



**FORT VALLEY  
STATE UNIVERSITY**  
EMPOWER *the* POSSIBLE.

**Social Work Program**

**Student Handbook**

**2024-2025**

## Mission Statement

### Fort Valley State University

The mission of Fort Valley State University is to advance the cause of education with an emphasis on fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, the enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's only 1890 Land Grant institution by offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, technology, and military science and leadership, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

The university's primary commitments extend, as well, to:

- Community outreach through the concept of the communiversality, an approach that highlights the interdependence of community and university.
- Expanding service beyond the campus, as well as within, so that the institution addresses in a meaningful manner the broad diversity—human and technical—of needs in our home region and state as well as nationally and internationally.
- Sparking within our students an enduring interest in learning and providing the tools and skills necessary to maintain that interest through life.
- Preparing students through a mentoring approach for the opportunity to serve their fellow man while enjoying the opportunity provided by hard work and achievement to live the quality of life inherent in the American dream.
- Encouraging and supporting creative expression, innovation, honesty, and integrity as endeavors of lasting and intrinsic merit.
- Providing a productive environment for cutting-edge academic and practical research in, among other fields, agriculture, aquaculture, animal science, biotechnology, energy, environment, social and behavioral sciences, and the humanities; and
- Otherwise acting to enlighten, enrich, and inspire by example those whom we serve.

## **Department of Behavioral & Social Sciences**

The Department of Behavioral and Social Sciences is committed to Fort Valley State University's mission. It offers undergraduate majors in social work, psychology, criminal justice, and political science, as well as minors in social work, criminal justice, and gerontology. The department also offers a graduate degree in Social Work and Public Health.

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

According to the Council on Social Work Education, the purpose of the social work profession is to promote human and community well-being. We are guided by a person-in-environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry; social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through teaching, scholarship, and service. Their education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future by educating competent professionals, generating knowledge, and exercising leadership within the professional community.

**Mission Statement:** FVSU's Social Work Program aims to produce competent social workers educated in the generalist model who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. These students, upon graduation, will be prepared to search for solutions to different social issues, focusing on children, families, and communities from various backgrounds. These graduates will promote social justice and social change with and on behalf of clients (individuals, families, organizations, groups, or communities) locally, nationally, and globally.

The program seeks to educate students who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to various societal problems. The emphasis is to prepare graduates to search for solutions focusing on children, families, and communities. The program is committed to the profession's core values, including the promotion of social justice, a responsibility to serve oppressed, at-risk members of society, and the responsible application of professional values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

## Introduction

The Fort Valley State University Department of Behavioral Sciences faculty would like to welcome you to the Social Work Program and express our appreciation for your decision to pursue a Bachelor's degree in Social Work.

We anticipate great things from you and are committed to ensuring you receive a quality education. We will guide you through the next few years and provide you with the skills and knowledge needed to challenge the demands of this profession while continuing to advocate for the populations we serve.

As you begin to navigate the social work curriculum, it is essential to remember that you have a responsibility to seek additional resources to continue to increase your knowledge base. It is also essential for you to understand the demands of this profession in terms of practicing and adhering to the Social Work Code of Ethics.

You will be expected to demonstrate sensitivity and compassion for oppressed populations, including women, ethnic and racial minorities, persons of different sexual orientations, and other culturally diverse populations, through advocacy work, community involvement, and keeping abreast of local, national, and international events that impact our profession and affect us as humans.

You will find a diverse faculty with many combined years of practice experience and educational expertise in such areas as Clinical Social Work, Social Policy, Research, Community Organization and Social Administration, International Social Work, Substance Abuse, and Child Welfare, who will assist you in your pursuit of academic excellence and social responsibility.

We realize that the path to obtaining a degree is full of often painful challenges. However, it also has indescribable benefits, such as increased self-awareness, personal direction, knowledge, and enduring friendships.

The Field Education Office oversees the field practicum component of the social work curriculum. Field education begins in theory before the field experience. It starts during the foundation year, when students develop their theoretical understanding of social work practice and gain a better perspective on the social context of various populations locally, nationally, and internationally. The field education program allows students to apply this new knowledge in practice under the supervision of a trained social worker.

