

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY

SOCIAL WORK PROGRAM

BSW Student Handbook



2023-2024

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Rachelle Rial, MSW, MBA, LCSW
Director of
Social Work
Programs
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Table of Contents

Welcome from Program Director	5
Handbook Introduction	6
Social Work: What's it all about?	7-9
Social Work as a Career.....	7
Program Faculty.....	8-9
Mission, Goals, and Competencies.....	10-12
Mission Statement.....	10
Program Goals	10
9 Competencies	11 - 12
The Bachelor of Social Work degree	13-25
Advising	13
Financial Aid	13
Transfer Credit	13 - 15
No Credit for Life Experience	15
Formal Admittance in the Social Work Program.....	15 - 17
Acceptance Notification	17
Program Maintenance and Progression.....	17
Termination from the Program.....	18
Probationary and Termination Process.....	19
Degree Requirements	20 - 21
Baccalaureate Social Work Curriculum.....	22 - 25

Field Placement Procedures and Expectations	26
The Application Process	26
Student Organizations and Professional Development Opportunities for BSW Majors	27-28
Phi Alpha	27
National Association of Social Workers	27
Volunteer and Community Service Opportunities.....	27 - 28
Awards for Student Achievement	28
Local Professional Community Meetings	28
Student Participation in Oversight of the Program.....	29
Program Policies and Student Rights.....	30-35
Non-discrimination.....	30
Communication with Faculty	30
Technology, Communication tools, and Social Media.....	30 - 32
Academic Integrity.....	32
Student Concern and Professional Review Policy.....	32 - 33
Professionalism	33 - 35
General Appeal Procedure within the Social Work Program.....	35
Reporting the Sex-Based Offense	35

Table of Contents Cont.

Appendix	36-59
Student Handbook Agreement	37
Application for Admission to the BSW Program Checklist.....	38
Full Admission Application.....	39-40
NASW Code of Ethics	41-57

Dear Prospective Student:

It is my honor to welcome you to the Social Work Program at Southwestern Assemblies of God University (SAGU). We are pleased to offer you an education that will equip, empower and strengthen your desire to in-turn, empower and equip others in need. Advocacy is a highly important component of social work, and building upon strengths of vulnerable populations. Social work is an incredibly broad and diverse field with scores of career opportunities and specialties. According to the U.S. Bureau of Labor Statistics, employment of social workers is projected to grow 12 percent from 2020 to 2030, faster than average for all occupations. Welcome to the journey!

Rachelle Rial, MSW, MBA, LCSW
Director of Social Work Programs

*“Defend the weak and the fatherless;
uphold the cause of the poor and the oppressed.” -Psalm 82:3*

BSW Student Handbook Introduction

To assist you in developing an understanding of Southwestern Assemblies of God University and the Social Work Program, the Social Work handbook has been written with the following objectives in mind:

1. to provide prospective social work majors and others interested in the SAGU Social Work Program a broad understanding of the Bachelor of Social Work (BSW) program;
2. to use as a guide for social work majors throughout their participation in the Social Work Program; and
3. to inform students of their rights and responsibilities as social work majors.

*“My job is to take care of the possible
and to trust God with the impossible.” -Ruth Graham*

Social Work as a Career

A career in social work provides a unique path for working in a person-in-the-environment field, in which clients can be individuals, families, groups, communities, and each system affects the others. It is a multi-dimensional and layered form of assessment, prevention, intervention, and beyond. Most people will need a social worker's assistance at some point during their lifespan. Wherever there are social problems and people in need, social workers are professionals who work for changes in each system level by providing services, advocacy and empowerment, which are encased by the National Association of Social Worker Code of Ethics and Biblical principles.

Social workers can be frontline workers who assist victims of violence such as trafficking victims, domestic violence victims, and victims of child abuse and neglect. These workers are trained to utilize evidence-based practices such as Trauma-Informed Care to give clients a safe and trusting environment from which to grow and thrive. Frontline social workers also assist specific populations such as patients in hospitals, hospice care, and through home health services. Further, a frontline worker may be a case manager for adults with disabilities or the elderly at their home or community facility. Building upon strengths of clients is a foundational function of quality social work. Social workers often state being "called" to the "mission field" of the profession. By its very nature, social work can be challenging, but also highly and eternally rewarding.

Social workers help people in a wide range of settings. These include schools, prisons, jails, churches, hospitals, group homes, mental health facilities, private practice mental health, corporations, foster care/adoption agencies, human trafficking agencies, protective services, public welfare settings, homeless shelters and transition homes, nursing homes, and advocacy centers. International social work may include working with refugees and victims of international trafficking. Social workers serve domestically and abroad, including the specialty of military social work. Not only is this profession equipped to serve on the frontlines, social workers are college professors, researchers, governmental representatives, supervisors, and policy makers. Behavioral health is well-represented by social workers. According to the National Association of Social Workers, 60% of mental health professionals are clinically trained social workers. The field of social work provides endless opportunities in diverse settings while helping various populations with unique needs.

In keeping with the National Association of Social Workers (NASW) Code of Ethics, social workers respect and protect the dignity of all clients through professional, ethical, and informed practices. Social workers are lifelong learners who have a strong professional community for accountability and mutual support. The Council on Social Work Education (CSWE) is the only accrediting authority in the U.S. for post-secondary education, and CSWE sets minimum standards to follow.

Full-Time Social Work Program Faculty

Rachelle Rial, MSW, MBA, LCSW

Director of Social Work Programs

Administration Building, A-1000

972-825-4600

Drrial@sagu.edu

Professor Rial earned her bachelor's degree in Church Ministry from Southwestern Assemblies of God University, and her Masters of Social Work from University of Arkansas at Little Rock in 2014 where she pursued Direct Practice coursework. She earned a Masters in Business Administration at UALR in 2023.

Rachelle has over 13 years of social work practice experience. She obtained specialized experiences with Children and Adolescents with University of Arkansas for Medical Sciences- Psychiatric Research Institute engaging in research for developmental disorders and mental health needs for children. In addition to research, she worked closely with a care management team bringing this treatment plans into each patients home and community environment to equip families and communities to provide each child with the best treatment for long-term success.

Following her work with Adolescents, Rachelle and her family were Missionaries in Ethiopia where she expanded her knowledge of cross-cultural social work and international intervention. After a year in Ethiopia and five years of missions work experience, Rachelle developed a love for program development.

