_\_ Has received a grade of "D" or below twice in the same social work course, or in two social work courses.

\_\_\_\_\_ Has demonstrated behavior judged to be in violation of the NASW Code of Ethics.

\_\_\_\_\_ Evidence of current illegal drug or alcohol dependency has been documented as occurring while enrolled and functioning in Union University's Social Work Program.

\_\_\_\_\_ Has demonstrated inappropriate behavior and/or an inability to develop appropriate interpersonal skills necessary for working with clients while enrolled and functioning in Union University's Social Work Program.

\_\_\_\_\_ There is documented evidence of criminal activity occurring while enrolled and functioning in Union University's BSW Adult Studies Social Work Program that could impair quality provision of services to clients.

\_\_\_\_\_ Submitted false or misleading information as a part of the application process.

As a result of the previously indicated violations, \_\_\_\_\_  
is hereby:

\_\_\_\_\_ Placed on probation pending the completion of specific steps as outlined in the attached contract that has been negotiated between said student and social work faculty.

\_\_\_\_\_ Terminated from the BSW Adult Studies Social Work Program. Please see attached contract for any negotiated conditions for readmission to the BSW Adult Studies Social Work Program.

Signed: \_\_\_\_\_  
Chairperson, Admissions Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Work Faculty

\_\_\_\_\_  
Date

# **APPENDIX D**

## **NASW Code of Ethics**

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

## **Code of Ethics**

### **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.

### **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.

## **I. 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. Click on any of the six areas of ethical standards to read that section of The Code. 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 who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

#### **1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality.

and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

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

## **1.08 Access to Records**

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

## **1.09 Sexual Relationships**

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

## **1.10 Physical Contact**

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

## **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

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

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the 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 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

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

## **2.10 Incompetence of Colleagues**

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

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

## **2.11 Unethical Conduct of Colleagues**

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

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

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

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

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

# **3. Social Workers' Ethical Responsibilities in Practice Settings**

## **3.01 Supervision and Consultation**

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

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

- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

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

### **3.09 Commitments to Employers**

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

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

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

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take

reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

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

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

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

### **3.10 Labor–Management Disputes**

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

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action.

Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

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

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

(c) Social workers should base practice on recognized knowledge, including empirically based

### **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, age, marital status, political belief, religion, or mental or physical disability.

### **4.03 Private Conduct**

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

#### **4.04 Dishonesty, Fraud, and Deception**

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

#### **4.05 Impairment**

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

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

#### **4.06 Misrepresentation**

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

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

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

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

### **5.01 Integrity of the Profession**

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' 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 evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and

responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practice.

## **6. Social Worker's Ethical Responsibility 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, age, marital status, political belief, religion, or mental or physical disability.

# **APPENDIX E**

## **Social Work Program Core Performance Standards**

**Core performance Standards for  
Admission, Progression, and Graduation  
Union University School of Social Work**

The mission of the School of Social Work at Union University begins by stating, “Social Work is about helping people—children, families, older adults, and whole communities.” To ensure that our social work students will be competent and professional social work professionals, all students must meet essential standards of behavior for generalist social work practice. The following chart begins with the NASW Code of Ethics, which identifies the core values on which the mission of Union University’s Social Work Department is based. It summarizes the ethical principles that reflect our profession’s core values; it establishes a set of specific ethical standards that guide generalist social work practice; and it provides the principles on which the public can hold a social work professional accountable. These principles will set forth the orb of responsibility to which each student obligates him/herself from entrance into the social work program. Each student will be required to adhere to the NASW’s Code of Ethics, which states that professionals “...must not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interest of people for whom they have a professional responsibility.” (NASW Code of Ethics, Section 4.05a).

Standard	Required Skills	Examples of Satisfactory Behavior
<b>Professional Ethics:</b> The student will conduct him/herself in full accordance with the values and ethics of the social work profession, as set forth in the NASW Code of Ethics, and the mission and goals of Union University’s Department of Social Work.	The student will: recognize legal and ethical dilemmas, and seek appropriate consultation when necessary; demonstrate practice strategies that respect the positive value of diversity; challenge social injustice; maintain professional boundaries; be honest with clients and colleagues; protect client confidentiality in the classroom, in assignments, and in the field agency; be open, honest, and without judgment; make commitments that will be kept; and identify and maintain appropriate personal conduct and professional boundaries in keeping with all professional standards.	The student will: work with all vulnerable populations with dignity and respect; refrain from cheating and plagiarism as defined in the student handbook; seek professional consultation when needed.
<b>Critical Thinking:</b> The student will formulate opinions and conclusions based on analysis that distinguishes fact from inference, and combines an understanding of personal, cultural, and contextual factors with balanced dignity and respect for those that are the same or different than student.	The student is able: to critically assess individuals, families, groups, organizations and communities in the context of environmental factors, including socioeconomic, cultural, biological, psychological, social and spiritual dimensions; refrain from judging others based on difference; utilize an understanding of how ethnicity, class, gender, sexual orientation, age and other cultural characteristics affect the helping process; demonstrate an ability to evaluate and differentially apply practice approaches with individuals, groups, families, and organizations; employ a scientific analytic approach to practice that integrates the critical appraisal of social research and the evaluation of social policies, program and practice outcomes; demonstrate knowledge of social, political, and economic justice for clients and an ability to identify and promote resources for clients.	The student will: develop intervention plans with various client systems; collaborate effectively with community resources and connect clients with community resources; integrate classroom assignments with knowledge from various curricular areas; prepare psychosocial assessments of clients and design generalist intervention plans.