The Field Manual represents collaboration between social work faculty, social work students, and the field community to ensure a successful field education program. The Field Manual describes field education in the Bachelor of Social Work (BSW) Program. It was developed to enhance the field learning experience and provide students and field instructors guidelines for the Office of Field Education's policies and procedures. The Field Manual should enhance the learning experience and support students and field instructors throughout the field practicum. Please note that the Field Manual is reviewed annually, and the field policies, procedures, and guidelines may be subject to change without advance notice.

## Faculty Members

Dr. Paul Jones, President

Dr. Olufunke Fontenot, Provost and Vice President for Academic Affairs

Dr. Nasser Momayezi, Dean of the College of Arts and Sciences

Dr. Jerry Haywood, Department Chair, Behavioral & Social Sciences

## Social Work Program Faculty

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## **Admission**

### **Equal Opportunity Policy**

Fort Valley State University subscribes to a legal and moral obligation to achieve affirmative action in providing employment and educational opportunities for all persons regardless of race, color, religion, national origin, marital status, age, gender, and physical or mental handicap. To this end, the Affirmative Action/Equal Employment Opportunity/ADA/504 Handicapped/Title Nine and Learning-Disabled Office and the Office of the Vice President for Academic Affairs work closely to provide an environment free of bias and inequality.

## **Transfer Students**

- At least 30 semester credit hours or 45 quarter credit hours of college-level coursework\*
- Minimum 2.0 cumulative college GPA
- Eligibility to return to current college or university.

\*Transfer applicants with less than 30 semester or 45 quarter hours must meet first-year admission requirements.

### **Application Deadlines**

Fall Priority- December 15

Fall Final – June 15

Spring semester – November 1

Summer semester – May 1



## Council of Social Work Education

Educational Policy and Accreditation Standards (EPAS) are the foundation for accrediting social work education programs in the United States. These standards outline the expectations and criteria that programs must meet to ensure the quality and effectiveness of social work education. The EPAS is periodically reviewed and updated to reflect current best practices in social work.

Overview of the critical components of CSWE standards:

- **Program Mission and Goals:** Accredited social work programs are expected to have a clear and well-defined mission statement that aligns with the values and purposes of the social work profession. Additionally, they must establish specific program goals and objectives that support their mission.
- **Competency-Based Education:** CSWE emphasizes competency-based education, which means that social work programs must focus on developing students' knowledge, skills, and abilities to practice effectively as social workers. These competencies are grouped into ethical and professional behavior, diversity and social justice, and practice contexts.
- **Curriculum:** Social work programs must have a curriculum consistent with the EPAS. The curriculum should include courses and field education experiences that address the core competencies and practice behaviors expected of social work graduates. It should also provide a well-rounded education and cover various social work practice areas and specializations.
- **Field Education:** CSWE standards emphasize field education, which involves practical experience in social work settings. Accredited programs must offer field education opportunities that allow students to apply classroom learning in real-world situations. Qualified professionals should supervise field placements.
- **Diversity and Social Justice:** Social work education programs are expected to integrate content on diversity, social justice, and eliminating oppression into the curriculum. This includes addressing race, ethnicity, gender, sexual orientation, disability, and other dimensions of diversity.
- **Assessment and Evaluation:** Accredited programs must have a system for assessing student learning and evaluating the effectiveness of their educational programs. This includes ongoing assessment of student's progress and program evaluation to identify areas for improvement.
- **Faculty Qualifications:** CSWE standards require that faculty members in social work programs have the necessary qualifications, including academic credentials and professional experience, to teach and mentor students effectively.
- **Resources and Support:** Accredited programs are expected to provide adequate resources and support for students, including library access, technology, and other learning materials. They should also offer academic advising and support services to help students succeed.

- Ethical Behavior: Programs must uphold ethical standards and promote ethical behavior among students, faculty, and staff.
- Continuous Improvement: Accredited programs are encouraged to engage in continuous improvement efforts to enhance the quality of their education. This includes responding to feedback, staying current with best practices, and adapting to changes in the field of social work.