In 2018, Rachelle began working with Arkansas Medicaid and Centene Inc. to build case management programs which assisted the residents of Arkansas to find quality care and engage in home and community based resources to assist them as they sought to bring treatment to those suffering from mental health needs and developmental disabilities. In this process, Rachelle's love for program development and evaluation began to grow. In 2023, she obtained her Masters in Business Administration.

Rachelle began teaching at SAGU in the Fall of 2023. She is a Licensed Clinical Social Worker and an Ordained Assemblies of God Minister.

Lacey Godsby, DSW, LCSW

Professor and Field Director

Administration building, A-1000

972-937-4010

lgodsby@sagu.edu

Dr. Godsby is a SAGU graduate who earned her bachelor's degree in Counseling and Biblical Studies. She then earned a Master's degree in Social Work from the University of Texas at Arlington. Dr. Godsby earned her DSW degree from Walden University. She has vast educational and practical experiences that provide rich and meaningful classroom knowledge. Dr. Godsby's students love her stories from direct field practice that bring meaning and illumination to textbook concepts.

Dr. Godsby has over 15 years of professional social work experience, which includes extensive crisis management (suicide response team among others), mental health practice, children's ministry, and clinical supervision. She has years of direct practice using evidence-based practices. Professor Godsby is licensed by the state of Texas as a Clinical Practitioner (LCSW). Her social work specialization is micro and mezzo practice.

Dr. Godsby is a professor and Field Director for the Social Work Program at SAGU. She is responsible for overseeing social work students' internships and maintaining strong connections with social service providers and advocates throughout Texas and beyond. Further, Dr. Godsby is well-known throughout the Dallas-Ft. Worth area as a highly respected Social Worker. She also serves her community as a member of the city council.

Mission, Goals, and Competencies

Mission Statement

The BSW program at Southwestern Assemblies of God University prepares generalist practice Social Work students to develop competent skills, values, and knowledge by ethical integration of the Christian faith within micro, mezzo, and macro-level systems. Serving every system by promoting social justice with a commitment of advocacy and empowerment through prevention, intervention and evidence-based practices, particularly among marginalized populations.

Program Goals

1. To use critical thinking skills and knowledge based on scientific inquiry in the application of the problem-solving process with multi-level client systems within a strengths-based, person-in-environment framework. [Competencies 4,6,7,8,9]
2. To provide students with a generalist's knowledge of Social Work that is broad in scope including: research-informed practice; theory; values and ethics; the history, purpose, and philosophy of the profession; and a practical understanding of practice settings, social institutions, contexts, and clients.[Competencies 2-9]
3. To educate students regarding the values and ethics of the profession, and to the integration of Christian values throughout their careers. [Competencies 1-3]

Nine Competencies

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

The 2015 CSWE Nine Competencies are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

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

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive

process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

*“Alone we can do so little;
together we can do so much.” -Helen Keller*

Advising

Once the student has been admitted to Southwestern Assemblies of God University and has chosen social work as their major, a social work faculty member is assigned for advising. Students should meet with faculty early in their first semester at SAGU, and then at least once per school year. This helps students remain on track with their degree plan in the Social Work Program.

All Social Work faculty members are available for social work career advising. It is recommended that students schedule an appointment with faculty through email.

Financial Aid

Finding the resources to finance a Christian higher education might seem insurmountable. Although you or your parents have the primary responsibility to provide for your education, you may need some extra help. That help is available. It just requires a little planning on your part. SAGU's Financial Aid Office encourages you to complete the necessary steps to apply for financial assistance. So get started NOW! Take advantage of the information provided and apply by the DEADLINES. If you have questions, feel free to call 972-825-4730, 1.888.YES.SAGU or financialaid@sagu.edu. Financial aid counselors are ready to help.

For complete information, please refer to the SAGU Financial Aid Handbook or consult with the Director of Financial Aid, Jeff Francis jfrancis@sagu.edu

Transfer of Credits from Accredited Colleges or Universities

Transferred courses must have been taken at a CSWE-accredited institution and equivalent to the SAGU course. This requires a review of the transcript and course syllabi by the BSW Program Director. SAGU's BSW program will not accept Social Work courses from non-CSWE-Accredited programs. A minimum of a C- is required to transfer credit hours to SAGU. All 4000-level core Social Work courses must be completed at SAGU. All other 2000-3000 Social Work courses from another accredited university will be evaluated by the SAGU Program Director to determine equivalency and approval of course transfer.

Credit for other (non-Social Work) courses that have been earned at other regionally accredited colleges or universities with a grade of "C-" or above and meet the requirements of the student's chosen degree may be transferred into undergraduate studies at Southwestern. Courses completed with a grade of "D+" or below will not be accepted in transfer. Southwestern only transfers credit to meet social work course requirements for graduation. With the exception of transient courses, grades

received at other institutions are not entered on Southwestern transcripts and do not count toward the student's GPA. Transient courses - courses taken by continuing SAGU students – will still have grades recorded on the SAGU transcript.

Students must request official transcripts from their previous institutions be sent to the Admissions Office in order to transfer credit. Official transcripts must come directly from the sending institution. The University determines acceptable transfer credit from other institutions based on evaluation of course content as described in the catalogs of those institutions and in consultation with appropriate academic units at SAGU as necessary for clarification. Transfer credit may only be received for course work completed at regionally accredited institutions, or institutions which satisfy Southwestern's Unaccredited College Policy. A lower-level course that is transferred for an upper-level course does not count towards the upper-level hour requirement.

New/Returning Transfer Student

Current Student

Continuing students – students currently enrolled - planning to transfer courses from other colleges should check with the Registrar's Office before taking any course work. Continuing SAGU students who take courses as transient students at other institutions may transfer their grades back to SAGU.

Transfer Student

Transfer of Credits from an Unaccredited College for Non-Social Work Courses

In order to have courses from an unaccredited college evaluated, the student must complete the following steps:

1. An official transcript (signed and sealed) must be sent directly from the college to the Admissions Office.
2. An official transcript from the sending college as to the duration of courses must be provided. This must include how many minutes the course met each day, how many days it met each week, and how many weeks it met in each semester.
3. Letters from at least three (3) colleges that are regionally accredited or accredited with the ABHE (Association for Biblical Higher Education) that indicate acceptance of the credits from the unaccredited college in question must be submitted. In addition, a statement of how the credits are accepted should accompany the letters (for example, the credits are accepted on probation, only half of the credits are accepted, only Bible courses are accepted, etc.).
4. A catalog that has a full course description of each course represented on the transcript must be provided.
5. The student must provide a syllabus for each course.
6. Please note that students transferring credits from unaccredited institutions will be required to submit ACT/SAT scores regardless of total number of hours transferred.

