



# **BSW Student Handbook**

## **2013-2014**

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*This handbook is a guide for students. This is not a contract and does not supersede university and trustee regulations. This handbook may be changed at anytime by the Social Work Program.*



On behalf of the faculty and staff I want to welcome you to this rewarding profession. We look forward to getting to know you as you take an active part in the program. Our goal is to provide you a quality, participatory education in a comfortable and accepting Christian atmosphere where you can develop your skills for lifelong career success.

Service is our mission. Social work is a strong profession rooted in a distinguished history of care and service to those in need. You have chosen a demanding profession where often there is more work than glory, but where the satisfaction is real and life impacting. By the time you graduate, you will have incorporated your own knowledge, skills, and values that will enable you to begin generalist social work practice with individuals, families, groups, organizations, and communities.

Welcome. We are glad you are here.

**Annette Heck**, MSW, LCSW, Program Director  
SAU BSW Program

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Welcome to the School of Social Work. In choosing to be a social work major, you will have the privilege of working with people and being a change agent in their lives. Every year you will be given new and exciting challenges to strengthen your practice skills which will prepare you for your field practicum experience. I look forward to working with you each step of the way. God bless you. We are excited to have you join our program.

**Evie Nogales-Baker**, MSSW, Field Education Director  
SAU BSW Program

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The office staff of the School of Social Work has been carefully selected to provide you with friendly, courteous assistance. We try to have the answers to your questions, to provide a laugh or dispense free advice, to save you steps to Wright Hall for the "correct" form you need, to take your messages for faculty, to make sure that your grades are correctly recorded, and to always be ready to share a smile or some candy from the candy jar. We look forward to getting to know you and to assisting you in whatever way we can.

**Cheryl Martin**, Office Manager  
School of Social Work

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## **OVERVIEW AND HISTORY**

### ***THE INSTITUTION***

Southern Adventist University is a four-year coeducational institution established by the Seventh-day Adventist church primarily to service its constituents in the southeastern part of the United States. Its purpose is to provide Biblical, liberal arts, professional, pre-professional, vocational, adult studies, and special programs in a Christian setting.

Southern Adventist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and by the Seventh-day Adventist Board of Regents. It is also a member of the Association of American Colleges, the American Council on Education, and the Tennessee College Association. Many of the departments of the university are also accredited by various organizations.

The academic program consists of 50 baccalaureate degree majors. Students may pursue programs of study leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music, and Bachelor of Social Work (BSW) degrees. There are also masters and associate degrees offered, as well as various pre-professional curricula available to qualify for admission to a professional school.

### ***SOCIAL WORK PROGRAM***

The Southern Adventist University BSW social work program has been in existence since the 1980s. The School of Social Work also offers a family studies major. There are currently ten full-time MSW or Doctorate-level prepared faculty appointed to the social work program.

The goals of the social work program are directly related to the mission statement of Southern Adventist University as both entities declare and practice commitment to Christ, intellectual and personal development, professional development and commitment, and service to the church and the community.

### ***EDUCATIONAL COMPETENCIES***

The social work program offers students an opportunity to gain basic social work knowledge, values, and practice skills in a liberal arts educational setting. The goal is to prepare students for entry-level generalist baccalaureate practice, for graduate education, and for service to the church and to the broader community. The social work curriculum is built on a liberal arts foundation intended to broaden and enrich the student.

### ***COMMUNITY SUPPORT***

Support for the Southern Adventist University social work program is evident nationally and locally. At the national level, the program has received encouragement from the Adventist Church to help with the professionalization of regional Adventist Community Service centers.

Locally, support for the program is evident by the 30+ agencies that have agreed to provide field placement opportunities. These cooperating agencies are centered in north Georgia and two Tennessee counties of the greater Chattanooga area. Their continued willingness to work with Southern's students reflects support for the program.

Furthermore, the local Adventist Community Service center has extended encouragement and support by providing employment opportunities to graduates of the social work program.

# INTRODUCTION

## **PURPOSE OF SOCIAL WORK**

The Council on Social Work Education describes the purpose of social work as follows:

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (CSWE 2008 Educational Policy and Accreditation Standards, pg. 1)

## **WHAT DO SOCIAL WORKERS DO?**

According to the NASW, social workers can be defined as:

“Graduates of schools of social work (in the U.S.A. with either bachelor's, master's or doctoral degrees) who use their knowledge and skills to provide social services for clients (who may be individuals, families, groups, communities, organizations, or society in general). Social workers help people increase their capacities for problem solving and coping, and they help them obtain needed resources, facilitate interactions between individuals and between people and their environments, make organizations responsible to people, and influence social policies. Social workers may work directly with clients addressing individual, family and community issues, or they may work at a systems level on regulations and policy development, or as administrators and planners of large social service systems (Barker, 2003).”