It's important to note that CSWE standards are designed to ensure that social work education programs prepare graduates to enter the profession with the knowledge, skills, and ethical foundation necessary to serve diverse populations and address the complex challenges facing individuals and communities. These standards help maintain the quality and consistency of social work education across the United States. For the most current and detailed information on CSWE standards, it is advisable to visit the CSWE website or consult their official documentation.

## **Core Competencies**

Fort Valley State University Social Work Program and the Council on Social Work Education Core Competencies and Practice Behaviors are as follows:

### **Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers represent the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and professional conduct and growth. Social workers:

Practice Behavior 1: Advocate for client access to social work services.

Practice Behavior 2: Practice personal reflection and self-correction to ensure continual professional development.

Practice Behavior 3: Attend to professional roles and boundaries.

Practice Behavior 4: Demonstrate professional demeanor in behavior, appearance, and communication.

Practice Behavior 5: Engage in career-long learning and

Practice Behavior 6: Use supervision and consultation.

### **Competency 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers are obligated to conduct themselves ethically and engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

Practice Behavior 1: Recognize and manage personal values in a way that allows professional values to guide practice.

Practice Behavior 2: Make ethical decisions by applying standards of the National Association of Social Workers "Code of Ethics" and, as applicable, of the International Federation of Social Workers/ International Association of School Social Work "Ethics in Social Work, Statement of Principles."

Practice Behavior 3: Tolerate ambiguity in resolving ethical conflicts and

Practice Behavior 4: Apply strategies of ethical reasoning to arrive at principled decisions.

**Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

Practice Behavior 1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Practice Behavior 2: Analyze model assessment, prevention, intervention, and evaluation; and

Practice Behavior 3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Competency 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, geographic location, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, alienation, privilege, power, and acclaim. Social workers:

Practice Behavior 1: Recognize how a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Practice Behavior 2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Practice Behavior 3: Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Practice Behavior 4: View themselves as learners and engage those with whom they work as informants.

**Competency 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

Practice Behavior 1: Understand the forms and mechanisms of oppression and discrimination.

Practice Behavior 2: Advocate for human rights, social and economic justice, and

Practice Behavior 3: Engage in practices that advance social and economic justice.

**Competency 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

Practice Behavior 1: Use practice experience to inform scientific inquiry and

Practice Behavior 2: Use research evidence to inform practice.

**Competency 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, with an emphasis on rural and small communities, and how social systems promote or deter people from maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

Practice Behavior 1: Utilize conceptual frameworks to guide assessment, intervention, and evaluation processes.

Practice Behavior 2: Critique and apply knowledge to understand person and environment.

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

Social work practitioners understand that policy affects service delivery and actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers:

Practice Behavior 1: Analyze, formulate, and advocate for policies that advance social well-being.

Practice Behavior 2: Collaborate with colleagues and clients for effective policy action.

**Competency 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively. Social workers:

Practice Behavior 1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services with an emphasis on rural and small communities and

Practice Behavior 2: Lead the promotion of sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.**

Professional practice involves dynamic and interactive engagement processes, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

**Competency 2.1.10(a)—Engagement**

**Social workers:**

Practice Behavior 1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Practice Behavior 2: Use empathy and other interpersonal skills.

Practice Behavior 3: Develop a mutually agreed-on focus of work and desired outcomes.

**Competency 2.1.10(b)—Assessment**

**Social workers:**

Practice Behavior 1: Collect, organize, and interpret client data.

Practice Behavior 2: Assess the client's strengths and limitations.

Practice Behavior 3: Develop mutually agreed-on intervention goals and objectives and

Practice Behavior 4: Select appropriate intervention strategies.

### **Competency 2.1.10(c)—Intervention**

#### **Social workers:**

Practice Behavior 1: Initiate actions to achieve organizational goals.

Practice Behavior 2: Implement prevention interventions that enhance client capacities.

Practice Behavior 3: Help clients resolve problems.