Finally, the student must validate the transfer of unaccredited courses by earning at least a 2.0 grade point average during the first 24 credit hours of study at SAGU.

Military Credit

Credit is reviewed on a course-by-course basis. Former military personnel may receive up to four (4) hours of physical education credit with proper documentation.

Vocational/Technical Credit

General Guidelines for Acceptance of Vocational Type Credit

SAGU will accept a limited amount of vocational/technical credit towards the completion of a degree. Courses that are terminal in nature and focus on a single trade or craft (cosmetology, massage therapy, automotive, etc.) are not eligible for transfer. Also, SAGU will only transfer credit from institutions for which transfer is a stated option and are accredited by a CHEA-recognized accrediting agency. SAGU does not accept vocational credits that are awarded through Continuing Education Units (CEUs).

Courses eligible for transfer should meet the following requirements:

1. Courses are transcripted as college credit and are not terminal in nature.
2. Transferring institution is accredited by a CHEA-recognized accrediting agency.
3. Courses cover a range of intellectual and professional skills rather than narrowly focusing on a repetitive single skill set or craft.

Acceptance of Credit for Courses in Which SAGU Does Not Offer Programs

SAGU will accept up to 12 elective hours of vocational, technical, or applied sciences credit towards degrees in which SAGU does not have a specified emphasis in the coursework being transferred. Credit will be evaluated for quality, content, and learning outcomes. The general guidelines for acceptance of vocational credit as stated above apply. Courses eligible for transfer should employ a theoretical framework and higher-order thinking skills for the vocation in which they are being trained.

Acceptance of Credit for Courses in Which SAGU Offers A Program

For technical coursework in which SAGU does have an area of emphasis (Criminal Justice), transfer credit will be assessed on a course-by-course basis for applicability. All credit must still meet the general guidelines for acceptance as stated above.

No Credit for Life Experience

SAGU's BSW Program does not grant social work course credit for life experience of previous work experience.

When do I Apply for Formal Admittance to the Social Work Program?

All students who identify intention of obtaining a Social Work degree upon enrollment are initially placed into the BSW Social Work Program at SAGU (including transfer students) with Provisional Status. Once the student achieves each requirement for the BSW formal application, the student will send the application and supporting documents to the BSW Program Director. Students must have completed or be enrolled in the Introduction to Social Work (SWK 2133) course and completed a minimum of 30 hours of general education courses before completing the formal application for formal acceptance.

This application will be completed during the Introduction to Social Work course. The application can also be obtained by request from Director of Social Work Programs (drial@sagu.edu) or from the handbook and on the SAGU/Social Work website page. Please submit the application to drial@sagu.edu. Director of Social Work can provide an online admissions application.

Students who are enrolled in the BSW program, and fail to maintain a 2.5 GPA will be placed into a remediation program for no more than 3 semesters. If they are unable to achieve the academic standard of a 2.5 GPA they will be administratively withdrawn from the program and must consult with the Registrar office to be moved into an alternative Degree Program.

SAGU students seeking transfer to the BSW program from another SAGU major must have met the criteria for application above, and received authorization from the BSW Program Director. The Registrar office will notify the Program Director of SAGU students seeking to transfer to the BSW program. The Program Director will promptly contact the student for requirements and processes of being formally admitted to the program. The BSW Program Director will review each application and document from the student and advise them of the decision via their campus email address.

Formal Admittance to Southwestern Assemblies of God University

Admission requirements:

1. Application
2. Faith and Lifestyle
3. ACT – 19+
4. SAT (January 2016 and earlier) – 1350+
5. SAT R (March 2016 and earlier) – 980+
6. ACT code: 4182; SAT code: 6669
7. High school transcript showing date of graduation and minimum GPA of 2.0
8. Application fee

Students who do not meet the minimum academic admissions requirements may be considered for admission on a case-by-case basis as determined by the Admissions Committee.

Formal Admission Requirements to the Social Work Program and Process of Admission

The following conditions are required for final admission to the Social Work Program by students declared social work majors:

1. Complete and submit a formal application and other paperwork requirements, which are available in the Social Work office and from Social Work Faculty. For more information, contact the Social Work Program Office (sbarberis@sagu.edu);
2. Satisfactory completion of at least 30 semester credit hours of general education requirements; including necessary prerequisites;
3. Submit a student transcript;
4. Achieve a minimum of 2.5 cumulative GPA;
5. Obtain a 2.5 minimum in core SWK classes with no individual course grade falling below a C-;
6. Enrolled in or completion of SWK 2133 *Introduction to Social Work*;

7. Obtain two letters of recommendation from the following; a SAGU professor, and an employer or volunteer supervisor (forms available from Social Work Program Office);
8. Submit the Social Work Program “Sign-off Sheet;”
9. Demonstrate the capacity for developing positive relationships (academic community, social service organizations, faith community, etc.);
10. Display commitment to the field of social work through academic pursuit and other outside activities such as NASW, NACSW, and volunteer work in the community;
11. Obtain a successful review by the Program Director.

All information obtained through this process will be held in confidence and in compliance with FERPA regulations. Knowingly making a false statement (written or oral) could result in denial of admission to the program or termination from the program. Students will not be granted admission into the Social Work Program until all of the above requirements are met.

Social Work Program Acceptance Notification

Once the formal application to the Program is reviewed by the Program Director, a letter is sent electronically to the student indicating one of the following outcomes:

1. Approval – the student is fully admitted to the Social Work Program.
2. Provisional approval – indicates that the GPA deficiency is apparent, and the applicant will have *one semester* to rectify the GPA with a minimum 2.5 GPA. The student may continue to take social work courses and electives during this time, but will not be permitted to begin practicum placement and co-requisites until the deficiency is resolved, per the Social Work committee.
3. Denial of Admission – indicates that deficiencies are such that program admission is denied. When students have resolved the deficiencies, they are encouraged to re-apply to the Program. Students who have been denied approval may not be enrolled in any Practice social work courses until their status has changed.