<b>Time Management:</b> The student completes classroom, field education, and agency assignments and requirements in a consistently timely manner.	The students will: complete assignments with timeliness and quality; come to class and/or field regularly and on time; assume responsibility for communicating an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change is necessary.	The students will: complete assignments on time; attend class and field regularly and on time; contact instructors and field educators regarding absences or the late submission of assignments; submit required class and field assignments without being prompted.
<b>Self-Awareness:</b> The student possesses a balanced view of his/her performance in intellectual, social, behavioral, and interpersonal skills, and acknowledges barriers to his/her performance. The student assumes full responsibility to protect clients and others from potential adverse consequences of those barriers to performance.	The student will: solicit, accept, and incorporate feedback into classroom and field agency; identify barriers to performance; design and implement specific goals and strategies for professional growth; evaluate his/her own practice by using objective assessment methods, such as process recordings and single subject designs.	The student will: actively participate in class and in field experience; participate in activities aimed at increasing self awareness; seek professional help when needed; adjust workload and/or seek consultation with an instructor in the face of personal difficulties that may adversely impact interaction with clients.
<b>Communication:</b> The student receives and responds to verbal, non-verbal, and written exchanges between self, faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.	The student will: develop cooperative and collegial relationships with colleagues and clients with organizations, agencies and communities; demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups and communities; contribute as a constructive participant in academic and agency affairs; honor verbal and written agreements made with others.	The students will: follow through on verbal and written commitments to others
<b>Professional Relationships:</b> The student engages, maintains, and terminates relationships appropriately with diverse client groups, instructors, agency staff, colleagues, organizations and communities in a professional, responsible and respectful manner.	The student will: communicate effectively with a wide range of client systems, demonstrating a knowledge of, and sensitivity to differences due to gender, race, class, age, culture, ethnicity, religion, gender, sexual orientation, and physical or mental abilities without judgment; follow agency guidelines for record keeping, and demonstrate the ability to document communications as a basis for professional accountability; possess appropriate verbal, non-verbal and written skills; and conduct all communication in a respectful manner.	The student will: speak with dignity; respect, and sensitivity to clients, colleagues and instructors; prepare written documents that are clear, concise, accurate and complete; communicate with sensitivity to cultural and contextual differences; use correct grammar in written and oral communication.
<b>Supervision:</b> The student readily accepts and adheres to directives from faculty, agency personnel, and colleagues in accordance with the NASW Code of Ethics and the mission and goals of Union University's Department of Social Work.	The students will: solicit, accept, and incorporate supervision, and be able to effectively follow directions in classroom and field agency; and possess the ability to effectively utilize supervision in a respectful manner in classroom and agency for the furtherance of professional growth.	The students will: actively and effectively incorporate directives and supervision in classroom and agency placements.

# **APPENDIX F**

## **Provisional Contract for BSW Students**

**Union University  
School of Social Work  
Provisional Contract for BSWC Students**

Name: \_\_\_\_\_ ID: \_\_\_\_\_

All BSW Adult students will be provisionally enrolled for the first 6 credit hours of social work courses completed at Union University's School of Social Work. Each student must maintain a 2.5 GPA in all social work courses. After successful completion of 6 credit hours, and any additional requirements as stated below, both student and BSW Program Director will evaluate student's progress and ability to continue in the program. An interview may also be required at this time. Student will either be officially entered into the BSW program, remain on provisional status for one additional semester, or advised of other career options.

**BSWC MAJOR COURSES NEEDED:**

**Total Hours Needed:**

<b>Courses Needed</b>	<b>UU Current Enrollment</b>	<b>Transfer/Testing Plans or Incompletes</b>
<b>SW 200 - Introduction to Social Welfare</b>		
<b>SW 310 - Social &amp; Economic Justice</b>		
<b>SW 315 - Foundations for Social Work Practice</b>		

**ADDITIONAL PROVISIONS FOR FULL ADMISSION:**

**COURSE**

**TO BE COMPLETED BY**

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\_\_\_\_\_  
*Signature of Student*

\_\_\_\_\_  
*Date*

# **APPENDIX G**

## **RE-ADMITTANCE FORM**

**UNION UNIVERSITY  
RE-ADMITTANCE FORM  
SCHOOL OF SOCIAL WORK**

1. Students who have been suspended or withdrawn for any reason for a semester or more and wishes to be re-instated must check with the Office of Undergraduate Admissions regarding re-enrollment.

\_\_\_\_\_ **Please check here if you have both applied to, and been re-accepted to Union University.**

2. Students who wish to apply to be re-instated to the BSW program because of suspension or termination may reapply after a period of at least one term (not including summer, unless specifically stipulated:

A. **Date you last attended** \_\_\_\_\_

B. **Reason for Withdrawal or Suspension:**

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(Please use additional pages, as necessary)

C. **What conditions have changed regarding the reason that you withdrew or were suspended/terminated?**

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(Please use additional pages, as necessary)

**Please submit this application, along with supporting documentation, to the BSW Admissions**