## **FIELDS OF PRACTICE**

BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations in a variety of settings. Graduates are employed in both public and private settings. They provide both direct and indirect services to individuals, families, and groups, and are often involved in organizational planning and management. Some of the settings in which they may be employed include:

- advocacy programs
- aging services
- children and youth services
- child and adult day care centers
  - churches
  - community action agencies
- community crisis centers
- correctional facilities
- criminal justice agencies
- disabilities
- domestic violence programs
- employee assistance programs
- head start programs
- home care agencies
- homeless shelters

- hospices
- hospitals/clinics
- legal services agencies
- mental health services
- neighborhood coalition programs
- nursing homes
- public health agencies
- residential treatment programs
- schools
- substance abuse programs
- training/vocational centers
- vocational rehabilitation
- voluntary associations

### **WHAT IS A BSW?**

The SAU social work program offers students a Bachelor of Social Work degree (a major in social work) as professional preparation for social work employment. On the undergraduate level, social work prepares you for beginning professional social work practice. Based on a broad liberal arts foundation, the social work major is a combination of academic and experiential courses leading to the bachelor's degree in social work - BSW. Recognition is given by employers to students holding a BSW from an accredited program and advanced standing is offered by many MSW programs. The social work program at Southern was fully accredited by the Council on Social Work Education in October, 1998. In 2009, the program went through the process of Reaffirmation of Accreditation with the Council on Social Work Education and was granted reaffirmation with the full eight-year cycle.

The Council on Social Work Education (CSWE) is an organization that was created by a group of social work professionals who were concerned that institutions of higher education which trained social workers adhere to standards of excellence. The major purpose of CSWE is to develop standards for the education of social work practitioners, and monitor and assure that the standards are upheld

Through academic courses the student is given the tools needed to help people and systems resolve their problems. The student is prepared to work in a wide variety of settings, population groups, and problem areas. The student will have his or her assumptions about helping people challenged as he or she is invited to evaluate the many causes of social problems and commit him or herself to work to increase social and economic justice for all people.

Through the field placement program student will be able to test personally his or her developing helping skills. In the field the student will also confront many of the professional value issues discussed in the classroom. When the student completes his or her undergraduate degree requirements with a major in social work, he or she will be ready to assume full responsibility for entry level professional employment.

## PROGRAM DESIGN

### ***MISSION OF THE SOCIAL WORK PROGRAM***

The mission of Southern Adventist University's social work program is to prepare students within a Christian learning environment for service and excellence in generalist, evidence-based social work practice.

### ***PROGRAM COMPETENCIES***

In accordance with the Council on Social Work Education, the Social Work BSW program has established the following core competencies for graduates:

1. *To identify as a professional social worker and conduct oneself accordingly.*
2. *To apply social work ethical principles that guide professional practice.*
3. *To apply critical thinking to inform and communicate professional judgments.*
4. *To engage diversity and difference in practice.*
5. *To advance human rights and social and economic justice.*
6. *To engage in research-informed practice and practice-informed research.*
7. *To apply knowledge of human behavior and the social environment.*
8. *To engage in policy practice to advance social and economic well-being and to deliver effective social work services.*
9. *To respond to contexts that shape practice.*
10. *To engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.*

## CURRICULUM DESIGN

### ***The BSW curriculum offers:***

- A strong foundation in liberal arts.
- An understanding of human behavior and the effects of systems on individuals, families, groups, organizations, and communities.
- An understanding of human diversity and our multicultural society.
- An understanding of the political processes and social forces that shape our society.
- Knowledge related to the process through which social work knowledge is developed and refined.
- A strong foundation in social work values and ethics and Judeo-Christian values.
- Preparation related to the knowledge, skills, and abilities necessary to work with systems of all sizes in solving problems in living.

- Use of structured lab and fieldwork experiences in the Practice class sequence which provides students with “hands-on” experiences prior to the actual field experience.
- Knowledge of and application of applied research skills in field settings.
- A supervised field experience in which knowledge, skills, and values are applied to real life situations.

## **BSW DEGREE REQUIREMENTS**

### **Major—B.S.W., Social Work (42 hours)**

#### **Required Courses**

SOCW 211 Introduction to Social Work (3)  
 SOCW 212 Social Welfare as an Institution (3)  
 SOCW 213 Interviewing Skills (3)  
 SOCW 311 Human Behavior & Social Environment I (3)  
 SOCW 312 Human Behavior & Social Environment II (3)  
 SOCW 310 Social Work Practice I (4)  
 SOCW 319 Social Work Practice II (4)  
 SOCW 391 Junior Field Practicum (1)  
 SOCW 428 Social Work Practicum I (3)  
 SOCW 429 Social Work Practicum II (3)  
 SOCW 434 Social Welfare Issues and Policies (3)  
 SOCW 441 Integrative Seminar I (1)  
 SOCW 442 Integrative Seminar II (1)  
 SOCW 497 Research Methods (3)  
 BUAD 412 Meet the Firms (1)\*

#### **Required Cognates**

BIOL 103 Principles of Biology (3)  
 SOCI 125 Introduction to Sociology (3)  
 PSYC 122 General Psychology (3)  
 MATH 215 Statistics (3)  
 ECON 213 Survey of Economics (3)  
 OR PLSC 254 American National & State Government

\*strongly suggested

## **PROFESSIONAL EXPECTATIONS**

*Since the BSW is a professional degree, the School of Social Work intentionally works with students to foster and develop appropriate, professional behaviors. Therefore, not only are students expected to perform academically but they are also expected to demonstrate a progression of growth in professionalism. Some of these anticipated professional behaviors are:*

#### **Professionalism Evidence**

- Professional Appearance/Self-care
- Healthy coping skills/outlets
- Appropriate dress

### Professional Relationship

- Embraces diversity
- Maintains balance & boundaries with professional and personal life
- Remains proactive in mediating any relational conflict