Program Maintenance and Progression

Students must maintain a cumulative GPA of 2.5 and Social Work GPA of 2.5, as well as earn a minimum of a C- in all core social work classes. In addition, the matriculated social work student must maintain acceptable professional behavior, including but not limited to the NASW Code of Ethics and the Southwestern Assemblies of God Student Handbook. Students are required to provide a SAGU unofficial transcript at the end of each semester until the student graduates. If BSW students do not

provide the updated unofficial transcript at the end of the semester, the Program Director will request a meeting, in person, by phone, or by video conference to discuss the transcript need. If the transcript is not received within 7 days of the conversation, a letter will be emailed to the student with a two-week deadline for provision of the updated transcript. Failure to provide the unofficial transcript after these measures are completed, the student will be transferred to the Human Services-Social Work program.

Termination from the Social Work Program

Students may be dismissed from Southwestern Assemblies of God University Social Work Program if, in the professional judgment of the Social Work Committee, violations of professional, and/or ethical codes have occurred. The following criteria will be used in evaluating students' academic and professional performance.

Academic Performance

1. Violation of the NASW Code of Ethics will be examined
2. Plagiarism or any other form of cheating will be examined by the Social Work Committee, in accordance with SAGU academic policies.
3. Inability to earn at least a "C-" in core social work courses, maintain a 2.5 cumulative GPA, and/or 2.5 in core social work courses will be examined. Extenuating circumstances may arise, which will be considered on a case-by-case basis.
4. Failure to provide an updated unofficial SAGU transcript to the Program Director within 7 days of the end of each semester.

Professional Performance

1. Unresolved issues, which could impair daily functioning and/or jeopardize the welfare of those to whom the student has responsibility such as clients or co-workers.
2. Inability to demonstrate appropriate interpersonal skills and/or interviewing skills necessary for effective social work practice, including derogatory attitudes or inappropriate behaviors.
3. Failure to perform in a professional manner, to use sound judgment in dealing with diverse clients, to accept supervision or to seek help for one's personal problems.
4. Documented evidence of a felony conviction occurring during the course of study or which occurred prior to admission to the program and became known after admission. This will be reported to the vice president for student development for further review by the university.

The Social Work Committee may suggest additional evaluations and/or opinions of professionals as deemed necessary. The Social Work Program reserves the right to refuse enrollment or continuation in the Social Work Program, to any student who in the judgment of the Social Work Committee, has limitations which would be detrimental to the welfare of the clients whom he/she would serve.

To impact compatibility and potential for success, a social work grade point average of less than 2.5 is sufficient cause for a social work major to be placed on program probation at any time within their social work curriculum. Students on program probation will have one semester to remedy the situation. An extension may be granted if the student demonstrates sufficient progress. Students who fail to return to good standing without an approved extension will be referred to the Vice President for Student Development.

Probationary and Termination Process

Once a student is being considered for termination from the Program, a personal interview will be scheduled with the student by the Director of the Social Work Program and the students' advisor to discuss alternate options to termination. If another option is viable, a contract will be negotiated between the Director and the student, which will specify steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. Should this occur, a final interview with the Director of the Social Work Program and/or SWK Committee, will be scheduled to determine if the steps in the contract have been successfully accomplished. The Director of the Social Work Program may negotiate the contract as needed.

Prior to termination from the Program, the student will be provided with written notification of impending termination. Should the student disagree with a decision made about probation or termination from the program, the student's rights are protected by due process of the university's complaint policy.

Should the student disagree with the SWK Committee decision, the student may present an appeal to the Dean, following the *Southwestern Complaint Policy* process outlined in the SAGU student handbook.

Degree Requirements

Baccalaureate Social Work Curriculum – 120 Total Credit Hours **48

Major Studies, 51 General Education, 21 General Electives

Program of Study Major Studies – 48 Hours (42 Major Studies + 6 hours Major Electives)

Year of Study	Semester	Recommended Course Rotation
Sophomore	Fall	SWK2113 Introduction to Social Work (3)
Sophomore	Spring	Major Course Elective (3)
Junior	Fall	SWK2143 Human Behavior in the Social Environment 1 (3) SWK2123 Social Work Practice 1 (3) SWK2423 Cultural Issues in the Helping Professions (3)
Junior	Spring	SWK3523 Social Welfare Policies (3) SWK3113 Church & Community Social Work (3) SWK3213 Social Work Practice II (3) Major Course Elective (3)
Senior	Fall	SWK3323 Statistics (3) SWK4814 Social Work Practicum 1 (4) SWK4212 Integrative Practice 1 (2)
Senior	Spring	SWK3143 Human Behavior in the Social Environment II (3) SWK4313 Behavioral Science Research (3) SWK4824 Social Work Practicum II (4) SWK4222 Integrative Practice (2)

Major Course Electives – select any two (2) classes/6 hours from the following:

SWK2153	Women’s Studies
SWK2163	International Social Work
SWK2173	Forensic Social Work
SWK2233	Abuse and Neglect

Diversity Courses (6 hours)

SWK 2153 Women’s Studies & SWK2423 Cultural Issues in the Helping Professions

Social Work Major Studies Course Descriptions

SWK 2113 -- Introduction to Social Work -- 3 Hours

An overview of the profession of social work with a focus on philosophy, historical development, concepts and methods in relation to the social welfare system. Aspects of integrating professional practice and a Christian perspective are reviewed.

SWK 2123 -- Social Work Practice I -- 3 Hours

Introduction to general social work practice with emphasis on person in environment construct. Ethical principles and critical thinking in practice as well as incorporating diversity are taught. Research-informed for the generalist practitioners using a wide range of prevention and intervention methods with individuals, families and small groups are taught. (Prerequisite: SWK 2113)

SWK 2143 -- Human Behavior in the Social Environment I -- 3 Hours

Provides a basic conceptual framework for creating and organizing theories and knowledge about generalist practice regarding human behavior and social environments. Students analyze biological, psychological, sociological, cultural, and spiritual variables to examine human growth and development across the lifespan. Considers how human behavior and social environments inform social work practice with various populations, including those at risk. Addresses the impact of diversity, discrimination, and oppression on development. Students utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation, and critique and apply knowledge to understand person and environment. (Prerequisite: SWK 2113)

SWK 2153 -- Women's Studies -- 3 Hours

This course offers an introduction to Women's Studies, an interdisciplinary academic field that explores critical questions about women in society across the life-span, both historical and contemporary. Students will become familiar with key issues, questions, and debates in the study of women. Included is a critical analysis of the micro, mezzo and macro levels of interventions with respect to culture, laws, education, the workplace, communities, churches, medicine, social policy and the family. A study of women in the Bible and modern-day Christian women who have made a positive impact across the globe.