Practice Behavior 4: Negotiate, mediate, and advocate for clients; and

Practice Behavior 5: Facilitate transitions and endings.

### **Competency 2.1.10(d)—Evaluation**

#### **Social workers:**

Practice Behavior 1: Critically analyze, monitor, and evaluate interventions.

## **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 vulnerable, oppressed, and impoverished people. A historic and defining feature of social work is its 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 life.

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 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 people's capacity to address their own needs. Social workers also aim to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

### **Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession must articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.



## **The NASW Code of Ethics serves six purposes:**

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

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

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

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

Ethical decision-making is a process. In many instances of social work, simple answers are not available to resolve complex ethical issues. Social workers should consider all the values, principles, and standards in this Code relevant to any situation in which ethical judgment is warranted. Their decisions and actions should be consistent with the spirit and letter of this Code.

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

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

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

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

## **Ethical Principles**

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

### **Value: Service**

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

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

### **Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

### **Value: Dignity and Worth of the Person**

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

### **Value: Importance of Human Relationships**

Ethical Principle: Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote,

restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

### **Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

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

### **Value: Competence**

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

### **Ethical Standards**

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

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

## **1. Social Workers' Ethical Responsibilities to Clients**

### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific

legal obligations may on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

(a) 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.

(b) 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.

(c) 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.

(d) Social workers who provide services via electronic media (such as computers, telephones, radio, and television) should inform recipients of the limitations and risks associated with such services.

(e) Social workers should obtain the client's informed consent before audiotaping 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 the 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 the area or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the client's 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 potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

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

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

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



necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

(i) 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.

(j) 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.

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



(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

(q) 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.

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

(s) 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.

(t) 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.

(u) 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 client's 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 client's needs or interests.

(a) 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 the continuation of services when necessary.

(b) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial and 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.

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

(d) 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 client's needs and preferences.

(e) 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. The 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's 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.

(a) 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.

a) 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.

(b)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).

(c)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 the 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 client's current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

### **3.07 Administration**

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

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

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

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

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

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

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor-Management Disputes**

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

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

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

### **4.01 Competence**

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

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

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

#### **4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, 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, 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 the solicitation of testimonial endorsements (including solicitation of consent to use a client 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.

(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.

(c) Social workers should not engage in the 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.

(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.

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

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

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

(d) 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.

(e) 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.

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

(g) 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.

(h) 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.

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

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

#### **.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.

## BSW Program Overview

### Overview

The Bachelor of Social Work program at Fort Valley State University is designed to prepare students for entry-level positions in the field of social work. It focuses on developing the knowledge, skills, and values necessary to work effectively with individuals, families, groups, and communities. Here are some key points about the program:

- **Curriculum:** The BSW program curriculum covers a wide range of topics, including social work theory, human behavior, research methods, social policy, and practice skills. Students also gain practical experience through field placements in various social service agencies.
- **Accreditation:** Fort Valley State University's BSW program is accredited by the Council on Social Work Education (CSWE), ensuring that it meets high academic and professional standards.
- **Faculty:** The program is taught by experienced faculty members who are dedicated to preparing students for a successful career in social work. They provide guidance, mentorship, and support throughout the program.
- **Field Placement:** The program's strength is its emphasis on real-world experience. Students complete field placements in social service agencies, allowing them to apply their classroom learning in practical settings and gain valuable hands-on experience.
- **Career Opportunities:** Fort Valley State University's BSW program graduates are well-prepared to pursue careers in various social work fields, including child welfare, healthcare, mental health, and more. The program equips students with the skills needed to impact individuals and communities positively.
- **Support Services:** The university offers support services such as career counseling, academic advising, and resources for professional development to help students succeed in their educational and career goals.

Overall, Fort Valley State University's BSW program provides a comprehensive education for students interested in social work. It prepares graduates to make a meaningful difference in the lives of individuals and communities through their work in the social services sector.