### Professional Performance

- Class attendance
- In-class participation (engagement)
- On-time behaviors (coursework and attendance)
- Self-starter/organized/follow through with commitments
- Identifies a need for further information and communicates the need appropriately
- Demonstrate professional communication skills
- Demonstrates academically honesty & professionally ethical behavior
- Develop a plan of action in response to feedback

### Professional Attitudes

- Assume responsibility for one's own actions
- Demonstrates flexibility & adaptability
- Demonstrates a positive attitude and motivation towards
- Learning (from peers, colleagues, instructors)
- Assumes a non-judgmental attitude

## **BSW PORTFOLIO CAPSTONE**

The BSW program utilizes a portfolio process as a capstone for all graduating BSW seniors. This portfolio process entails the creation of a comprehensive online portfolio that includes all 10 CSWE core competencies and products that exemplify the students' ability to demonstrate these core competencies. Additionally, students will complete a portfolio presentation towards the end of their senior year. These elements are required for the proper completion of their BSW program. For further detail on this capstone project students should refer to the BSW Portfolio Capstone Student Manual.

## **SCHOOL OF SOCIAL WORK POLICIES**

*The following policies have been developed by Southern Adventist University and the BSW program faculty to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.*

### **SYLLABUS POLICY**

The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

### **ATTENDANCE POLICY**

Promptness and dependability are part of professional life. Each student is expected to attend class at the scheduled time and to be prompt. This policy is designed to encourage and reinforce this professional characteristic.

1. Two occurrences of arriving tardy to class equal one absence. Students will be notified each time they are absent or tardy.
2. For each hour that a student misses class time, over the number of credit hours for the course (absences for any reason besides death in the immediate family or illness documented by a doctor's statement), the student's final overall grade will be reduced by 5% (e.g., for a 3-credit course, you may miss 3 *hours* of class time before your final overall grade is reduced).

### **COURSEWORK POLICY**

1. All work should be handed in at the beginning of class. Work turned in after class will be considered late and will receive 10% off from the achieved score. For each additional day the work is late, the achieved score will be reduced 10% per day, up to seven days (70%).
2. Any exam, taken other than at the scheduled time, will be subject to the same consequences as written work, other than for **documented** medical or other emergency reasons.
3. **NO ASSIGNED WORK, INCLUDING EXAMS, WILL BE ACCEPTED LATER THAN ONE WEEK AFTER ITS DUE DATE WITHOUT PROPER DOCUMENTATION.**
4. When papers are turned in outside of class, office workers will stamp the date and time of submission and then deliver them to the instructor.

### **MID-TERM/FINAL EXAMINATIONS**

Please note the date and time for all mid-term and final exams (final exam time is listed on the exam schedule given out by the Records Office). You will need to plan to take your exam(s) at the scheduled time. Please make your work and vacation plans accordingly. Academic Administration will grant approval for variance from the published exam schedule only in cases of a verified, serious illness, a death in the immediate family, or when students have three consecutive exams or four total exams in one day.

### **CELL PHONE/COMPUTER POLICY**

The focus of the classroom environment is on creating an atmosphere of interactive learning and inquiry. For this reason, all cell phones must be turned OFF. If a phone rings, a student is sending or receiving text messages, or is utilizing media, the professor may request that the activity cease. The professor also reserves the right to request the student to either surrender the device or leave the classroom for the duration of the class period. Laptops may be used for writing class notes only by approval of the instructor.

### **ACADEMIC HONESTY POLICY**

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

### **Faculty Responsibilities:**

1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
2. Professors may assume “no collaboration” is the rule unless they state otherwise.

**Student Responsibilities:**

1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others’ material as their own.
2. Students unfamiliar with procedures for citing sources should confer with their professors.
3. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.

**SOCIAL WORK PROGRAM WRITING POLICY**

Candidates for the Bachelor's degree must complete a minimum of three writing-emphasis classes as outlined in the general education section of the *Southern Adventist University Catalog*. These classes are designed to promote personal growth in writing skills. Social work majors should also expect writing requirements in courses other than those designated as writing-emphasis courses.

Southern Adventist University subscribes to an academic software program, Turn-it-in, that checks for original work. The School of Social Work utilizes this program by requiring all major papers to be submitted to Turn-it-in. Should a student’s work exceed a 25% similarity rating from Turn-it-in, it may be considered plagiarized. In addition to using Turn-it-in, students are expected to adhere to the American Psychological Association (APA) format and style of writing. For information on this writing style, go to McKee’s library webpage for citation websites: <http://southern.libguides.com/content.php?pid=171976&sid=1447751>. APA manuals are available in the School of Social Work and at the campus bookstore and are a valuable resource in a student's library. Social work students experiencing writing difficulties are advised to seek assistance at the Writing Center. The Center can be reached at x2384.

**APA GRADING GUIDE AND RUBRIC**

All direct quotations, paraphrases, empirical research findings, and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association in the most recent edition of the Publication Manual. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program.

In order to have consistency in grading APA format within the social work program a rubric and grading formula have been developed by the BSW Leadership Team. Written assignments will be graded for APA format standards that will comprise 5% of the overall assignment point value.

<b>APA Grading Rubrics (5% of total assignment point value)*</b>	
General APA format: font, margins, spacing, running header, page numbers	1%
Title Page (abstract if assigned)	1%
In-Text Citations**	1%

(format only)	
Reference Page	2%
	Total: 5%

\*While this rubric (5%) addresses format only there is an expectation that APA writing style will be included in the overall paper evaluation/grading (i.e. grammar, punctuation, flow of thought, professional language, etc.).