SWK 2163 -- International Social Work -- 3 Hours

Introduction to general social work in a global context. The course will look at the types of groups or organizations doing humanitarian work and social development throughout the world including orphanages and human trafficking interventionists. An examination of the impact on society and cultures by global phenomena such as migration, environmental degradation, natural disasters, war, civil strife, terrorism, abuse/ neglect, addiction, and human trafficking. The course will explore challenges of cross-cultural social work, critically analyze social development, and provide examples of how social workers collaborate to address problems, advocate, empower, network, and educate within the populations of various countries, but also beyond. Cultures will be examined from a Christian

worldview through interventions, strategies, community participation, sustainable development, root causes, promotion of human rights and social justice. (Prerequisite: SWK 2113)

SWK 2173 -- Forensic Social Work -- 3 Hours

This course is designed to teach students the nature and dynamics of Forensic Social Work. The course content will focus on social work within the criminal justice system and legal system. Included is an approach to theory, practice, intervention and advocacy within diverse populations including offenders, victims, juveniles, and related systems. The course includes an exploration and examination of the interaction between forensic social work and the micro, mezzo and macro levels of interventions.

SWK 2233 -- Abuse and Neglect -- 3 Hours

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Students learn the extent of the problem, effects on children, treatment issues and social worker's role in a multidisciplinary team approach.

SWK 2423 -- Cultural Issues in the Helping Professions -- 3 Hours

This course provides a psychological study, with a Christian perspective, of culturally and religiously diverse populations with an emphasis on various issues relevant to particular types of intervention. This subject is relevant to students who might work in a variety of cultural and religious areas.

SWK 3113 -- Church and Community Social Work (Macro Practice) -- 3 Hours

A course designed to focus on the church as a complex organizational structure in relation to outreach functions and social service delivery processes. Attention is given to effective methods for church-community interaction in the efficient delivery of vital services such as dream centers, para-church ministries and various church-related non-profit community outreach endeavors. Community assessment processes are surveyed as well as denominational policies for church related social service ministry.

SWK 3143 -- Human Behavior in the Social Environment II -- 3 Hours

This course is the second in a two-course foundation Human Behavior in the Social Environment sequence. This course explores various factors and components of human behavior and the social environment in a framework for studying the person-in-environment ecological approach. In this regard, it focuses on contextual influences to include groups, communities and organizations and provides a conceptual model of behavior from a holistic perspective taking into consideration empowerment, professional values and ethics. (Prerequisite: SWK 2113)

SWK 3213 -- Social Work Practice II -- 3 Hours

Students explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations and communities. (Prerequisites: SWK 2113, SWK 2123)

SWK 3323 -- Statistics for Behavioral Sciences -- 3 Hours

This course is a study of organizing and interpreting psychological and behavioral science research data. It includes a survey of statistical description, including measure of central tendency, dispersion, and correlation. Basic research principles and methods of research are studied.

SWK 3523 -- Social Welfare Policies, Programs and Issues -- 3 Hours

An analysis of the contemporary organization and function of the social service delivery system in the United States with a focus on social welfare programs, policies and issues in light of the impact of socioeconomic and political variables. The role of values and the church is addressed in light of the social service delivery system.

SWK 4313 -- Behavioral Science Research -- 3 Hours

A study of the various research methods in the behavioral sciences. Emphasis is on the techniques used as well as the process and ethics of research. Topics investigated include: sampling, hypothesis development and testing, and research design. (Prerequisite: SWK 2413)

SWK 4212 -- Integrative Practice I -- 2 Hours

(Effective fall 2018) Integrative Practice I provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize their generalist practice education in social work. This course is a co-requisite with Social Work Practicum I based on the supervised experience at a social service agency along with a weekly seminar. Professional social work practice requires a mastery of social science knowledge, skills, values, and ethics, with application to all levels of client systems: micro, mezzo, and macro. This course is required for all BSW students in their final year of coursework. A grade of C or better must be earned to pass the course. Otherwise, the course must be repeated. Students will be provided with a list of resources for the various sections of the paper.

SWK 4222 -- Integrative Practice II -- 2 Hours

(Effective fall 2018) Integrative Practice II provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize their generalist practice education in social work. This course is a co-requisite with Social Work Practicum II based on the supervised experience at a social service agency along with a weekly seminar. Professional social work practice requires a mastery of social science knowledge, skills, values, and ethics, with application to all levels of client systems: micro, mezzo, and macro. This course is required for all BSW students in their final year of coursework. A grade of C or better must be earned to pass the course. Otherwise, the course must be repeated. Students will be provided with a list of resources for the various sections of the paper.

SWK 4814 -- Social Work Field Practicum I -- 4 Hours

Supervised social field work experience of 225 hours in a community social service agency.
(Prerequisites: Completion of SWK 2113, 2123, 2143 and 3213, plus written permission from the Field Director; co-requisite with Integrative Practice I.)

SWK 4824 -- Social Work Field Practicum II -- 4 Hours

Supervised social field work experience of 225 hours in a community social service agency. The same agency may not be used for Social Work Field Practicum I and II. (Prerequisite: Completion of SWK 4483, and written approval from the Field Director; co-requisite with Integrative Practice II.)

SWK 4993 -- Special Topics -- 3 Hours

This course will focus on a specific topic including those which demand further intensive study as well as contemporary issues. In this regard, this course allows for recent developments and latest issues in the field related to a specific topic as well as the possible research interests of the professor. This course is intended to provide the student the opportunity to enhance their knowledge of a selected topic by examination of salient, current critical issues. This course may be taken as a general elective and may be repeated for another topic. (Prerequisites: Permission to take this subject must be approved by the Social Work Program Director)

Field Placement Procedures and Expectations

The Council on Social Work Education requires that all social work students successfully complete an approved field placement. The field experience permits social work students to apply their knowledge of engagement processes with clients and policies, assessment, intervention, and evaluation, all of which are generalist skills learned in social work classes. Included in the field experience is application of the NASW Code of Ethics with at-risk populations across, micro, mezzo, and macro systems. Two-225 hour practicums over two separate semesters is required, and grading is pass or fail. Students must speak with either the Field Director regarding the two separate placements prior to arranging agency interviews. Each student is provided a list of local partnering agencies, but placements outside of those on the list are considered. (Please refer to the BSW Field Manual located on the BSW webpage)

Field placements require large commitments of time and effort. Placements are permitted for fall, spring and summer semesters, and distance-education students or those returning to other locations for the summer may seek an agency in the area where they live. Only senior social work majors may apply for field placements who have completed SWK 2113, SWK 2123, SWK 2143, SWK 3523, and SWK 3213. SWK 4814 must be completed before taking SWK 4824. Once the Field Director agrees on the placement and the completed prospectus is received, the Field Director will give the SAGU Registrar permission for the student to be enrolled in the Practicum I or II course.