## Goals of the Social Work Program

The mission and goals are based on the concepts, core principles, and practice behaviors of generalist practice as outlined in Educational Policy B2.2 and the core competencies of B2.1. The program adapts the 41 practice behaviors written in the Council of Social Work Education EPAS. To achieve the mission, the FVSU Social Work Program's six goals are:

**Goal #1** – The program will effectively instruct social work students on the curriculum, program standards, and university requirements. Students learn to comprehend their work in an ever-changing and diverse world by teaching from the strengths-based and ecological systems perspective. This would mean that the perspective social worker must consider the individual, family system, the community, and the overall environment and thoroughly assess each to implement the necessary preventive and/or interventive measures to bring about the desired solutions. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5

**Goal #2** – The program will embed the National Social Workers Code of Ethics in all coursework, the classroom environment, practice settings, and on-campus/off-campus activities. General practitioners adhere to the NASW Code of Ethics. The students are taught the principles and concepts as they enter this field. A specific and required course at the sophomore level gives the full background of the Code and its applicability to the curriculum, field placement settings, and the overall social work field. The values, principles, and concepts are reinforced in all the courses. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5

**Goal # 3**—The program will teach students about their roles in the helping profession and the importance of becoming competent professionals. Students seeking to become generalist practitioners are empowered to act as enablers, brokers, advocates, activists, mediators, negotiators, initiators, coordinators, researchers, facilitators, and speakers.

They will grow in their knowledge of serving others. They will start with the foundational sources of knowledge and advance to learn the skill set of a professional. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9, EP2.1.10 (a)-(d)

**Goal #4** – The program will teach students the importance of being culturally competent. Students will be exposed to the ecological model in various environments. They are challenged to view the world through the clients' perspectives. They must be able to meet the client system in its familiar settings, analyze the problems inhibiting that system's betterment, and engage the system in moving toward the agreed-upon objectives. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9

Goal #5 – The program will educate students on the importance of social justice. Students must learn how public and private policies impact people. Everyone should be able to pursue their life's goals unimpeded. Everyone should have equal access to the resources provided to all. Students are taught to advocate for fairness in opportunities, the rights of others, and justice. The program will make special efforts for local communities to effectively partner in serving oppressed and at-risk members of society. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9

Goal #6 – The program will emphasize the importance of empirically based decision-making. Evidence-based social work is necessary in today's world. Limited resources (time, personnel, funds, etc.) must be used wisely. Ethical decision-making is coupled with practical (best practice) methods in helping others. This challenge requires that students be taught about the various research techniques, the plausibility of using the data gathered, and the application of sensitive approaches to the lessons learned. This goal is consistent with EP2.1.1, EP2.1.2, EP2.1.3, EP2.1.4, EP2.1.5, EP2.1.6, EP2.1.7, EP2.1.8, EP2.1.9, EP2.1.10 (a)-(d)

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

The BSW program at FVSU addresses the goals, objectives, and curriculum structure consistent with the Curriculum Policy Statement (EP 2.0).

Students may obtain the application package/instructions from the Social Work Program Coordinator. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below. This program structure is designed to prepare matriculating BSW students to practice generalist social work. As proficient entry-level social workers, their intensive training is a holistic approach to addressing social welfare issues. Application packages are reviewed for approval during the fall and spring semesters.

### **The criteria for admission to the Social Work Program:**

- Full admission to Fort Valley State University
- Officially declared social work as the major area of study
- Consulted with a faculty advisor about the field.
- The student has a University GPA of 2.25 or higher.
- The student has a “C” or better in SOWK 2001 and SOWK 2002
- Complete a personal statement (maximum of four (4) pages, typewritten and double-spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of particular interest or concern relevant to social work.
- Provided a copy of the most recent transcripts.
- Academic credit for life experience and previous work experience is not prohibited and will not be given in place of educational courses.

### **Maintaining Academic Excellence**

After formal admission to the BSW program, students must maintain an overall GPA of 2.25 (C+) in all social work program courses. It is important to note that admission to the BSW program does not entitle students to a BSW degree. All students must meet the standards set forth by Fort Valley State University (FVSU), the Council on Social Work Education (CSWE), the BSW program, and the National Association of Social Workers (NASW) Code of Ethics.

The Social Work curriculum is designed to prepare students for professional careers in social services, including preparation for immediate employment and graduate study. The curriculum utilizes class and field instruction to develop and strengthen the attitudes, values, skills, and knowledge essential for helping alleviate problems impairing the social functioning of individuals, groups, and communities. In addition to the formal requirements of the Social Work

program, students are expected to demonstrate their interest and concern in social matters of active voluntary participation in campus activities, community groups, agencies, and organizations related to human social services.

## Social Work Field Education

Fort Valley State University's BSW program strongly emphasizes field education, recognizing its vital role in preparing future social work professionals. Field education, practicum, or internship is integral to the BSW program and provides students valuable hands-on experience in real-world social work settings. Here are some key points about the field education program:

- **Integration with Curriculum:** Fort Valley State University's field education program is carefully integrated into the curriculum. This integration allows students to apply the theoretical knowledge and skills they have learned in the classroom to actual practice situations, helping to bridge the gap between academic learning and practical application.
- **Diverse Placement Opportunities:** BSW students have the opportunity to undertake field placements in a variety of social work settings. These placements can include agencies specializing in child welfare, healthcare, mental health, substance abuse treatment, and more. This diversity of placements allows students to explore different aspects of the social work profession.
- **Supervision and Mentorship:** Students receive supervision and mentorship from experienced social work professionals during their field placements. This guidance ensures that students are supported and learn to navigate complex client cases and ethical dilemmas. It also provides a platform for reflection and skill development.
- **Hands-on Experience:** The field education program provides students with direct, hands-on experience working with clients and communities. Depending on their placement, they engage in tasks such as client assessments, case management, advocacy, and program development. This practical experience is invaluable in preparing them for a career in social work.
- **Integration of Ethical and Cultural Competence:** Students are encouraged to develop cultural competence and ethical decision-making skills as they interact with diverse populations during their field placements. This emphasis on cultural sensitivity and ethical practice is critical for social workers who serve diverse communities.
- **Assessment and Evaluation:** The field education program includes ongoing assessment and evaluation to ensure that students meet the learning objectives and competencies outlined by the Council on Social Work Education (CSWE) and are well-prepared for professional social work practice.

Overall, Fort Valley State University's BSW field education program is designed to provide students with a rich and comprehensive learning experience in real-world social work settings. It equips them with the skills, knowledge, and ethical foundation needed to excel in their future careers as social work professionals.

## **Social Work Field Education Manual**

The Field Manual represents collaboration between work faculty, social work students, and the field community to ensure a successful field education program. The Field Manual describes field education in the Bachelor of Social Work (BSW) Program. It was developed to enhance the field learning experience and provide students and field instructors guidelines for the Office of Field Education's policies and procedures. The Field Manual should enhance the learning experience and support students and field instructors throughout the field practicum. Please note that the Field Manual is reviewed annually, and the field policies, procedures, and guidelines may be subject to change without advance notice.

**To be eligible for Practicum I and Practicum II, each student must satisfy the following requirements:**

- **Completion of all courses through the second semester of the junior year**
- **A grade of at least "C" in all major courses, including psychology and sociology courses**
- **A cumulative average of at least 2.25**

Please review the Social Work Program Field Manual.



## **Clubs & Organizations**

### **Association of Student Social Workers**

Our mission is to empower students of social work at Fort Valley State University through education, advocacy, and community engagement. We aim to foster a diverse and inclusive environment that encourages academic excellence, social justice, and ethical practice. By nurturing skills and knowledge in social work, we seek to cultivate future leaders dedicated to positively impacting communities locally and globally. Our commitment lies in bridging the gap between theory and practice, promoting cultural competence, and advocating for the rights and well-being of individuals and communities. We strive to create a supportive network for students to grow, collaborate, and innovate in social work, preparing them to become compassionate, effective, and resilient professionals.

### **Membership Requirements**

#### **1. Eligibility for Membership**

- Membership in the Association is open to:
  - Current Students: Students currently enrolled at Fort Valley State University, majoring in social work.
  - Alums: Fort Valley State University graduates with a degree in social work.
  - Associate Members: Students or alums from other disciplines who demonstrate a strong commitment to the goals and initiatives of the Association.

#### **2. Membership Dues**

- Dues are essential for maintaining and supporting the activities of the Association.
  - Student Membership: A fee of \$35 is required academic year.
  - Associate Membership: A fee of \$50 is for the academic year.

#### **3. Participation in Community Service-Learning Projects**

- Active participation in community service-learning projects is a fundamental aspect of membership.
  - Members are expected to engage in these projects, which provide practical experience and contribute positively to the community.
  - Participation enriches the learning experience and embodies the Association's commitment to social service and community development.

### **Phi Alpha Honor Society**

The Phi Alpha Honor Society strengthens the bonds among social work students and promotes humanitarian goals and ideas. It fosters high education standards for social workers and invites members who have attained excellence in scholarship and achievement in social work.

## **Membership Requirements**

### **1. Enrollment in a Social Work Program**

- Prospective members must be currently enrolled in an accredited social work program. This ensures that all members actively pursue educational and professional goals relevant to social work.

### **2. Academic Excellence**

- A minimum cumulative Grade Point Average (GPA) of 3.0 (on a 4.0 scale) is required. This criterion highlights the importance of academic rigor and dedication in studying social work.

### **3. Completion of Social Work Courses**

- Members must have completed nine-course hours in social work. This requirement ensures members have a foundational knowledge and understanding of social work principles and practices.

### **4. Commitment to Service and Leadership**

- Demonstrated commitment to service and leadership in social work is crucial. This can be evidenced through:
  - Participation in community service or volunteer work related to social work.
  - Involvement in leadership roles within social work-related activities or organizations.
  - Engagement in projects or initiatives that showcase a dedication to social welfare and the betterment of communities.

Degree Map for Bachelors Degree in  
**Social Work**  
 College of Arts & Sciences  
**Fort Valley State University**  
 123 TOTAL NUMBER OF HOURS REQUIRED FOR DEGREE

		<b>FRESHMAN YEAR</b>		
<b>Fall Semester</b>	<b>Credit Hours</b>		<b>Spring Semester</b>	<b>Credit Hours</b>
ENGL 1101- Composition I	3		ENGL 1102- Composition II	3
MATH 1101- Math Modeling or 1111 – College Algebra	3		CSCI 1153- Introduction to Computers	3
HIST 1111- World History I or 1112 – World History II	3		MUSC 1000- Music Appreciation or PHIL 1000 or ARTH 1000- Art Appreciation	3
BIOL 1104K- Intro Bio	4		POLS 1101- American Government	3
COMM 1110- Public Speaking	3		SOCI 1101- Introduction to Sociology	3
FVSU 0100- Introduction to the University	1		PEDW 1402- FITS/ LIFESTYLE ASSESSES	1
<b>Semester Total</b>	<b>17</b>		<b>Semester Total</b>	<b>16</b>
<b>*Milestones*</b>			<b>*Milestones*</b>	
Must pass ENGL 1101 with “C” or better.  Earn a cumulative GPA of 2.25 or better.			Must pass ENG 1102 with “C” or better. Core requirements completed.  Language requirements completed.  Earn a cumulative GPA of 2.25 or better.	
		<b>SOPHOMORE YEAR</b>		
<b>Fall Semester</b>	<b>Credit Hours</b>		<b>Spring Semester</b>	<b>Credit Hours</b>
SOWK 2001 – INTRO TO SOC WRK & SOC WELFARE	3		SOWK 2002- Social Work Ethics	3
ENGL 2111- World Literature I or ENG 2112- World	3		SPAN 2001- Intermediate Spanish or FREN 2001-	3

Literature II			Intermediate French	
SPAN 1002- Elementary Spanish II or FREN 1002- Elementary French II	3		BHSC 2300- Behavioral Statistics	3
PSYC 1101- General Psychology	3		SOCI 2008- Cultural Diversity	2
PHSC 1101- INTRO PHYSICAL SCIENCE	3		HIST 2111- US History I or HIST 2112- US History II	3
			PEDW ELECTIVE	1
<b>Semester Total</b>	<b>15</b>		<b>Semester Total</b>	<b>15</b>
<b>*Milestones*</b>			<b>*Milestones*</b>	
Consult with the Social Work Advisor about the curriculum, career path, and goals.  Complete SOWK 2001 with a "C" or better.  Earn a major cumulative GPA of 2.25 or better.			Complete SOWK 2002 with a "C" or better.  Apply for admission to the BSW Program after passing SOWK 2001 and SOWK 2002.  Acceptance to the major by the Social Work Faculty.  Earn a major cumulative GPA of 2.25 or better.	
		<b>JUNIOR YEAR</b>		
<b>Fall Semester</b>	<b>Credit Hours</b>		<b>Spring Semester</b>	<b>Credit Hours</b>
SOWK 3001 – HUMN. BEHAV. & SOC. ENV. I	3		SOWK 3002 – HUMN. BEHAV. & SOC. ENV. II	3
SOWK 3011 – THRY & METHDS- SOC WRK PRACT I	3		SOWK 3012 – THRY & MTHDS- SOC WRK PRACT II	3
SOWK 3007 - COMMUNITY ORGANIZATION	3		SOWK 4399 – FIELD OBSERVATION & EXPERIENCE	3
FREE ELECTIVE	3		SOWK 4110- SOCIAL WELFARE POLICY	3
FREE ELECTIVE	3		FREE ELECTIVE	3
<b>Semester Total</b>	<b>15</b>		<b>Semester Total</b>	<b>15</b>
<b>Milestones*</b>			<b>*Milestones*</b>	
Complete all major courses and major related courses with a "C" or better.			Complete all major courses and major related courses with a "C" or better.	

Earn a major cumulative GPA of 2.25 or better.			Explore Field placement sites for internship.  Earn a major cumulative GPA of 2.25 or better.	
		<b>SENIOR YEAR</b>		
<b>Fall Semester</b>	<b>Credit Hours</b>		<b>Spring Semester</b>	<b>Credit Hours</b>
SOWK 4131 – INTRO TO SOCIAL RESEARCH	3		SOWK 4132 – SOCIAL RESEARCH SEMINAR	3
SOWK 4401 – PRACTICUM I	6		SOWK 4402 – PRACTICUM II	6
SOWK ELECTIVE	3		SOWK ELECTIVE	3
FREE ELECTIVE	3		FREE ELECTIVE	3
<b>Semester Total</b>	<b>15</b>		<b>Semester Total</b>	<b>15</b>
<b>Milestones*</b>		<b>SOWK Electives</b>	<b>*Milestones*</b>	
<p>Practicum I completed.</p> <p>Complete all major courses with a “C” or better.</p> <p>Earn a major cumulative GPA of 2.25</p> <p>Meet with BSW Program Coordinator to apply for graduation.</p>		<p><b>SOWK 3013- DIVERSITY IN SOCIAL WORK PRACTICE</b></p> <p><b>SOWK 4030- SOCIAL WORK-GERNOTOLOGY</b></p> <p><b>SOWK 4040- SOCIAL WORK W/ DEVELOPMENT DISABLE</b></p> <p><b>SOWK 4060-HUMAN SERVICE-RURAL COMMUNITY</b></p> <p><b>SOWK 4070- SOCIAL WORK INTERVENTION VIOLENCE/ABUSIVE RELATIONSHIP</b></p> <p><b>SOWK 4099- MENTAL HEALTH &amp; SOCIAL WORK PRACTICES</b></p>	<p>Practicum II completed.</p> <p>Complete all major courses and major related courses with a “C” or better.</p> <p>Complete the Social Work Comprehensive Exit Exam.</p> <p>Pass the Social Work Exit Exam with a score of 75% or higher.</p> <p>Earn a major cumulative GPA of 2.25 or better.</p> <p>Graduate from the BSW Program.</p>	