\*\*This refers to the formatting of in-text citations only. Additional points may be subtracted related to the use of sources, properly citing sources throughout the paper and integration of sources within the writing assignment.

Below is the link for the APA video tutorial:  
[http://marr.southern.edu/dept/socw/apa\\_tutorial.mp4](http://marr.southern.edu/dept/socw/apa_tutorial.mp4)

**CRITERIA FOR EVALUATION OF STUDENT PERFORMANCE**

The criteria for student evaluation are found in the syllabi of all courses. A grade of C or better is required in all core social work (SOCW) classes. Students must maintain an overall GPA of 2.50 or higher to be admitted into the program and to remain in the program. In addition, students are placed on academic probation when specific criteria are not met. Termination from the social work program may follow if the student’s GPA and grades in the SOCW classes have not improved at the end of one semester.

Grade Standards for Field Practicum:

Satisfactory performance of certain basic social work tasks will determine the student's readiness to assume entry-level positions within the social work profession. Evaluation of the skills and knowledge necessary to achieve this status will be determined by the student's field instructor in conjunction with the social work faculty. The specific evaluation criteria as well as a more detailed explanation of field practicum requirements and grounds for termination can be found in the BSW Field Education Manual.

Classroom Criteria:

All criteria for grading are found in each course syllabi. Southern Adventist University does not have an institutional grading policy. Teachers use a variety of methods to evaluate student's performance. Grading options are as follows:

- |   |                         |    |                  |
|---|-------------------------|----|------------------|
| A | Superior                | WF | Withdrew Failing |
| B | Above Average           | AU | Audit            |
| C | Average                 | I  | Incomplete       |
| D | Below Average           | IP | In Progress      |
| F | Failing                 | P  | Pass             |
| W | Withdrew from the class |    |                  |

**INCOMPLETE GRADES**

It is the policy of the social work program to grant a grade of “incomplete” only on a case-by-case basis. In the majority of cases, the student will receive the grade they earned in the class and then it is at the discretion of the instructor to develop a contract with the individual student to change the grade within a given timeframe. The grade "incomplete" may be granted

to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. Illness or exceptional circumstances are the usual basis for consideration. To receive an incomplete, a student must complete the Request for an Incomplete Form, available in the Records Office. Incomplete grades which are not removed within that time period remain on the record and are counted as “F's” in calculation of the grade point average on the student's transcript.

### ***POLICY ON THE USE OF SOCIAL MEDIA IN THE VIRTUAL LEARNING ENVIRONMENT***

The School of Social Work may develop and maintain several public web sites or accounts on social media sites that are used for personal and professional purposes. On these sites it is important to remember that there is no such thing as a truly "private" social media site or conversation. Search engines can turn up posts years after the publication date, comments can be forwarded or copied and information saved even if the post was deleted. All are legally liable for what is posted on personal or professional sites, at any time. Each poster can be held liable for commentary that is posted. Faculty, staff and students in the School of Social Work must be extremely careful that what is posted online will only reflect the highest of professional social work ethics and standards.

Faculty are encouraged to develop social media sites that could be directly linked to professional activities for a class, class networking and students are encouraged to network professionally using social media tools. Social networking is a powerful tool, used in the proper context, to foster learning and/or professional networking and communication.

While using social media, the staff/faculty in the school of social work must observe the following guidelines:

1. Use only the sites that provide proper privacy settings, separating your professional from your personal life.
2. If the social media that you are using does not have proper privacy settings then create separate accounts for your professional and personal life, and do not “friend” students using your personal social media accounts.
3. For professional and educational purposes, create special social hubs linked to your professional accounts.

## **ADMISSION PROCEDURES**

Admission to Southern Adventist University does not automatically enroll the student in the social work program. Declaration as a social work major is not equivalent of acceptance to the program. The final decision on acceptance and continuation in the program is made by the program's BSW leadership team (program director and additional faculty members). During the second semester of the sophomore year the student is to file a formal application to the social work program. Application forms may be obtained from the office manager in the program office or on the School of Social Work website. The deadline for application is in the school calendar and student handbook. Students must adhere to application deadlines. Minimum requirements for admission to the program are listed below:

- I. Acceptance to Southern Adventist University.

2. Completion of the application form, submission of three references and a personal statement that encompasses autobiographical information and perspective on various social issues. The personal statement is primarily intended for the faculty to become familiar with the student in order to improve the quality of advisement. In addition, the statement provides a context of the student's motivation for a career in the social work profession and his or her understanding of the profession. The personal statement is used to gauge student writing abilities and provide early intervention if a student needs to improve his or her writing skills.
3. Submission of a current Program Evaluation (degree audit).
4. Having an overall grade point average of 2.50 or higher.
5. Having completed (with a grade of C or higher) **SOCW 211**: Introduction to Social Work, **SOCW 212**: Social Welfare as an Institution, and **SOCW 213**: Interviewing Skills. Having completed cognate courses **BIOL 103**: Principles of Biology, **PSYC 122**: General Psychology, and **SOCI 125**: Introduction to Sociology. Exceptions may be made for persons who do not meet introductory course and cognate requirements if they are strong candidates on the basis of other criteria.
6. Participation in social work sponsored activities (convocations, vespers, community service activities, etc.).
7. Having demonstrated ethical behavior as outlined by the National Association of Social Workers Code of Ethics. Further references may be required regarding character, attitude, and coping ability in case of a question in this area.
8. Students whose native language is not English must achieve at least 550 on the Test of English as a Foreign Language (TOEFL).
9. Completion of a successful interview with the Admission and Progressions Committee. The purpose of the interview is to clarify documentation and review any issues raised in the autobiography and essay.