Part of the Social Work Program mission statement is to equip and empower future social workers. During the maturation process, student leaders are provided established venues in which to organize and make their voice heard, and to support the creation of new opportunities to better the Program and our campus.

Students obtain a full list of campus opportunities for policy engagement when they arrive as a freshman or transfer student. This typically occurs within the framework of the New Student Orientation (NSO) and in the S3 class, which requires a face-to-face meeting with the Program Director.

Phi Alpha Honor Society

SAGU is a member of the Phi Alpha Honor Society. Students eligible for membership in this national honor society must demonstrate commitment to the social work profession and excellence in scholarship, as well as a GPA of 3.0. Phi Alpha dues include a one-time fee of \$30.00. The BSW students (on-campus and distance-education) who are at the top 30% of their class/major are invited each year to join. More information can also be obtained from Dr. Barberis and the Phi Alpha website.

National Association of Social Workers

NASW is the predominant professional group for social workers. Key functions of NASW include professional development and promotion and advocacy for sound policies and programs. Many of the social work students join NASW for a significantly reduced cost. The Social Work Office assists in coordinating the efforts and providing membership information. Membership is not required, but highly encouraged. NASW provides opportunities for students to achieve Texas NASW Student of the Year.

Volunteer and Community Service Opportunities

Some social work courses require some form of volunteering each semester. The following is a partial list of volunteer opportunities that promote professional development.

1. Common Ground Ministries – after school student program
2. Boys' and Girls' Club – mentor after-school students

3. Nursing Home volunteers
4. Street Hope – helping feed homeless in urban Dallas
5. Freedom’s Voice – services with trafficking victims
6. The Heights – holistic domestic violence shelter
7. Daniel’s Den – homeless shelter for women and their children
8. Runners’ Refuge – services for homeless adults in the Dallas area
9. Pets of the Homeless – fund raising and pet food donations
10. Daymark – Adults with developmental disabilities living center

Awards for Student Achievement

At the end of the senior year a breakfast is held for on-campus seniors and their field instructor(s). Awards are given for outstanding service and professional commitment in:

1. Research achievement
2. Overall scholastic achievement
3. Practicum achievements

Local Professional Community Meetings

Students are encouraged to attend professional meetings in the community in order to strengthen commitment to social work and experience networking opportunities, which is foundational to the profession. Local meetings may include:

1. Area City Councils
2. NASW North Central Texas
3. Texas Homeless Network
4. Habitat for Humanity of Ellis County

Student Participation in Oversight of the Program

While social work students are invited to share thoughts, ideas, and concerns with faculty at any time, the Social Work Program encourages formal student evaluation of the program through two elected student representatives. Student representatives collect student concerns, comments, ideas, or questions about the program, and then presents them to faculty at least once per academic year. Additionally, electronic surveys are distributed to all social work majors during the spring semester, and responses may be returned anonymously to the program director who shares all survey feedback on the BSW webpage. One of the representatives will record the minutes of the formal meeting with faculty. Minutes are kept in a binder in the Program Director's office. The issues may come directly from students or from faculty in reference to specific thoughts, ideas, concerns, or questions. The Student Representatives may collect this type of feedback through any legitimate means such as email, meetings, or informal conversations. The most important considerations are that all social work majors are aware of the process for submissions; they are submitted in a timely and fair manner, and; responses from the faculty regarding each of the items brought forth are fully addressed.

The two representatives are elected once per academic year. Nominees are full-time social work majors in the second semester of their sophomore year or beyond. Full-time distance education students are eligible to be elected as a representative, and may participate remotely as well as vote each academic year. Part-time students may provide program input and feedback, but ineligible to vote or be elected. Each fall semester, the Program Director will advise the social work majors of the process to nominate students for the positions. Students may self-nominate. After reviewing the status of nominated students, eligible nominees (please refer to the SAGU student handbook – Disciplinary or Academic Probation) will be contacted to confirm willingness to serve. Final willing nominees are placed on the ballot for voting. BSW students have one week to submit ballots, typically held in a sealed box in the office of the Program Director. The Director will verify and count the ballots; with a confirmatory count made by a current student representative, if available, or another faculty member. Results will then be reported to the social work student body.

Jesus said, "Whatever you did for one of the least of these brothers and sisters of mine you did for me."

Matthew 25:40

Program Policies and Student Rights

Non-discrimination

Southwestern Assemblies of God University Social Work program focuses on the education and preparation of students for professional social work practice. Students are expected to uphold the core values and ethical standards of the social work profession. These values and ethical principles are identified and discussed in the Council on Social Work Education standards, in the NASW Code of Ethics and in the Texas State licensing standards (or comparable licensing standards in other states).

As per Health, Education and Welfare (HEW) Regulation 84.21 . . . No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity provided by the University. For further information on the HEW Handicapped regulations, contact the Office of Student Services.

Communication with Faculty

Southwestern Assemblies of God University is a private/non-profit college. Emails to or from employees are considered private information. Even so, please ensure that your emails to program staff and faculty do not include personal information as emails are considered SAGU property. Face-to-face contact about this type of issue is preferred for sharing personal information.

Technology, Communication tools, and Social Media

The ability to communicate effectively is necessary for social work practice. Social work professionals use a variety of methods for communicating including phone, video, email, text and written correspondence. While professional guidelines have not quite caught up with new communication tools, we are aware that social media is increasingly being used both professionally and personally. In order to uphold our legal and ethical responsibilities as social work professionals, we must be sensitive to issues of informed consent, conflicts of interests, privacy and confidentiality, boundaries, and dual relationships. Paying attention to how these issues relate to the use of social media and other new communication tools is particularly important. It is also important to be aware of our private conduct, as it may impede or enhance our ability to effectively function as professionals.

The SAGU Social Work Program has established the following guidelines designed to help protect the confidentiality, privacy and interests of our students, SW Program, university, agency, colleagues, clients, instructors and peers. It is important to remember that all social work faculty and students are

expected to adhere to professional standards and conduct, including abiding by the Code of Ethics of the National Association of Social Workers and the Texas Code of Conduct for Social Workers.

Students should be mindful that use of the internet, social media, and other forms of communication may have consequences for social work careers and inappropriate use can undermine public trust and confidence in the social work profession as well as individual practitioners. The following are guidelines and suggestions for students and professionals related to social media; students are responsible for being aware of these.

Use of social media:

1. Review and comply with all program, university, and agency guidelines and policies regarding the use of social media and other technology.
2. Review all of your social media and delete inappropriate posts, tweets, blogs, pictures (also, “untag”), videos, etc.
3. Review all of your “likes” and “unlike” anything inappropriate
4. Consider the wisdom of posting any identifying information such as address, phone, email, place of employment, date of birth, etc. as a part of your “profile,” “about me,” “biography,” etc. sections.
5. Use the highest Privacy settings possible for all social media. Remember, even with these settings in place, it is still possible for content to be shared and retained on the internet with or without your knowledge/consent.
6. Be conscientious on who you “friend, follow,” etc. You should never “friend, follow, etc. current or former clients.
7. Be cautious about friending, following, etc. personnel from your agency. Friending/Following personnel from your agency while you are a practicum student is highly discouraged.
8. Do not “look up” or “follow” any current or former clients, patients, etc. on social media unless there is compelling reason to do so (Consult with your supervisor first).
9. Do not post/share photos taken at your agency. Never post/share photos of clients. Taking pictures without the consent of others is a breach of privacy and confidentiality.
10. Remember that the sites you “visit,” the comments you post and the videos and images you upload are retained on the internet indefinitely and do not go away.
11. Do not reference your agency, supervisors, clients, colleagues, peers, client experiences, professional experiences on social media sites or other online sites.

Use of computers, phones, tablets, cameras:

12. Review and abide by agency policy regarding communication policies.
13. Communicating via email or text: Abide by agency guidelines. Do not share client identifying information unless using a secure system AND it is permissible by agency policy. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
14. Agency/program computer, tablet, or phone should be used for agency/program business only. It should not be used for any personal communication (email, text, internet use, photo-sharing, etc.).

15. Personal phone, tablet, and/or computer should not be used for professional communication or work when your agency has provided a computer, tablet, phone, etc. for professional use. Review and abide by agency policy.
16. Professional email accounts should NOT be used for personal communication. All communication using agency provided technology should be of a professional nature. (Remember, at certain agencies, including this university, any and all communication using agency/university technology is considered public information and may be retained indefinitely).
17. Taking and sharing photos without consent is a breach of privacy and confidentiality. Review agency policy regarding use of personal camera, cell phone camera, computer, tablet, etc.

Academic Integrity

Studies at SAGU are as inherently spiritual as they are intellectual. Students are admitted with the expectation of a commitment to honesty and stewardship. The true worship of God requires the worship of the whole being (“you shall love the Lord your God with all your...mind” Matthew 22:37). Students are expected to be honest in fulfilling all academic requirements and assignments. This pertains to examinations, themes, book critiques, reading reports, etc. Therefore, any form of cheating or academic dishonesty is unfit to basic Christian discipleship and cannot be tolerated. Anyone cheating on a test or assignment may receive an “F” for the assignment or for the course and potentially face disciplinary action by the school. Course notes and other resources may not be brought into the testing room. Testing requires academic honesty and a student’s honor is at stake if the testing situation is compromised in any fashion by having persons present or materials or technologies in use which impact the results of the test. Plagiarism, the use of another’s uncited material as one’s own, is impermissible. Reproducing material from other students by photocopy, computer media transfer, or by rewrite is cheating. This also specifically applies to the use of other people’s essays, research papers, sermons and ceremonies from books, tapes, magazines, etc. without proper attribution. It further applies to downloading material from websites which are designed to aid in cheating on essays, term papers and dissertations. A student will not be allowed to withdraw from a course if he/she is under investigation for academic dishonesty. In the event that the student is determined guilty of academic dishonesty, then the student will not be allowed to withdraw from the course and will receive the grade determined by the faculty member. Refer to Standard of Conduct in the Student Handbook.

Student Concern and Professional Review Policy

The University regards general complaints with appropriate attention. The student body is regularly polled with respect to academics and student life. Faculty members, College Deans, and the Vice President for Academics are approachable concerning classroom and curricular matters. Student Congress executive officers regularly share student concerns with the Vice President for Student Development. Students are welcomed to visit with the Vice President for Student Development to make personal concerns known. Formal written complaints may be filed with the Vice President for Student Development.

Initiating and Processing a Complaint

Any student that wishes to log a complaint must first discuss it with the Dean of Students with the objective of resolving the matter informally. Should this informal discussion fail to satisfy the student, then a formal written complaint must be filed with the Vice President for Student Development. No complaint will be received in which the complainant refuses to commit to written record. All persons against whom a complaint has been filed will be notified of the allegations. A complaint may be withdrawn at any step without prejudice and cannot be reopened. Procedure Step 1: The complainant shall file a formal written complaint with the Vice President for Student Development, using the Student Complaint Form that can be acquired from the Student Development office, or on the SAGU website

(www.sagu.edu/complaintform). This form should be filed no later than 10 days after the incident involved in the complaint. Step 2: Upon the evaluation by the Vice President for Student Development, an investigation will be conducted. The investigation may include interviews of all parties involved in the complaint and the gathering of all available evidence. In the event that the matter involves academics, the complaint will be turned over to the Vice President for Academics for investigation. Step 3: Once the matter has been investigated, the Vice President for Student Development will inform the complainant of the resolution. If the student is not satisfied with the resolution, the complaint shall be transmitted to the President. Whomever the President designates shall meet with the parties of interest. A response to the complaint shall be indicated in writing with a copy furnished to the complainant and the accused. This response will be considered as final. In the event that a student believes he/she has been unfairly treated, or has issues with the University that cannot be resolved by the methods outlined above, he/she has the right to contact our accrediting agencies and/or various state and other governmental agencies (www.sagu.edu/complaintprocedure). For students attending the Valor School of Leadership and Ministry in Griffin, Georgia, in the event your issues with the University cannot be resolved by the methods outlined above, you would contact the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl. #220, Tucker, GA 30084.

Professionalism

Faculty expect students planning a career in social work to demonstrate a level of professionalism commensurate with their exposure to professional standards. Demonstration of professionalism is one of the criteria for remaining in good standing in the Social Work Program and is therefore always reviewed when students apply to begin a practicum. In addition, professionalism demonstrated during a student's tenure in the social work program has a significant impact on the nature of any references that faculty members may provide to students (such as graduate school or professional employment).