Applications are reviewed twice each year, at the end of January and July.

The BSW leadership team reviews the application material, conducts the interview, and makes a decision concerning the application. Applicants are notified of the committee's decision by a letter from the program director.

### ***PROCESS FOR APPEAL***

If after a thorough review of the application the BSW leadership team decides not to admit a student into the program, the student has the option to appeal the decision. The applicant may appeal the denial decision in person and/or in writing to the BSW leadership team. If this process is unsatisfactory to the student, the university's academic grievance process described in the *SAU Catalog* may be followed.

### ***REAPPLICATION***

In the event a student is not granted admission to the program, he or she may reapply the following semester.

### ***TRANSFER STUDENTS***

Students wishing to transfer to the SAU social work program from another accredited college or university must follow the same application procedure for program acceptance as other students. Transfer social work majors will have their transcripts evaluated by their assigned

advisor in the social work program as well as by the Director of Records and Advisement. Transfer students should note any additional transcript information that is required as part of the BSW application process. Students currently or previously enrolled at Southern Adventist University choosing to transfer to the social work program will have their transcripts reviewed by an advisor in the social work program and will discuss the reason(s) for the transfer. There will be a conference between the new and former advisor when possible.

There may be instances when transfer students may be required to extend their program because some social work courses are taken in sequence, following a prescribed timeline.

### ***TRANSFER CREDIT***

The policies and procedures for the transfer of curriculum courses are as follows:

1. Students who transfer to SAU will have general education credits reviewed and accepted by the Office of Records and Advisement according to university policies regarding transfer credit as outlined in the *SAU Catalog*. These policies also describe the acceptable use of proficiency exams, transfer of correspondence course credit, and the number of credits which must be taken in residence at Southern Adventist University.
2. The program accepts transfer credit for core curriculum courses only from accredited social work programs.
3. Proficiency exams are not accepted for social work core/cognate courses.
4. Credit will be granted for social work courses that are comparable to SAU social work program courses and for which the student has earned a “C” grade or better.
5. Students who have transfer courses which may be acceptable substitutions for courses in the social work program may write a university petition which requests the equivalent course substitution. The petition must state the reason for the transfer and must include a copy of the course description from the previous school’s catalog. The social work program B.S.W. Leadership Team will review the proposed substitution on a student-by-student, course-by-course basis to determine the equivalency of the cognate course. In order to be accepted as a substitution, the course must be judged to have credits and content similar to that of the proposed course. The student will supply the committee, if requested, a copy of the course description and the course syllabus for detailed examination of course content and objectives. Courses that are accepted for transfer will have petitions approved and forwarded to the Records office for entry on the student’s transcript.

### ***ADMISSION TO THE FIELD PRACTICUM***

In the winter semester of the junior year, students begin the application process for the social work field experience. All students entering field education must have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in all classes designated SOCW to be considered academically eligible.

Students will have the opportunity to participate in the field placement selection process to identify the agency which best suits their interests and needs, subject to availability and the approval of the school of social work faculty. See the BSW Field Education Manual for more information.

## **ACADEMIC CREDIT FOR LIFE AND WORK EXPERIENCE**

Field experience courses are required of every social work major and no academic credit is given for life experience or previous work experience. No courses in the professional foundation areas are waived because of previous employment.

## **ACADEMIC STANDING EXCEPTION PROTOCOL**

The School of Social Work is committed to academic excellence. As outlined in the undergraduate catalog, *“a grade of a C or better is required in all core social work (SOCW) classes. Social work majors must maintain an overall GPA of 2.50 or higher to be admitted into the program and to remain in the program.”*

In the event that a social work major earns a C- in a core social work course, the student may submit a petition to the School of Social Work, requesting that the earned grade be accepted. This process is limited to one approved petition per student. Once a student is granted an exception under this policy, any additional grade of C- will automatically result in a need to repeat the course. Please note that a grade lower than a C- does not qualify to be reviewed through this process. The petition process is as follows:

1. The student submits a typed petition letter to the BSW Program Director that explains the circumstances that led to earning a grade of C- and outlines the rationale as to why an exception to the BSW academic policy should be granted. The petition letter must also specifically address the knowledge, skills, and values gained through the course and the learning outcomes that were achieved by the student.
2. The BSW leadership team will review the submitted petition letter and make a recommendation to the School of Social Work faculty who will decide whether to approve the requested exception to the BSW academic policy. The final decision of the faculty will be communicated to the student in writing.
  - a. If the exception is granted, the earned grade of C- for the course will be accepted and will not affect the student’s academic standing in the BSW program. However, the impact of the C- grade on the student’s overall GPA is not eliminated as a result of receiving an exception and the minimum GPA of 2.50 will still be required.
  - b. If the exception is NOT granted, the student will be required to retake the course and adjust academic plans accordingly.

## **CRITERIA FOR TERMINATION**

### **STUDENT RETENTION**

In order to remain in the social work program, the university’s standards for retention must be met and sustained. Students must maintain a 2.5 cumulative overall grade point average. If the student receives a grade below a “C” in a core social work course, a review of the student’s progress will be made by the social work faculty. The student may be asked to do additional work in the area or to repeat the course before continuing in the program.

Although a student’s academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his or her

preference for social work and to subsequently change the major. The basis for such a decision may be any of the following:

1. Failure in the field practicum is grounds for dismissal from the program, subject to review by the social work faculty.
2. A student's work may reflect personal problems which significantly and consistently prevent him or her from functioning effectively in a professional social work education program. For example ineffective functioning may take the form of being chronically tardy or absent from field education, sleeping while at the field agency, or demonstrating any substance use/abuse-related behaviors in the field.
3. Failure to abide by the ethical code of the social work profession may result in terminating a student's enrollment in the program. For example, students are dismissed from the social work program for any physical or sexual abuse of clients or colleagues. Similarly, students who participate in any discriminatory behaviors in the classroom or field are subject to dismissal from the program.

The advisor is responsible for initiating a conference with a student as soon as there is evidence of persistent failure to meet the standards for retention, preferably in time to allow the student an adequate period to correct the deficiencies. The process can also be initiated by the student.

If, after conferences between student and faculty advisor and an appropriate length of time for correcting the problem has passed, the faculty member thinks the student should be advised not to major in social work, the following procedures will be initiated:

1. The advisor makes a recommendation in writing to the BSW leadership team that the student be asked to withdraw from the program. The student receives a copy of this recommendation.
2. The BSW leadership team and the faculty member initiating the withdrawal recommendation meet with the student to discuss the recommendation. If all parties concerned agree on the outcome, the procedure terminates. This step is followed up with a letter to the student, with a copy in the student's file, confirming the decision made concerning the outcome.
3. If the decision is unacceptable to the student, university academic grievance procedure may be pursued. This grievance procedure is outlined in the *SAU Catalog*.

## **ADVISEMENT**

The Records and Advisement Office assigns all incoming students an advisor according to the students' choice of major. This office, with periodic input from the University Advisement Committee, also provides ongoing orientation to faculty and students concerning the purpose for and the uses of academic advising.

During their first meeting together, the social work advisor and the advisee discuss the student's interest in, and aptitude for the social work profession. At that time, the student is given a general orientation to the program and is exposed to the various fields of service

available in social work. The structure of the program and the curriculum are discussed and the student is given a School of Social Work Program BSW Student Handbook.

Each student must meet with his or her academic advisor as part of each semester's class registration. The advisor helps the student select classes. During registration the advisor must also sign a registration form that is essential for completing registration. The goals of advisors include, but are not necessarily limited to:

1. Assisting students in assessing their aptitude and motivation for a career in social work.
2. Providing academic guidance in choosing courses.
3. Providing social work values and professionalism role modeling.
4. Empowering students to make academic and professional choices consistent with social work values and concerns.
5. Providing regular review of the students' educational performance.
6. Being available to discuss personal/academic concerns of students and to broker linkages between students and needed services.
7. Providing an arena where students may explore field practicum options for the purpose of finding the best educational opportunity/career goal fit.
8. Assisting students in their efforts to obtain employment upon graduation.
9. Providing information about graduate school opportunities and assisting students interested in pursuing this option.

### **ADVISOR CREDENTIALS**

All social work student advising is conducted by the social work faculty members in the program. All faculty are knowledgeable concerning University and the School of Social Work program policies and standards. All faculty keep regular office hours. All are available by appointment at other times to discuss and listen to both the academic and personal concerns of students.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Students are notified of the School of Social Work BSW Student Handbook through their advisor and/or orientation. In addition, all students have access to the program website which provides a link to the student handbook. Students are responsible for the information contained in this Handbook. The Handbook enumerates the rights and responsibilities of the social work major. Other materials pertaining to the general rights and responsibilities of students can be obtained from the office of the Vice President for Student Affairs.

Students are kept informed of current social work program issues in the following ways:

1. E-mail messages sent to the SAU email addressed established for all social work majors
2. Class list serves
3. Student folders located in the program office
4. Program electronic bulletin board
5. Program website

## **ORIENTATION**

**Junior:** An orientation to the academic expectations of the junior year in the social work program will take place at the beginning of the fall semester. This orientation is mandatory for all juniors who are currently enrolled in 300 level SOCW classes. Notice of the date, time, and place of the orientation will be provided to students during the fall registration.

**Senior:** An orientation process with the senior class takes place in the fall. During the orientation students review the academic requirements for the senior year and discuss the socialization to the field education experience and future plans for employment or graduate school. This orientation is mandatory for all seniors who are planning on graduating at the end of the year. Notice of the date, time, and place of the orientation will be provided to students during the fall registration.

## **NONDISCRIMINATION STATEMENT**

The School of Social Work makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning environment that is nondiscriminatory and reflects the profession's fundamental tenets.

## **ACCULTURATION TO THE SOCIAL WORK PROFESSION**

Many activities take place during the school year which offer opportunities for social work students to experience and feel a part of the social work profession. These activities include attendance at Social Work Club assemblies, professional meetings, lectures by visiting speakers, and visits to social agencies and institutions.

Students are encouraged to participate in community activities, volunteering in local agencies, etc. Each student is expected, early in their educational experience, to take the initiative in reaching out in some volunteer capacity to some agency or project within the community. These experiences will provide part of the foundation for the capstone 400-hour field placement during the senior year. Participation in community activities can be done through the student individually working directly with community agencies, through the various programs sponsored by the Social Work Club, through the projects built into the various social work classes, and/or through working out arrangements with social work teachers for community activities suited to individual student interests and capacities.

Students are also encouraged to become members of professional organizations such as the National Association of Social Workers, the National Association of Black Social Workers, the National Association of Christian Social Workers, the International Association of Adventist Social Workers, and any others which may be of special interest.

## **STUDENT EDUCATIONAL FILES**

The School of Social Work utilizes Nolij, a process and content management software, which provides confidential and secure document imaging and workflow solutions, to store programmatic student files electronically. If a student wishes to review any of his/her electronic files, the student must contact the social work OfficeManager for more information on how to properly access this information.

## **COURSE EXPECTATIONS**

At the beginning of each semester, the student will have access (in social work classes being taken) to a course syllabus which outlines the course of study, textbooks to be used, and course requirements. The course syllabus will also contain a written description of criteria by which the student will be evaluated, the grading scale, and other information pertaining to the assessment process for the overall course grade. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required, and a listing of appropriate dates and deadlines.

## **STUDENT FEEDBACK**

Students who experience problems or identify concerns related to the BSW program have several avenues for communicating these. For each of the following areas, the persons whom the student should contact are listed in order of priority.

### Student Contact Points:

1. Problems/concerns related to students' academic progress or completing the BSW program as outlined in the full-time or part-time program plans.
  - Academic advisor
  - BSW program director
2. Problems/concerns suggestions related to field practicum.
  - Field Instructor
  - Liaison
  - Field Education Director
3. Problems/concerns/suggestions related to a specific course and/or instructor.
  - Course instructor
  - BSW program director
4. Problems/concerns/suggestions related to BSW curriculum design (content area gaps or duplication, etc.)
  - BSW program director
5. Problems/concerns/suggestions related to student affairs policies and procedures (orientation, registration, advising, course scheduling)
  - BSW program director
  - Department Dean
  - Vice President of Academic Administrator

Students have representatives on the SAU Social Work Program advisory board. The representatives are the Social Work Club president and the Phi Alpha Club president. These representatives are invited to the advisory board meetings twice per year. At these designated

meetings, the student representatives give direct input concerning student needs and perceptions, as well as curricular information.

The University's Student Association also provides a forum for identifying issues and making suggestions. The officers of the Student Association meet with the school's administration on a regular basis throughout the academic year.

Students also have the right and the opportunity to participate in the evaluation of their educational experience. The School of Social Work operationalizes this opportunity through a variety of mechanisms. Students have a chance to provide feedback to the program on the instruction they receive in every course. In addition, evaluation forms are utilized to assess the quality of advising provided; the field liaison roles performed by faculty; and the field experience.

## CONFLICT RESOLUTION PROTOCOL

Conflicts are a normal part of life and solving conflict is important to the faculty in the School of Social Work. When a student experiences a situation that feels uncomfortable or unfair, it is important to practice healthy problem solving techniques. The School of Social Work faculty developed the following protocols to guide students through the conflict resolution process. The following steps must be taken in the order given for the student's difficulty to be given the proper attention:

1. **Make an appointment and talk to the professor with whom the student is having a conflict.** A written plan of action should be developed outlining how the problem was solved with a copy to both parties. If the student feels the situation is resolved, the process ends at this point. If the student and the professor do not resolve the situation, proceed to step two.
2. **Both professor and student should sign the conflict resolution protocol and make an appointment to the next highest authority.** If the course is a social work class, then the situation will go to the social work program director. If the course is any other course, the professor and student should meet with the Dean of the School of Social Work. A written plan of action should be developed outlining how the problem was solved with copies to all parties. If after meeting with the social work program director, the situation is resolved through the plan of action, the process ends here. If the student, the professor, and the program director are unable to resolve the situation, proceed to step three.
3. **The student, professor, and social work program director should make an appointment with the Dean of the School of Social Work.** If after meeting with the Dean the situation is resolved through the plan of action the process ends here after documenting the outcome with a copy to all parties. If issue remains unresolved please refer to the University Conflict Resolution policy in student handbook.

**Step 1** \_\_\_\_\_  
Student signature Faculty signature

**Step 2** \_\_\_\_\_  
Student signature Faculty signature Program Director

**Step 3** \_\_\_\_\_  
Student signature Faculty signature Program Director

\_\_\_\_\_  
School of Social Work Dean signature

## **STUDENT OPPORTUNITIES**

### ***SOCIAL WORK CLUB***

The Southern Adventist University Social Work Club is organized for all majors and minors in the School of Social Work. The club provides an opportunity for socialization and association with others who have the same professional interests and goals. It also enhances academic and professional development of social work students. The club provides a mechanism through which students may have input into the social work program. The club is sponsored by the School of Social Work but is organized and operated by the students through yearly elections of officers and planned events throughout the academic year.

The club sponsors service projects and other activities for the social work student. These, and other social work program volunteer projects, provide pre-professional experiences that enhance the student's confidence and competence through actual hands-on experiences. These real life experiences also help students decide if social work is the profession for them. Some of the on-going projects include:

1. Club convocations provide opportunities two times per semester for students to plan programs to address their interests. For example, students have planned programs focusing on the civil rights movement, involvement in service activities, and sexual assault. Besides being an educational opportunity, students share social time and networking during some convocations.
2. Activities that promote social work on campus and in the community. For example, students plan presentations for Social Work Month that promote social work as a profession.
3. Monthly service projects such as cleaning out a storage room and preparing a Thanksgiving meal for Chattanooga Community Kitchen; preparing food baskets for Nancy's House (HIV/AIDS); helping with an Angel Tree toy sort for the Salvation Army; and assisting La Paz (services for hispanic families) for a Christmas party.
4. Fundraising for service projects. Fundraisers have included bake sales, holding garage sales, and offering house cleaning services.

Majors are notified of club and departmental activities through the various campus and departmental written communication methods and through e-mail messages.

### ***PHI ALPHA***

The School of Social Work at Southern Adventist University is proud to offer its students the opportunity to be a member of Phi Alpha: A National Honor Society for Social Work Students. The purpose of Phi Alpha is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

The Phi Alpha Honor Society Club focuses its energies primarily on community service. To become a member of Phi Alpha, students must have:

1. Declared social work as a major
2. Achieved sophomore status
3. Completed eight semester hours of required social work courses

4. Achieved an overall grade point average of 3.0 on a 4.0 scale
5. Achieved a 3.25 grade point average in required social work courses
6. Completed two community service projects

Phi Alpha members target two community service projects twice a semester. In addition, the Phi Alpha Club joins with the SOSW Club in planning social events for the social work student body.

### **DEPARTMENTAL AWARDS**

Each year the School of Social Work recognizes students who have demonstrated outstanding knowledge and leadership. The recipients of these awards are recommended by the department faculty; however, student input is welcomed. The awards given include:

- **Academic Excellence:** The academic excellence award is given to a graduating senior with the highest accumulative SAU grade point average (with a minimum 3.50 GPA).
- **Leadership:** The departmental leadership award is given to the graduating senior who has shown leadership in class, the SW club, Phi Alpha club, and department-sponsored activities.
- **Social Work Major of the Year:** The social work major of the year award is given to a graduating senior who demonstrates academic achievement, reflects the values of the SWFS department, participates in service activities, is an active member of the SWFS club, achieves the recognition of peers and professionals, and demonstrates support of staff and the department. This award is determined by faculty nomination with peer input.
- **Ed Lamb Community Service:** The Ed Lamb Community Service Award is given to a social work major in their freshman through junior year. They must have earned a grade-point average 2.5 or higher, and must have displayed extensive community service leadership (includes a \$500 scholarship).
- **NASW (BSW Student of the Year):** The BSW Student of the Year award honors students who are enrolled in an accredited social work program in the State of Tennessee. Students must have reflected a positive influence on others, and must have displayed academic achievement.

## ACTIVITY VERIFICATION FORM

Students are required to complete community service activities in the BSW program. Upon completion of an activity, the student is to fill out the Activity Verification Form and have it signed by the supervising individual present. Students may choose to provide pictures or a short description of the event; however, story-like information should not be posted In the Service Activities page.

Each student is held accountable for uploading these documents to his/her BSW Portfolio (see BSW Portfolio Handbook for more information). This process may be utilized to award a student with the Ed Lamb Community Service award. Additionally, the Service Activities page will be used by prospective practicum sites, employers, professors, etc. If a student is actively participating in community service, it reflects positively on the student and their commitment to the values of the social work profession.

Date of Activity: \_\_\_\_\_

Amount of Time Spent on this Activity (in hours/minutes): \_\_\_\_\_ hrs \_\_\_\_\_ min(s)

Student Name: \_\_\_\_\_

Description of Activity:                    \_\_\_\_\_ Club Sponsored Activity (Community Service)  
    \_\_\_\_\_ Church-affiliated Community Service  
    \_\_\_\_\_ SAU-affiliated Community Service  
    \_\_\_\_\_ Other

Please describe the activity:

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

Please provide information regarding your role in this event and the activities you were involved in (be detailed):

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

What social work skills and values did you use during this event?

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

By signing below, I attest that I have attended and participated in the activity indicated.

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

\_\_\_\_\_  
Faculty Member Present

*Please note: It is the responsibility of the student to keep an original copy of this form and submit a copy to the appropriate location, source, or individual when required.*

# National Association of Social Workers

## SUMMARY OF THE CODE OF ETHICS

### Preamble

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

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

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

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

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

## CORE VALUES AND 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.

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Student Signature

Date

## PROFESSIONAL ORGANIZATIONS

As students begin to develop their professional skills and identification, joining a professional organization provides opportunities for networking, continuing education, and exposure to the varied areas in social work.

Child Welfare League of America  
67 Irving Place  
New York, NY 10003

National Association of Social Workers  
PO Box 98272  
Washington D.C. 20077-4343

National Association of Black Social Workers  
1969 Madison Ave.  
New York, NY 10035

National Federation of Student Social Workers, Inc.  
P.O. Box 146  
Tempe, Arizona 85281

National Council on Family Relations  
3989 Central Avenue Northeast, Suite 550  
Minneapolis, MN 55421

North American Association of Christians in Social Work  
Box 90  
St. Davids, PA 10908

International Association of Adventist Social Workers  
P.O. Box 370  
Collegedale, Tennessee 37315

## ADDITIONAL RESOURCES

McKee Library Website: <http://library.southern.edu/>

Council on Social Work Education: <http://cswe.org/>

North American Association of Christians in Social Work: <http://www.nacsw.org/index.shtml>

National Association of Social Workers: <http://www.socialworkers.org>

International Association of Adventist Social Workers: <http://iaasw.org/>