The following behaviors and skills are used as a means of evaluating students' professionalism. Students should meet basic behavioral expectations, including, but not limited to:

1. attending class regularly and keeping appointments
2. being punctual to class and other meetings
3. being dependable in observing deadlines

4. being prepared for class or other meetings
5. being fully engaged in class and other academic meetings (includes only using technology devices for note-taking or instructor-led website searches)
6. working cooperatively and effectively with others, requiring little to no intervention
7. appropriate acceptance of and utilization of feedback

Students are expected to demonstrate appropriate communication skills, including, but not limited to:

1. written work that is clear, grammatically correct, uses non-biased language, and conforms with APA style for formatting and source citation
2. oral communication that reflects a willingness to listen to others, and listen with the specific intent to hear, rather than respond. Recognize other's political, religious, or personal views are not the only way of looking at situations, and that some opinions are more appropriately expressed in personal settings other than in the classroom, in social service agencies, or other professional contexts.
3. non-verbal communication reflects respect for others

Students are expected to demonstrate emotional and cognitive abilities that reflect a level of maturity needed for successful program and professional performance, including, but not limited to the:

1. ability to seek and effectively use help for problems that interfere with academic and professional performance, impair professional or academic judgment, or jeopardize the best interests of those to whom the student has a professional responsibility
2. integrity, self-awareness, including how values, attitudes, emotions and past experiences affect relationships with others, an ability to assess strengths and limitations, and a willingness to examine and change behavior when it interferes with professional performance or expectations.

Professional Performance

Unresolved issues, which could impair daily functioning and/or jeopardize the welfare of those to whom the student has responsibility such as clients or co-workers.

Inability to demonstrate appropriate interpersonal skills and/or interviewing skills necessary for effective social work practice, including derogatory attitudes or inappropriate behaviors.

Failure to perform in a professional manner, to use sound judgment in dealing with diverse clients, to accept supervision or to seek help for one's personal problems.

Documented evidence of a felony conviction occurring during the course of study or which occurred prior to admission to the program and became known after admission. This will be reported to the vice president for student development for further review by the university.

The Social Work Committee may suggest additional evaluations and/or opinions of professionals as deemed necessary. The Social Work Program reserves the right to refuse enrollment or continuation in the Social Work Program, to any student who in the judgment of the Social Work Committee, has limitations which would be detrimental to the welfare of the clients whom he/she would serve.

To impact compatibility and potential for success, a social work grade point average of less than 2.5 is sufficient cause for a social work major to be placed on program probation at any time within their social work curriculum. Students on program probation will have one semester to remedy the situation. An extension may be granted if the student demonstrates sufficient progress. Students who fail to return to good standing without an approved extension will be referred to the Vice President for Student Development.

General Appeal Procedure within the Social Work Program

If a student is placed on social work program probation, or has other concerns related to program status, excluding grade appeals (refer to the SAGU catalog on “Grade Appeals). The student has opportunity to appeal the decision, and it should be in writing, outlining the reasons for appeal, and be submitted to the Social Work Program Director within 30 days following student notification of the adverse decision. A committee composed of social work faculty will consider the appeal and either the student or the faculty may request a personal interview. Please note: In cases of alleged student misconduct, the Student Concern and Professional Review Policy may supersede these general appeal procedures.

Reporting the Sex-Based Offense

Access to SAGU’s Title IX Handbook that lists the reporting steps is available through the link:
<http://www.sagu.edu/documents/Policy/title-ix-handbook.pdf>

“Learn to do good, work for justice. Help the down-and out. Stand up for the homeless. Go to bat for the defenseless.” -Isaiah 1:17

Student Handbook Agreement*

Application for Admission to the BSW Program Checklist

Provisional Admission Application

Full Admission Application

***The BSW Handbook is found on the SAGU BSW webpage.**

*“I alone cannot change the world,
but I can cast a stone across the waters to make many ripples.” -Mother Teresa*

Student Handbook Agreement*

I _____, testify that I have read the SAGU Social Work Student Handbook. I also agree that I understand the contents of this document and agree to adhere to the standards of the program and the NASW Code of Ethics.

I will keep this Handbook readily available for reference purposes as I progress through the Social Work program.

Print Name _____

Sign Name _____

Advisors Signature _____

Date _____

*To be placed in student's advisee file.

Application for Admission to the BSW Program Checklist

Submit:

- _____ Application (Carefully complete all of the application (Online or Paper Version))
- _____ Transcript -Using Student Portal (PDF can be emailed to Program Director)
- _____ Two names who can provide a letter of recommendation, if needed to support application
- _____ Social Work Program Student Handbook Sign-Off Sheet

Requirements:

- _____ Read the Social Work Student Handbook
- _____ Social Work Courses – all applicants must have a C- or above in each core social work course to be formally admitted to the BSW program
- _____ 2.5 Cumulative GPA
- _____ 2.5 GPA for Core Social Work Classes
- _____ 30 hours of general education
- _____ Completed Introduction to Social Work course or currently in the course
- _____ Other – Submit any additional materials requested by the Social Work Committee.

Make an appointment with the program director if you have any questions about the application process. (drial@sagu.edu)

Applications can be completed online through a jot form which can be requested by emailing the Program Director (drial@sagu.edu). Students can submit paper documents in person to the Program Director. Online Students wishing to complete the paper format can scan and email a PDF document to the Program Director (drial@sagu.edu)

SOUTHWESTERN ASSEMBLIES OF GOD UNIVERSITY
SOCIAL WORK PROGRAM

FULL ADMISSION APPLICATION

Contact Information

Date _____ Student ID Number _____

Name _____

Current Address _____

Phone _____ E-mail _____

General Information

1. When is your planned date of graduation?

2. What is your current GPA? _____

3. Is your Provisional Admission application on file with the Program Director?

Yes _____ No _____

4. Is your Student Handbook Agreement on file with the Program Director?

Yes _____ No _____

5. Do you understand you will be responsible for transportation to and from you field practicum site? Yes _____ No _____

6. Do you understand that the BSW Field Manual is available on the SAGU BSW webpage?

Yes _____ No _____

Involvement SAGU School Activities

(clubs, organizations, extra-curricular activities, campus groups, offices held, etc.)

Community Activities/Awards

Human Service/Volunteer/Shadowing Experience (need not document here unless your advising file does not reflect your hours)

Agency	Dates	Responsibilities

Signature _____ Date _____

National Association of Social Workers - Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised.

(Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before 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 culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

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

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

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

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

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability