

Department of Social Work BSW Handbook

College of Health and Human Services

Governors State University

www.govst.edu/SocialWork/BSWHandbook

Social work practice grounded in a social justice ethic ...

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SECTION I – INTRODUCTION

Welcome from Dr. Lorri Glass

Welcome to the Bachelor of Social Work Program at Governors State University. We are pleased that you have chosen our outstanding BSW Program given the myriad of choices afforded.

As BSW Program Coordinator, I look forward to watching each of you grow into well-developed Social Work Professionals!

We believe that Governors State University and the Social Work Department at GSU can be distinguished from others by the University and Social Work Mission. These are the distinctive attributes of our University and the Social Work Department. With your active engaged participation in this vibrant learning community, you will be transformed into a justice driven social work professional, exemplifying the attributes of a social work professional practitioner grounded in a social justice ethic.

Best Wishes,

Lorri Glass, PhD, MSW, LCSW
Associate Professor
BSW Program Coordinator for the Social Work Department

The Bachelor of Social Work Student Handbook (Purpose)

This Handbook provides necessary information regarding policies and procedures adopted by the GSU B.S.W. Program. Students are accountable and responsible for the information contained the handbook.

The purpose of this student handbook is to serve as a resource for both students and faculty. The Handbook may be subject to change, determined by circumstances that occur throughout the year. Students will be notified of any changes as they occur, and are responsible for complying with any revised guidelines.

Students are also responsible for maintaining access and/or downloading the handbook updates via the GSU website www.govst.edu/bsw. This handbook will be used as a reference throughout your course of study, until graduation.

The Governors State University Catalog will provide you with specific information regarding your program of study, university academic requirements and University services available to you.

You will find the Governors State University Student Handbook a helpful resource designed to enhance the GSU Catalog by providing information regarding Department specific and university-wide standards, policies and procedures. For more information, please visit <http://www.govst.edu/Academics/Catalog/>

Welcome to Social Work

Social Work is far more than a profession. It is an avocation. Social Workers bring their skills to bear on some of the most pressing issues in our society.

The **Bachelor of Social Work** degree program is ideal for you if you want to make a difference in the lives of individuals and communities. The curriculum imparts the skills and knowledge you'll need to begin your career as a social worker.

Our BSW coursework will teach you how to interview clients and expand your knowledge about the issues that confront them. You'll learn about and understand substance abuse, human behavior and urban environments. You'll discover the legal aspects of Social Work, and you'll explore the boundaries and ethics of the profession. You'll gain the insight you need to work with children, families and individuals who may be facing the most critical crises in their lives.

Our program places a unique emphasis on the concept of *social justice*, and we prepare our students to lead and support social justice action agendas. We teach them to develop the community resources that individuals and families rely on to live their lives with dignity and progress.

Whether you're a traditional or non-traditional student you'll find our BSW program ideally suited to your needs. Our faculty will teach you to think critically; engage in reflective practice; and apply Social Work knowledge, values and skills as a generalist practitioner. Finally, we'll teach you to utilize evaluative method, to assess effectiveness, and research knowledge to continually improve your professional practice.

Welcome to the Bachelor of Social Work Program! Keep this handbook close by. It will answer many of your questions as you complete the program.

ACCREDITATION

The Council on Social Work Education (CSWE), an accreditation organization, has been recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the nation. CSWE is a nonprofit national association representing 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, CSWE continues to provide an important partnership between educational and professional institutions, social welfare agencies and private citizens.

The Council on Social Work Education accredited The Bachelor of Social Work Program in 1993. Its accreditation was reaffirmed in 1997 and 2007 for a full cycle of eight years.

More on CSWE

CSWE works to ensure the preparation of competent social work professionals, promotes high quality of social work education, and strives to stimulate knowledge and curricular development to advance social justice in effort to strengthen community and individual well-being.

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

CSWE writes, “The purpose of the social work profession is to promote human and community well-being. Guided by a person in environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2010, p. 1).”

CSWE further recognizes the role of social work educators in providing service to the profession through their teaching, scholarship, and service. As a profession, social work education shapes the profession’s future by ensuring students are well suited to the profession and are educated as competent professionals. According to CSWE, social work education not only prepares baccalaureate, masters and doctoral level students as future social workers but also serves to encourage the generation of knowledge and leadership within the professional community.

“The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate” (CSWE, 2010, p. 1).

Source: For more information, go to: <http://www.cswe.org>

Fact Sheet on Educational Policy and Accreditation Standards (2010). *Commission on Accreditation. Council on Social Work Education. Retrieved from: <http://www.cswe.org/File.aspx?id=13780>*

SECTION II – MISSION STATEMENT

MISSION

University Mission

Governors State University was chartered by the state of Illinois in 1969 in response to dramatic growth of the community college system in the region. The university serves undergraduate and master's degree seeking students, and now has several practice doctorates. It is committed to offering a "demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals and that is accessible to all including those traditionally underserved by higher education". Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

The university mission includes cultivating a diverse, intellectually stimulating learning culture, one including open communication, mutual respect, cooperation, critical inquiry and assessment, and ongoing research and scholarship. Through partnerships with governmental, business, educational, and other organizations, the university intends to strengthen and enhance the region's educational, social-cultural, and economic development. Students, faculty, and staff are oriented to this important objective through the educational programs of the university, manuals, training, and other resources. Its facilities are well-equipped with computer technology, science laboratories, art galleries and studios (*Governors State University Catalog, 2014-15*).

College of Health and Human Services (CHHS) Mission Statement

- Provide accessible and quality health and human services professions education;
- Foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and
- Infuse its programs into community partnerships for the health and well-being and economic development of the region.

CORE VALUES:

Integrity: Act honestly and ethically with all constituents.

Trust: Create an environment that fosters trust and mutual respect.

Collaboration: Collaborate with all stakeholders and work together toward common goals by sharing responsibility, authority and accountability.

Commitment:

- Commitment to academic and professional excellence through teaching, service and scholarship.
- Commitment to engaging diverse communities.
- Commitment to providing educational access.
- Commitment to fostering sustainable communities of support.
- Commitment to the health and well-being of the region and especially vulnerable populations.

CHHS aspires to be:

- A global leader in preparing professionals in practice, education, service, and scholarship;
- A recognized leader in advancing evidence-based professional practice;
- A recognized leader in our professional and clinical practice doctoral programs;
- The college of choice for students and faculty/staff seeking active engagement with a diverse community of learners; and
- Nationally recognized for distinctive achievements in teaching, scholarship, research, and service.

The Mission, Core Values, and Vision Statement of the CHHS were ratified by the College's faculty and staff at the Fall All-College Meeting, held Friday, September 26, 2008, in the Hall of Honors at Governors State University.

Governors State University – Mission Statement

The mission of the Bachelor of Social Work Program at Governors State University is to prepare students, particularly the returning adult learner, for entry-level, professional social work practice as generalists in health and human service systems throughout the surrounding urban, suburban, and rural communities. This mission, and the goals that reflect it, are consistent with those of the university. The program is committed to serving culturally and economically diverse students, coming to the university, typically, from their first two years in the community colleges in the region, and from four-year institutions as well. Building on a strong liberal arts base, the program provides quality professional educational experiences in partnership with a wide variety of community agencies and organizations in the entire metropolitan Chicago area, including the collar counties and some of the smaller, more rural southern counties.

Our program places a unique emphasis on the concept of *social justice*, and we prepare our students to lead and support social justice action agendas. We teach them to develop the community resources that individuals and families rely on to live their lives with dignity and progress.

The undergraduate program in Social Work is designed to prepare students for entry-level generalist professional practice. Course work emphasizes an ecological and a systems perspective of human behavior, including recognition of the critical influences of human diversity. Social Work students are provided with classroom and field experiences for the development and integration of data collection, problem analysis, intervention, and evaluation skills. Students are prepared to work in a wide variety of health and human service agencies with individuals, families, groups, and communities. Opportunities are provided for developing research skills, including those used for examining one's own professional practice. Students also are provided with an understanding of the historical base of Social Work practice, employment trends, and strategies and opportunities for professional advancement. Upon successful completion of degree requirements, the student is awarded the Bachelor of Social Work degree.

Also, consistent with GSU's mission, the B.S.W. Program is concerned about being accessible to nontraditional, adult students who are unable to attend school full-time. Preparing highly qualified professionals to serve the growing need in the region is embodied in our Social Work Program goals and the objectives that follow:

BSW program goal 1. To provide a professional education that prepares generalist practitioners to lead and support social justice action agendas and the development of community resources to enhance and sustain the quality of life of the children, families and their communities

BSW program goal 2. To prepare generalist practitioners to work across service delivery systems utilizing an empowerment, strengths-based approach grounded in a social justice ethic with ethnically, racially and culturally diverse communities

BSW program goal 3. To prepare generalist practitioners for social work practice in public and not-for-profit agency settings to help vulnerable and marginalized individuals and families and their communities in ways that enhance their day to day lives, alleviate human suffering, embrace and promote social and economic justice

BSW program goal 4. To prepare generalist practitioners to foster and promote the development of healthy and just institutions, organizations and communities to enhance, development and sustain individuals and families 'human agency capacity in the context of their history and culture

BSW program goal 5. To provide a generalist practitioner education uniquely suited to non-traditional students preparing them to think critically, engage in reflective practice; apply social work knowledge, values and skills as advanced practitioners, and to utilize evaluative methods and research knowledge to improve their professional practice

**SECTION III:
ABOUT THE BACHELOR OF SOCIAL
WORK PROGRAM**

History of the BSW Social Work Program

The Social Work major was one of the original curricular offerings at Governors State University, which was chartered in 1969. It was entitled Social Welfare and was an area of emphasis in the Human Services Program in the College of Human Learning and Development. In 1975, the name changed from Social Welfare to Social Work, reflecting the educational purpose to prepare students for a professional social work career

A major reorganization throughout the University in 1981 and 1982 resulted in the relocation of the social work program to the College of Health Professions during the summer of 1983. Additional reorganization took place in 1994 and the social work program became one of the three programs in the Division of Health Administration and Human Services. The division is under the leadership of a chairperson, reporting to the Dean of the College.

In October 1993, the social work major was accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). Through its courses, student and faculty, the major has been a vital part of the Governors State University community as well as the area communities. Its faculty provided needed services to area agencies and organizations, including service on board of directors, consultation and volunteer activities. The major also provides workshops to the surrounding communities on such topics as aging, foster care and family therapy. It cosponsors workshops delivered by other majors in the university as well. In addition, faculty services the university community through committee membership and other useful endeavors.

In 2008 the undergraduate social work program opened a small part time off campus site at Triton Community College in River Grove, Illinois. This off site location promotes accessibility to higher education for students who reside on the west side of Metropolitan Chicago and surrounding northwest suburbs. Students enrolled at Triton have been from diverse backgrounds as are undergraduate students at the main campus. An on-site Academic Advisor, Dr. Phyllis West, has been appointed the BSW Coordinator at the Triton Campus. Dr. West and two other senior faculty and specialized Adjunct Faculty have been assigned to cover the curriculum. The program is offered part time over the course of four (4) years. Two cohorts of students have graduated as of spring 2014.

History of the Region

Governors State University (GSU) was chartered by the state of Illinois in 1969 in response to the dramatic growth of the community college system in the region, and was designed as an upper division, commuter institution, accessible to the growing number of graduates of these colleges and other institutions, primarily in the south metropolitan area of Chicago. With a 22% increase in enrollment in just the past four years, GSU is the fastest growing public university in Illinois. The growth at Governors State is reflective of and interdependent with the dynamic changes occurring in the region that the University serves.

The region surrounding Governors State University has always been influenced by the larger Chicago metropolitan area that it borders. The territories south of Chicago were established in the early 1800s as trade routes and small villages located along local waterways. Native American populations were displaced by Dutch, German, Polish and Irish immigrants arriving in Chicago and moving south to seek farmlands. Many of the early European immigrants were struggling truck farmers, managing small plots that fed the family and produced a little extra for sale in Chicago. A rural lifestyle is still evident today in many of the villages to the south of the Governors State University campus.

From the 1900's on, alternating waves of white and black residents migrated to this region to escape the urban environment and its assorted problems related to concentrated poverty and the accompanying issues associated with race and class divisions. The southern border of the Chicago metropolitan area gradually pushed into the farmlands by the founding of several new suburban townships. In 1917, one of these new communities was the Village of Robbins, established by African American business leaders as the "first black controlled municipality in the Northern United States

Boundary lines between different ethnic/cultural groups have always been an issue in this region. On the south side of Chicago, as African American communities urgently in need of new housing opportunities moved south into predominately white areas, white residents moved further south into the new suburban areas. Supported by the Fair Housing Act of 1968 and community activism, African Americans slowly began to settle into the southern suburbs. University Park, the town within which Governors State University is located, was established in 1960 as a small planned community. Several racial steering lawsuits brought against local real estate brokers in University Park ended some early discriminatory housing practices. Since the 1970s, the African American population has increased significantly, with African Americans comprising 94% of the population in University Park in the year 2000. In the last three decades, several other predominantly African American communities were successfully established within a 15-mile radius of the University. In other townships, efforts to support racial integration have been met with limited success.

GENERALIST SOCIAL WORK

The Bachelor of Social Work Program at Governors State University utilizes the NASW (2008) mission of Social Work outlined below as a guiding definition of social work in curriculum development and program structure:

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.

In addition to the NASW mission statement, the faculty enlarged its program definition to include the idea that the Social Work profession is vitally concerned with the relationships between people and their physical and geographical environments that affect their ability to function effectively and thrive in all life areas. From this enhanced definition, it follows that there are four major purposes of Social Work: (a) to enhance the problem-solving, coping, and developmental capacities of people; (b) to promote the effective and humane operation of the systems that provide people with resources and services; and, (c) to link people with systems that provide them with resources, services, and opportunities, (d) to advocate for social and economic justice.

The Governors State University program faculty conceptualizes generalist social work as social work practice by a professional who has acquired knowledge, skills, and values for assisting people as individuals, in families, groups, organizations, and communities to deal with social and emotional difficulties related to the many stresses and strains of contemporary life, especially in the post-industrial urban, suburban, and rural communities of the surrounding region. This area, once heavily engaged in manufacturing, now has an economy, which is more service-oriented. Members of the community must develop new and different skills in order to thrive or even survive. During this period of economic transition and broad, sweeping changes in social welfare responses to human need, many falter and fall through the gaps. The generalist prepared social worker is well equipped to work effectively with people who are responding to these forces in the environment.

The Governors State University baccalaureate program prepares the graduate for entry-level generalist practice in public and not-for-profit agencies that serve this population of clients, in systems of all sizes, to maintain and enhance their social functioning. The generalist thus works with the client, using a strength perspective, to explore relevant life experiences—past, present, and future—to assess needs, resources, and opportunities, to define and clarify problem areas, issues and concerns, and to identify appropriate goals and useful theory-based intervention strategies. The generalist has a systematic, eclectic approach to the selection and use of theory following thorough assessment. In working with clients, the generalist practitioner utilizes the General Method, a problem-solving model. Facilitating the development and refinement of the client's own problem-solving strategies is emphasized. Building upon the generic framework which structures the purpose, focus, function, objective, and values of all professional social workers, the generalist, employs a wide and varied repertoire of intervention strategies in his or her work. This professional has excellent therapeutic communication and relationship skills, is a skillful interviewer, effective in the use of self, and is a knowledgeable, capable team member. Jointly, with the client, generalist practitioners evaluate the situation; engage in ongoing evaluation of intervention effectiveness of interventions, making changes where necessary to enhance problem-solving efforts. As a practitioner-researcher (Grinnell, 1993), the generalist is committed to continuous scientific evaluation of his/her work with clients, thus improving practice effectiveness and building on the knowledge base of the profession.

The Ecological Systems Perspective

The generalist social worker uses an ecological systems perspective to understand and work effectively and competently with the widely diverse individuals, families, groups, and larger systems in the surrounding communities. This perspective focuses on the interdependent relationships of the person/client system-in-environment. The professional, in partnership with the client system, examines and works with the biological, psychological, cultural, social-structural whole of the client experience. The generalist perspective also includes recognition of the biological, sociocultural, psychological, physical, and geographical aspects of client environments, such as habitat and niche (Hepworth and Larsen, 1996).

Anticipated Program Outcomes

After completing the foundation curriculum at Governors State University the student will:

1. Apply knowledge of the relationship between individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
4. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Know and understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change.

The above knowledge-skill-based learning outcomes are reflected in the CSWE Core Competencies and operationalized in Practice Behavior measures applied to academic and field curriculum outcomes.

LIBERAL ARTS: REQUIREMENTS

To be admitted to the BSW program at Governors State University, students must have taken a broad array of liberal arts courses. This interdisciplinary approach provides our students with multiple perspectives with which to identify, understand, and respond to the human needs of the diverse populations they serve in the metropolitan Chicago area and the diverse collar and rural counties that lie to the south and southwest. A broad liberal arts base, especially courses from the natural, social, and behavioral sciences, enriches students' understanding of the person-environment context of social work practice. A holistic lens must be applied with each client to assess the impact of all systems – biological, psychological, social, and cultural -- on the client's well-being.

A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures. Humanities and fine arts courses help students to acquire knowledge and appreciation of unique cultural expressions. This exposure prepares students to understand and value their own culture as well as the culture of others. The social science courses that focus on the study of our own and other cultures foster an appreciation of and respect for difference and provide a basis for diversity content which is infused throughout the entire BSW curriculum.

The methods and limitations of various systems of inquiry are evident in courses from the natural, social, and behavioral sciences. Results of numerous scientific studies in those fields have shaped a tested body of knowledge; at the same time, the limitations in what we know are continuously evident. Exposure to the methods and limitations of scientific inquiry continues in courses on Human Behavior and the Social Environment as tested or untested theories and findings about human development are described. In addition, having knowledge about the processes by which scientists discover and validate knowledge also prepares students for understanding the process of scientific inquiry studied in the research courses.

A liberally educated student has the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of broadly educated persons. The natural, social, and behavioral sciences provide knowledge of human and social conditions and problems in our society as well as others. The expectation is that this knowledge will be synthesized and begin to affect the way students view human and societal ills. In addition, this foundation supports student understanding of social work values and ethics, diversity, populations-at-risk, and social justice concerns, all of which are infused in the social work curriculum. We expect students will develop an appreciation of how multiple factors affect various individuals, families, groups, organizations, and communities.

Students will experience social science courses that deal with their own culture and the cultures of others. Humanities and fine arts courses organize diverse cultural expressions, helping students to develop attitudes that are appreciative of unique cultural differences, a necessary attitude for practice with client systems. Courses in the humanities and fine arts cluster also inform and sensitize students to the human condition as told in history and as expressed in literature and the arts. Mathematical reasoning, acquired through required math and statistics courses, facilitates appreciating and communicating the quantitative aspects of phenomena.

These are major areas of study in the Research courses where students learn to be intelligent consumers of research and have the ability to evaluate their practice.

Courses in subjects such as speech and communication skills give students the opportunity to gain competency in articulating their thoughts. Overall, the knowledge, skills, and values acquired in the liberal arts courses are used throughout the BSW program in understanding human and social conditions, appreciating diverse groups, using analytical/synthetic and mathematical thinking, and expressing thoughts.

At Governors State University, a broad liberal arts perspective as background for the social work major is provided when students, in addition or in part of their meet such requirements during the first two years in college by completing the following coursework:

Human Biology: Professionals need to have a basic understanding of the human body and its processes when working with people. Three credit hours in a human biology course with a grade of C or better are required for social work students. This course is one of four, which need to be completed prior to enrolling in SOCW 3400 Human Behavior in the Social Environment. .

Logic or Critical Thinking: Social work students must develop excellent analysis, problem solving and other cognitive skills. The logic requirement will enhance the student's abilities in these areas. Logic can be completed at the lower or upper division level.

American, English or other literature course: Literature, both fiction and nonfiction provides the students with a wealth of information, images and understanding about the human condition. The professional social worker's repertoire of knowledge, skills and sensitivity is enriched by exposure and exploration through literature, of the lives and thoughts of men and women. The students can choose from available English, American, Women, African American, Hispanic or other literature courses, including those that focus on gender, race, or ethnicity.

Macroeconomics: Macroeconomics or the study of economic theories, principles and processes of the broad economic system is important for professional social workers, who so often work with people whose lives had been dramatically affected by major economic changes resulting in social and political disparities. Macroeconomics is a prerequisite for SOCW 4200, Social Welfare Policy II.

Statistics: Social workers at all levels must be intelligent consumers of research conducted by social work scholars and practitioners as well as others who investigates topics relevant to the profession. In addition, professional social workers should also be able to conduct research in particular that which examines and helps to evaluate their own individual practice. Statistics is a research tool that together with the research course, which includes a significant component on practice evaluation techniques, must be completed in the BSW program. Students must take this course prior to enrolling in SOCW 4300, Social Work Research.

US National Government: The government course provides the students with a basic knowledge of American governing processes and procedures. Students need to have this background prior to enrolling in SOCW 3100, Social Welfare Policy I.

Cultural Anthropology: Anthropology with its emphasis on human social systems, processes and behaviors as they cross many cultures, is a critical course for the social work student. This necessary background with diverse people, values and attitudes, and folkways need to be completed by the end of the first year in the social work major.

Sociology: Sociology with its exploration of the people in large groups in society is a necessary part of the knowledge and skills needed by a social worker. It is a prerequisite to SOCW 3400, Human Behavior in the Social Environment I in the social work core curriculum.

Psychology: Psychology is an important component of the interdisciplinary knowledge basis of professional social work. Study of psychological processes beyond the introductory is necessary for understanding of basic human behavior. Awareness of psychological problems which can beset people is important for social work professionals. . It is a prerequisite to SOCW 3400, Human Behavior in the Social Environment I in the social work core curriculum.

All of the above Liberal Arts Requirements are prerequisites for the social work program and can be taken at the lower or upper division level. As previously stated many of these courses should be taken prior to enrollment in BSW courses. **Exp: US National Government should be taken prior to SIOCW 3100, Social Welfare Policy I; Psychology, Sociology and Human Biology should be taken prior to SOCW 3400 HBSE I; Statistics should be taken prior to SOCW 4300, Social Work Research.** Requests for exceptions to the liberal education policy of the social work major must be reviewed by the program coordinator. In addition, whenever there is a question about the acceptability of a course taken by a student at another institution, the student may be asked to provide the advisor with a copy of the course syllabus or other materials.

SOCIAL WORK CURRICULUM

Introduction

The BSW curriculum is designed to be consistent with program mission, goals, and objectives and a coherent, integrated whole for the education of entry-level generalist social workers. In the following description of the curriculum, generalist practice grounded in a social justice ethic is delivered in the areas of social work practice, values and ethics, human behavior and the social environment, social welfare policy and services, research, and field instruction. This content enhances the education of generalist practitioners for all system levels consistent with our program mission, goals, and objectives.

The Bachelor of Social Work program is designed to prepare students for entry-level generalist professional practice. Students are prepared to work in a wide variety of health and human service agencies with individuals, families, groups, organizations, and communities.

The Social Work curriculum strongly reflects the mission of Governors State University. The curriculum is consistent with the Curriculum Policy Statement and the accreditation standards established by the Council on Social Work Education (**See Appendix B**). Curricular emphasis on liberal arts reflects the goals of higher education in general, Governors State University, and the Council on Social Work Education as well.

Educational Policy and Accreditation Standards, CSWE (2008)

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies (EP 2.1.1–EP 2.1.10), followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods can be found in the Appendix. Programs may add competencies consistent with their missions and goals.

The educational objectives of the major are accomplished through learning experiences which reflect the curricular categories mandated by the Council on Social Work Education. Thus, the GSU Social Work curriculum is divided into five broad curricular categories: Social Welfare Policy and Services, Human Behavior and the Social Environment, Social Work Practice, Social Work Research, and Field Practicum. Within these there is integration of content in a number of content categories, which are: Populations at Risk, Values and Ethics, Human Diversity, and Social and Economic Justice. The curriculum builds upon the required liberal arts foundation that which students obtain at the lower division level. Ethics and values are instilled, with an emphasis on self-awareness. In addition, an understanding is fostered of the experiences of diverse populations, particularly those at-risk. Students are also provided opportunities to develop the interprofessional team collaboration and research skills, which they will inevitably be required to utilize as professional social workers.

Coursework emphasizes an ecological and a systems perspective of human behavior, including recognition of the critical influences of social justice and human diversity. Content includes professional values and ethics and the impact of racism and oppression on the lives of women, ethnic minorities of color and other diverse groups. BSW courses include foundation content in each of the CSWE curriculum areas of Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research, and Field Practicum. In addition, values and ethics, diversity, at-risk-population, and social and economic justice content are infused throughout the curriculum. Through course content, students acquire knowledge and skills about the micro, mezzo, and macro levels of professional social work practice. Thus, students are equipped to comprehend and work with individuals, families, small groups, organizations, and communities. Information on intervention at each of these levels, as well as with women, ethnic minorities of color, and other diverse groups is incorporated in all core courses. The generalist approach, with its use of a problem solving model, the general method, is stressed in all courses, particularly the Social Work practice courses. Professional competence is emphasized in all coursework; and students are expected to achieve a level of competence consistent with entry level, generalist professional practice by the time they graduate.

Required Coursework

Students must complete a minimum total of **120 credit hours** in order to obtain the Bachelor of Social Work Degree. This includes the 45 semester hours or 90 quarter hours earned from the first two years of college at the lower division level, and the required social work courses and university degree requirements (e.g., the required non-major elective subjects as specified in the University catalogue).

BSW students must complete all of the program liberal arts requirements as well as the upper division requirements of the BSW program. If a student is also taking a minor, the 18 credit hours of the minor will complete the required elective credit hours for the BSW degree. Students taking the Addictions minor; however, may need to add at least three additional credit hours, because one course in the minor is also a required course in the program. Without a minor, students must select seventeen credit hours from an array of elective courses. They also complete their program with at least 15 credit hours of selectives (social work content chosen in areas of interest by students). Classes that are designated as meeting the liberal arts prerequisites can be utilized as electives if they are taken as upper division courses at Governors State and are not needed to complete the General Education requirement for admissions to GSU.

GENERAL EDUCATION REQUIREMENTS:

I. University General Education Requirements (39 Credit Hours)

http://www.govst.edu/uploadedFiles/Apply/GeneralEduProgGuide%202012_2013_web.pdf

English/speech (9 credit hours)

Math (3-4 credit hours)

Humanities/Fine Arts (9 credit hours)

Life/Physical Science (6-8 credit hours)

Social Sciences (9 credit hours)

II. Liberal Arts Prerequisites for the Social Work Major

The courses listed below may be taken at the lower or upper division level to meet social work major and general education requirements:

(If taken at GSU upper division can count towards electives)

English Literature or other literature course (IAI H3 914 or 915)	3 credits
US National Government (IAI S5 900)	3 credits
Macroeconomics (IAI S3 901)	3 credits
Statistics (IAI M1 902)	3 credits
Logic or critical thinking course (IAI H4 906)	3 credits
Human Biology or Anatomy & Physiology or General education biology with a lab and a Human or child development course (IAI L1904 or 904L)	4 credits
Sociology (IAI S7 900)	3 credits
Psychology (IAI S6 900)	3 credits
Cultural Anthropology (IAI S1 901N)	3 credits

POLICY

US National Government
Macroeconomics
Sociology

HBSE

Human Biology
Psychology

RESEARCH

Statistics

III. Required Social Work Courses (57 Hours)

The following courses can be taken either at the lower- or upper-division level and can be taken at Governors State University or can be transferred from a community college or university:

Introduction to Social Work/Introduction to Human Services 3
Addictions course taken at lower or upper division or ADDS 3200, 4105
4180 or 5100 at GSU.

Social Work Courses:

SOCW3100	Social Welfare Policy I	3
SOCW3200	Interviewing Skills	3
SOCW3300	Diversity and Social Justice	3
SOCW3400	Human Behavior in the Social Environment I	3
SOCW3600	Generalist Social Work Practice I	3
SOCW3500	Human Behavior in the Social Environment II	3
SOCW3700	Generalist Social Work Practice II	3
SOCW4200	Social Welfare Policy II	3
SOCW4300	Social Work Research	3
SOCW4500	Field Practicum I	3
SOCW4501	Field Integrative Seminar I	3
SOCW4600	Field Practicum II	3
SOCW4601	Field Integrative Seminar II	3

IV. Social Work Selectives (15 Hours)

The BSW curriculum offers electives in specific areas of social work practice. These elective courses are called **Selectives**. Students must take fifteen hours from among ten courses which provides students with the opportunity to gain in-depth knowledge/skills in a particular area of practice. Selective courses are designed to cover a broad spectrum of practice areas on a micro, mezzo and macro level. Students may enroll in these courses after they have completed the SOCW 2100, Introduction to Social Work Course.

SOCW3101	Interprofessional Teamwork in Health and Human Services (3)
SOCW3102	Children and Families: Problems, Issues, and Services (3)
SOCW3103	Aging: Policies, Problems, Issues and Services (3)
SOCW4100	Law for Human Service Professionals (3)
SOCW4101	Urban Dynamics (3)
SOCW4102	Child Welfare Practice: Knowledge, Skills, and Values (3)
SOCW4103	Management and Supervision in the Human Services (3)
SOCW4104	Social Work in Health Care (3)
SOCW5000	Topics in Social Work---Trauma (3)
SOCW5000	Topics in Social Work---Grant Writing (3)

Child Welfare Selectives:

Students interested in generalist practice in the field of child welfare have an opportunity to select a particular cluster of courses. To complete the cluster of child welfare courses BSW majors must include these courses in their study plan, which is developed in consultation with the faculty advisor. For students interested in child welfare based generalist practice the following courses must be completed:

SOCW3101 Children and Families: Problems, Issues, and Services (3)

SOCW4102 Child Welfare Practice: Knowledge, Skills, and Values (3)

V. Electives (17 Hours): may be taken at the lower and/or upper division level.

Students are required to complete 17 credit hours in electives to broaden the educational experience and/or to meet a particular interest or need. Elective courses should be outside the social work curriculum.

Students can choose to pursue a minor (which requires 18 credits) in an academic area that compliments their social work major.

Total – 120 Hours

SOCIAL WORK SELECTIVES (15 credit hours)

CO-REQUISITE COURSES: *(To be taken together in the same semester)*

FALL

SOCW 3600 Generalist Practice I
SOCW 3400 HBSE I

SPRING

SOCW 3700 Generalist Practice II
SOCW 3500 HBSE II

FALL

SOCW 4501 Field Seminar
SOCW 4500 Field Practicum

SPRING

SOCW 4601 Field Seminar II
SOCW 4600 Field Practicum II

Culminating courses for Senior Year

FALL

SOCW 4300 Research

SPRING

SOCW 4200 Social Welfare Policy II

BSW PROGRAM OPTIONS
(Table 2.0)

BACHELORS OF SOCIAL WORK STUDY PLAN
(Template)

Student: _____ ID# _____ Date _____
 Advisor: _____ GPA: _____ Credit Hours: _____
 A.S. or A.A degree completed ____ Yes ____ No

University General Education Requirements

English and Speech – 9 Hours

Course	FA	SP	SU

Mathematics – 3-4 Hours

Course	FA	SP	SU

Physical & Life Sciences – 6-8 Hours

Course	FA	SP	SU

Humanities & Fine Arts – 9 Hours

Course	FA	SP	SU

Social & Behavioral Sciences – 9 Hours

Course	FA	SP	SU

Social Work Liberal Arts Requirements

Course	GSU Equivalent Course (Old/New#)	FA	SP	SU
American Literature (IAI H3 914 or 915)	ENG 321/ENG3121			
Logic (IAI H4 906)	PHIL 386/PHIL 3886			
U.S. National Government (IAI S5 900)	POLS 302/POLS 2100			
Cultural Anthropology (IAI S1 901N)	ANTH 310/ANTH 3100			
Introduction or General Psychology (IAI S6 900)	PSYCH 310/PSYCH 3101			
Human Biology (IAI L1 904 or 904L)	BIO 305 + 307/BIO 2102 + 2107			

Statistics (IAI M1 902)	STATS 468/STATS4720			
Sociology (IAI S7 900)	SOC 301/SOC 3100			
Macroeconomics (IAI S3 901)	ECON 302/ECON 2302			

Electives (17 Credits-9 Lower/Upper Division)

Course	Lower/Upper Division	FA	SP	SU

BSW COURSE CURRICULUM

<i>Required Courses</i>	FA	SP	SU
SOCW 2100-Introduction to Social Work			
ADDS 3200, 4105, 4180			
SOCW 3100-Social Welfare Policy I			
SOCW 3200-Interviewing Skills			
SOCW 3300-Diversity and Social Justice			
SOCW 3400-Human Behavior in Social Environment			
SOCW 3600-Generalist Social Work Practice I			
SOCW 3500-Human Behavior in the Social Environment II			
SOCW 3700-Generalist Social Work Practice II			
SOCW 4200-Social Welfare Policy II			
SOCW 4300-Social Work Research			
SOCW 4500-Field Practicum I			
SOCW 4501-Field Integrative Seminar I			
SOCW 4600-Field Practicum II			
SOCW 4601-Fields Integrative Seminar II			

Upper Division Social Work Selectives

Students can complete any 5 (15 hours) Upper division Social Work Selectives to fulfill this requirement.

Course	FA	SP	SU
SOCW Selective			
SOCW Selective			
SOCW Selective			
SOCW Selective			
SOCW Selective			

Student Signature: _____ **Date:** _____

Advisor Signature: _____ Date: _____

BACHELORS OF SOCIAL WORK STUDY PLAN

(Full Time)

Student: New Student ID# 0000 Date 5/17/12

Advisor: L. Glass GPA: Credit Hours: 3.66

A.S. or A.A degree completed: May 2012 X Yes No

University General Education Requirements (COMPLETED)

English and Speech – 9 Hours

Course	FA	SP	SU
Comp I			
Comp II			
Speech			

Mathematics – 3-4 Hours

Course	FA	SP	SU

Physical & Life Sciences – 6-8 Hours

Course	FA	SP	SU
Biology 115			
EAS 120			

Humanities & Fine Arts – 9 Hours

Course	FA	SP	SU
MUS 106			

Social & Behavioral Sciences – 9 Hours

Course	FA	SP	SU
Sociology 205			

Social Work General Education Requirements

Course	GSU Equivalent Course	FA	SP	SU
American Literature (IAI H3 914 or 915)	English 321		A	
Logic (IAI H4 906)	Philosophy 386	B		
U.S. National Government (IAI S5 900)	Political Studies 302			A
Cultural Anthropology (IAI S1 901N)	Anthropology 310		A	
Introduction or General Psychology (IAI S6 900)	Psychology 310		A	
Human Biology (IAI L1 904 or 904L)	Biology 305 + 307	A		
Statistics (IAI M1 902)	Statistics 468		C	
Sociology (IAI S7 900)	Sociology 310		A	
Macroeconomics (IAI S3 901)	Economics 302	B		

Electives (17 Credits-9 Lower/Upper Division)

Course	Lower/Upper Division	FA	SP	SU
PSYCH 213	L		B	
SOC SER 109	L		A	
SOC SER 239	L		A	
SPAN	L	B		
MENTH	L	A		
MENTH 224	L	A		

BSW COURSE CURRICULUM
Required Courses

	FA	SP	SU
SOCW 2100-Introduction to Social Work (SWK 101)		A	
ADDS 3200, 4105, 4180		13	
SOCW 3100-Social Welfare Policy I	12		
SOCW 3200-Interviewing Skills	12		
SOCW 3300-Diversity and Social Justice	12		
SOCW 3400-Human Behavior in Social Environment	12		
SOCW 3600-Generalist Social Work Practice I	12		
SOCW 3500-Human Behavior in the Social Environment II		13	
SOCW 3700-Generalist Social Work Practice II		13	
SOCW 4200-Social Welfare Policy II		14	
SOCW 4300-Social Work Research	13		
SOCW 4500-Field Practicum I	13		
SOCW 4501-Field Integrative Seminar I	13		
SOCW 4600-Field Practicum II		14	
SOCW 4601-Field Integrative Seminar II		14	

Upper Division Social Work Selectives

Students can complete any 5 (15 hours) Upper division Social Work Selectives to fulfill this requirement.

Course	FA	SP	SU
SOCW Selectives		13	
SOCW Selectives		13	
SOCW Selectives			13
SOCW Selectives			13
SOCW Selectives	13		

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

BACHELORS OF SOCIAL WORK STUDY PLAN

(Part-Time)

Student: New Student ID# 00000 Date 8/13/13

Advisor: L. Glass GPA: 3.18 Credit Hours: 79

A.S. or A.A degree completed X Yes _____ No

University General Education Requirements (COMPLETED)

English and Speech – 9 Hours

Course	FA	SP	SU
Eng102			B
COM 112	C		
COM 110	C		

Mathematics – 3-4 Hours

Course	FA	SP	SU
STATS		B	

Physical & Life Sciences – 6-8 Hours

Course	FA	SP	SU
BIO 101	B		
CHEM 111		A	

Humanities & Fine Arts – 9 Hours

Course	FA	SP	SU
HFA 201			C
HUM 111	C		
Logic		15	

Social & Behavioral Sciences – 9 Hours

Course	FA	SP	SU
SOC			A
Psych 206	B		
Psych 101		A	

Social Work Liberal Arts Requirements

Course	GSU Equivalent Course (Old/New#)	FA	SP	SU
American Literature (IAI H3 914 or 915)	ENG 321/ENG3121	C		
Logic (IAI H4 906)	PHIL 386/PHIL 3886		15	
U.S. National Government (IAI S5 900)	POLS 302/POLS 2100		14	
Cultural Anthropology (IAI S1 901N)	ANTH 310/ ANTH 3100	13		
Introduction or General Psychology (IAI S6 900)	PSYCH 310/PSYCH 3100-01		A	
Human Biology (IAI L1 904 or 904L) Bio + Psych 211	BIO 305 + 307/BIO 2102 + 2107	B		
Statistics (IAI M1 902)	STATS 468/STATS4720		B	
Sociology (IAI S7 900)	SOC 301/SOC 3100			A

Macroeconomics (IAI S3 901)	ECON 302/ECON 2302	14		
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Electives (17 Credits-9 Lower/Upper Division)

Course	Lower/Upper Division	FA	SP	SU
Psych 206	L	B		
Psych 212	L		A	
OAT 128	L	B		
SEC 201	L	C		
COM 104	L	C		
COM 105	L		B	

BSW COURSE CURRICULUM

<i>Required Courses</i>	FA	SP	SU
SOCW 2100-Introduction to Social Work	B		
ADDS 3200, 4105, 4180			14
SOCW 3100-Social Welfare Policy I			14
SOCW 3200-Interviewing Skills	13		
SOCW 3300-Diversity and Social Justice		14	
SOCW 3400-Human Behavior in Social Environment	14		
SOCW 3600-Generalist Social Work Practice I	14		
SOCW 3500-Human Behavior in the Social Environment II		15	
SOCW 3700-Generalist Social Work Practice II		15	
SOCW 4200-Social Welfare Policy II		16	
SOCW 4300-Social Work Research	15		
SOCW 4500-Field Practicum I	15		
SOCW 4501-Field Integrative Seminar I	15		
SOCW 4600-Field Practicum II		16	
SOCW 4601-Field Integrative Seminar II		16	

Upper Division Social Work Selectives

Students can complete any 5 (15 hours) Upper division Social Work Selectives to fulfill this requirement.

Course	FA	SP	SU
SOCW Selective (SOCW 3101)		14	
SOCW Selective			15
SOCW Selective			15
SOCW Selective			16
SOCW Selective			16

Student Signature: _____ **Date:** _____

Advisor Signature: _____ Date: _____

Field Practicum

(See BSW Field Manual)

http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Health_and_Human_Services/Department_of_Social_Work/Department_of_Social_Work_-_Field_Work_Information/

Actual experience working in human service and health agencies with real clients is a significant component of the Bachelor of Social Work curriculum. In their field practice courses students have the opportunity to apply the knowledge, skills, and values which they have acquired in the classroom setting. This includes all that they have learned about human behavior, professional values and ethics, diversity, racism and oppression, communication and relationships, interviewing, and other practice skills with small, medium and large systems, research, teamwork, and social policy. BSW students must complete 420 hours in their field practicum over the course of the fall and spring semesters. Students are eligible to apply for field after being in good standing in the BSW Program, maintaining a minimum 2.5 GPA and having completed SOCW 3400, HBSE I and SOCW 3600, Generalist Practice I.

The Field Education Director negotiates the field practicums. Students may not initiate the process. The **Academic Review Committee** may deny permission to enroll in practicum, and also may withdraw a student from practicum at any point in the experience. In such cases, appropriate open hearing, review, and discussion will take place with all parties **involved (See the Department of Social Work Academic Review Committee and the Student Grievance Policy).**

The BSW curriculum prepares students in the following core competencies:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice, (diversity and difference inclusive of *Age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation*)
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities

Students' learning and performance outcomes that demonstrate mastery of the Core Competencies are systematically assessed applying practice behavior measures administered at the end of Fall and Spring Semesters. The following courses comprise the curriculum where students gain critical social work knowledge values and skills in discrete courses in the following five content areas all courses are infused with social work values and ethics; diversity; vulnerable population at-risk and social and economic justice:

Human Behavior in the Social Environment (HBSE)

- Purpose: inform assessments,, practice judgments and interventions
- SOCW 3400: HBSE I: focus on development and behavior of individuals and families
- SOCW 3500: HBSE II: Focus on behavior in groups, communities and organizations

Social Welfare Policy

- Purpose: Conceptual, analytical, historical and contextual framework to understand social welfare
- SOCW 3300: Social Work in a Diverse Society. Focus on understanding the social work profession in a diverse society.
- SOCW 3100: Social Welfare Policy and Services. Focus on social welfare history and analytical frameworks for understanding and formulating social welfare policy.

Social Work Research Methods:

- Purpose: To understand the research process and the production of knowledge
- Critical evaluation of empirical research

- SOCW 4300: Social Work Research. Focus on quantitative and qualitative analysis; processes of scientific analyses; evaluation of epistemological and methodological issues as they relate to socio-cultural diversity.

Social Work Practice:

- Purpose: Incorporation of generalist perspective and practice skills
- SOCW 3600: Practice I: Generalist practice with individuals and families
- SOCW 3700: Practice II: Generalist practice with groups, organizations and communities.

Foundation Field Practicum:

- A minimum of 420 Clock-Hours: Fall and Spring
- 14 hours per week over 30-weeks.
- 8 Credit hours for practicum
 - SOCW 4500 (2CR)Field Practicum and SOCW 4501 (2CR) and
 - SOCW 46002(2CR) Field Seminar and SOCW 4601 (2CR)

Curriculum Description and Design

Foundation Curricula

Overview

The BSW curriculum consists of 60 credit hours of course work. This curriculum covers the nine foundation areas and culminates in a minimum of 420-clock hour field experience. This section describes the foundation course work in each of the nine foundation areas, in the following order: values and ethics, diversity, populations-at-risk, social and economic justice, human behavior in the social environment, social welfare policy, social research, social work practice, and field. Except for the introductory course (SOCW 2100), no discrete courses cover values and ethics, diversity, populations-at-risk, and social and economic justice. Rather, this content is infused throughout the HBSE, policy, research, practice, and field foundation courses.

Values and Ethics

Values and ethics are infused throughout the foundation courses. Students are socialized into the social work professional values and ethics in phases, beginning with identification and moving to internalization. In the introductory course, *SOCW 2100: Introduction to Social Work*, students will apply critical thinking skills within the context of professional social work practice. In the *SOCW 3300: The Diversity and Social Justice course*, students are acquainted with the NASW Code of Ethics and are asked to explore their own ethical framework in relation to the professional code using a race, class and gender analyses. The social welfare policy course, *SOCW 3100: Social Welfare Policies and Provisions*, prepares student to understand, explore and analyze historical and contemporary tensions between and personal, professional and societal value positions.

The human behavior in the social environment curriculum, *SOCW3400 and 3500* helps students to recognize the implications of social work values and ethics for the bio-psycho-social perspective in understanding human behavior. This is a two-semester course sequence within which students study and critically analyze social science theories and conceptualizations related to human development across the life span as it occurs in interaction with the environment. The emphasis of this course is on knowledge acquisition, and also on understanding diversity, empowerment, and the promotion of social and economic justice. Students also are expected to assess the congruency between personal and professional values related to various human behavior theoretical perspectives and address any value conflicts. They also defend a value and ethical commitment to the profession's responsibility to promote social and economic justice.

In the foundation research course, students are exposed to the ethics guiding scientific research, and they are expected to demonstrate commitment to these ethics when they conduct their own research. They critique research articles and use the ethical codes as one of the criteria for this critique.

While completing foundation practice courses, students have opportunities to apply specific social work core values and ethics to case examples and are expected to demonstrate that they can resolve

ethical dilemmas. Particular emphasis is given to developing students' appreciation for the need for self-awareness and the acceptance of the capacity for change in the client system.

During the foundation field practicum students demonstrate how their practice is formed by the values and ethics of the profession, and they are expected to demonstrate their commitment to social work values, including those of respect, acceptance of differences, mutual participation, honesty, and regard for the worth and dignity of the individual.

Diversity

One of the objectives of the GSU B.S.W. Program is to develop or enhance students' understanding and appreciation of human differences. The program provides students with a beginning knowledge about diverse groups and assists students in the development of practice skills that will enable them to serve client populations from diverse backgrounds.

Content on diversity is infused throughout the curriculum in various ways. In the introductory course, *SOCW 3300: Diversity and Social Justice*, students apply the concept of difference to the analysis of readings, and they reflect on how the dynamics of race, class, gender, and sexual orientation have affected their personal development and their commitment to social work. In the foundation policy course, *SOCW 3100: Social Welfare Policies and Provisions*, students apply their understanding of difference in terms of race, class, gender, sexual orientation, etc., in the analysis of social welfare policies. Students learn how these policies have differentially impacted groups historically, depending on membership categories.

The human behavior in the social environment curriculum provides students with knowledge of theoretical underpinnings necessary to understand human development and human agency. This applied knowledge is the focal point that helps students to identify and anticipate the ways in which social injustice affects marginalized individuals groups and communities and their development. In the foundation research course, *SOCW 4300: Social Work Research*, students are assisted to see how persons with different perspectives will approach a research problem in different ways. They are also exposed to issues of diversity in the data collection and data analysis process and are required to address these issues in the critique of research.

In the foundation practice curriculum, students develop skills to engage and relate appropriately with clients of diverse backgrounds and are assisted in developing culturally competent plans of action. Students are expected to apply their understanding of culturally competent social work practice to advance the development of skills when working with individuals, families, groups, and communities of diverse backgrounds.

While in the foundation field practicum students develop their proficiency in applying differential assessment and intervention skills in practice situations requiring sensitivity to diversity. Emphasis is placed on the development of cultural competency, and students are applying their understanding of the characteristics of a culturally competent practitioner to their roles in the field practicum agencies.

Social and Economic Justice

Social justice is one of the core values embraced by the social work profession, and the pursuit of social change on behalf of vulnerable and oppressed individuals and groups is central to the mission of the social work profession. In *SOCW 3300: Diversity and Social Justice*, students critically analyze the macroeconomic and political forces that produce greater inequality, and critically analyze the impacts of economic restructuring on diverse populations. In the *SOCW 3100: Social Welfare Policies and Provisions* course, students are applying principles of social justice in the analysis of social welfare policies and programs. When evaluating the effects of these policies, they are examining the extent to which these policies address issues of social inequality and ameliorate social conditions.

The HBSE curriculum assists students in acquiring knowledge to promote social and economic justice for people and groups in need, at-risk, and oppressed. Students critically analyze professional literature attending to the themes of strengths, oppression, and social justice, and examine various ways in which social injustice in the form of oppression and discrimination impacts on individual and social development.

In the foundation research course, *SOCW 4300: Social Work Research*, students apply their understanding of the effects of social injustices in the critique of empirical research. Students speculate on the implications of research findings for advancing practice knowledge that will enhance social justice. In the foundation practice courses, students are prepared to take action in situations where social and economic inequities interfere with client quality of life and access to resources and services. Students are applying their understanding of the effects of oppression and discrimination to develop intervention strategies that will promote individual well-being and social and economic justice. While in the foundation field practicum, students are applying their understanding of the special needs of populations-at-risk and the impact of discrimination, oppression, and economic deprivation to the development of practice skills in the field practicum agency.

Vulnerable Populations-at-risk

The populations-at-risk that are a focus of the program are racial and cultural minorities, vulnerable individuals and families, women, and lesbian, gay, bi-sexual, and transgendered persons, the aged, and mentally and physically impaired. The effects of discrimination and oppression on these populations and a critical analysis and evaluation of “isms” are the focus of the content in this foundation area.

In *SOCW 3300: Diversity and Social Justice*, students are exposed to ways professional social workers have confronted oppression and discrimination and will critically analyze the impact of economic restructuring on vulnerable women and children. Racism, sexism, and homophobia are also examined in the social welfare policy course, *SOCW 3100: Social Welfare Policies and Provisions*. In this course students analyze readings on poverty of women and children, housing and racial discrimination, gay rights, and equal rights for women and their implications for social welfare policies and the delivery of social services.

In the foundation human behavior in the social environment curriculum, the negative aspects of discrimination and oppression are considered, and students learn to recognize the various ways in which sexism, racism, ageism, homophobia and other forms of oppression and discrimination can lead to dysfunctional behavior and psychopathology. The foundation practice curriculum help students apply the generalist practice model to specific populations such as children who are maltreated, substance abusers, lesbian and gay families, and African American families. The foundation research course exposes students to empirical studies on populations-at-risk and enables them to critique the contributions and limitations of this research. While in the foundation field practicum, students will serve clients who are vulnerable and who have experienced discrimination, poverty, and oppression. It is through this field experience that students sustain their sensitivity and affirm their commitment to serve to these at-risk and vulnerable population groups.

Human Behavior and the Social Environment

The Human Behavior and the Social Environment foundation include two courses, *SOCW 3400: Human Behavior and the Social Environment I* and *SOCW 3500: Human Behavior and the Social Environment II*. The purpose of the HBSE foundation is to prepare students to make informed assessments, practice judgments, and knowledge-driven interventions and practice. The courses are organized around theoretical and research contributions to understanding human behavior over the life span. The HBSE sequence incorporates micro, mezzo, and macro perspectives on the biological, psychological, social, and cultural development of the person-in-environment. The sequence also focuses on the concepts and experiences of oppressed populations, populations-at-risk, and issues of social and economic justice as it relates to human growth and development. Additionally, students are challenged to think critically and to critically evaluate theories regarding human growth and development, oppression and its effects, social and economic justice, and issues for populations-at-risk.

Social Welfare Policy and Services

The social welfare policy foundation curriculum includes two courses, *SOCW 3300: Diversity and Social Justice* and *SOCW 3100: Social Welfare Policies and Provisions*. In the *SOCW 3300* course students engage in critical thinking about definitions of social work, the defining features of the profession and its historical struggles and accomplishments, and its core values and ethics.

The *SOCW 3100: Social Welfare Policies and Provisions* course covers the historical development of the institution of social welfare, including its policies and programs, and provides students with an analytical framework for understanding and formulating social welfare policy. Particular attention is given to the political and organizational processes that influence and shape social welfare policies.

Social Work Practice

Generalist practice incorporates ecosystems and strengths/empowerment perspectives to assess and intervene with both the person and the environment to improve the interactions between them. The generalist practitioner is guided by the profession's attention to the complex relationship

between personal and structural impediments to human agency and social justice issues. A problem-solving process is applied to work with various size systems, including the individual, family, group, organization, and/or community. The generalist practitioner acquires knowledge and skills that prepare to intervene, simultaneously or sequentially, with more than one system and will assume a variety of roles. A broad base of empirically informed research knowledge, professional values, a repertoire of skills and culturally competent practice are utilized to address the systemic and individual problems.

There are two courses included in the social work practice foundation, *SOCW 3600 Social Work Practice I*, and *SOCW 3700: Social Work Practice II*. The foundation practice courses are taught within a generalist perspective incorporating an ecological-systems model. The strengths perspective and concepts of empowerment are also used to guide students in the development of generalist practice skills.

Research

The research foundation consists of one course, *SOCW 4300: Social Work Research*. The purpose of this course is to provide students with an understanding of the scientific research process and enables them to critically evaluate empirical research in social work. Students are exposed to both qualitative and quantitative research methods, and they become familiar with the process of scientific inquiry

Field Foundation Practicum: Application of Foundation Knowledge, Values, Skills and Practice Behaviors

Students spend 420 clock-hours in the foundation field. In the first term of the *Foundation Field Practicum (SOCW 4500)*, students provide direct practice services within the agency, as well as engage in indirect learning activities that will enable them to learn about the systems in which they are working. It is expected that the field placement learning experiences will begin with an orientation to the agency and the program to which the students are assigned, and that subsequent assignments become progressively more difficult as they build upon proven competencies.

Students are enrolled in an integrative seminar (SOCW 4501) which meets in a classroom setting and which is taken concurrently with the field practicum. In this, they are assisted with the integration of the knowledge acquired in the foundation. Second, they are sharing how they are applying this knowledge to the field experience and what they are encountering in the process. Third, the seminar allows students to compare their experiences with those of their peers thereby expanding their knowledge.

In the second term of the foundation *Field Practicum (SOCW 4600)*, students are expected to remain in the same field placement and continue developing and deepening their application of what they have already learned. Students will utilize theoretical perspectives learned in the HBSE and practice courses to guide them in their assessments of client systems. They will demonstrate the incorporation of values and ethics in their performance with clients and colleagues in the field agency. Students enter the foundation practicum with a theoretical understanding of the special

needs of at-risk populations and the impact of discrimination, oppression, and economic deprivation and apply this understanding to a variety of practice situations in the field agency.

In the second term of the Field Foundation *Integrative Seminar (SOCW 4601)*, in conjunction with Field Practicum II, students are expected to deepen their understanding of the impact of oppression, discrimination, and economic deprivation and incorporate this understanding when engaging in assessments and intervention planning. The course assignments and case studies challenge students to think critically about unstated assumptions and fallacies in reasoning and think about ways to promote social and economic justice.

Social Work Minor

An undergraduate minor in Social Work is offered for students majoring in other university curricula. The minor is particularly appropriate for students who have chosen to pursue another human service or health professional career. Such students will benefit from the expansion of their knowledge, skill, and value base provided by the minor. The minor provides alternative career possibilities as well as enhancement to preparation for another chosen profession. It also provides useful knowledge for any student about social welfare systems, policies, issues, intervention strategies, and services which impact the lives of every individual in the United States.

Requirements for the Minor

Students must meet all university requirements for a minor **and all prerequisites for the required and elective course**. Approval for the minor must be obtained from the program. Prior to applying for the Social Work minor, students should complete a minimum of nine hours at the lower-division level, from a combination of three out of the five following disciplines: Sociology, Psychology, Anthropology, Political Science, and Human Biology.

**GOVERNORS STATE UNIVERSITY
College of Health and Human Services
Department of Social Work
BACHELOR OF SOCIAL WORK
MINOR STUDY PLAN**

An undergraduate minor in Social Work is offered for students majoring in other university curricula. The minor is particularly appropriate for students who have chosen to pursue a career in another helping profession. Such students will benefit from the expansion of their knowledge, skill, and value base provided by the minor. It also provides useful knowledge for any student about social welfare systems, policies, issues, intervention strategies, and services which can impact the lives of every individual in the United States.

Recommended Preparation Credit Hours

Sociology	3-6 hours
Psychology.....	3-6 hours
Anthropology.....	3 hours
Political Science.....	3 hours
Human Biology.....	3 hours

Requirements for the Minor

Students must meet all university requirements for the minor. Approval for entrance into the minor must be given by the program director.

Required Courses (12 Hours)

SOCW 2100 Introduction to Social Work	3 hours
SOCW 3100 Social Welfare Policy I	3 hours
SOCW 3300 Diversity and Social Justice	3 hours
SOCW 3101 Interprofessional Teamwork in Health and Human Services	3 hours

Elective Courses (6 Hours)

SOCW 4100 Social Work and Law	3 hours
SOCW 4001 Social Work Topics..... (3 one credit courses)	3 hours
SOCW 4101 Urban Dynamics	3 hours
SOCW 4102 Social Work and Health Care	3 hours
SOCW 3102 Children& Families: Problems, Issues, and services	3 hours
SOCW 4103 Management and Supervision	3 hours

III. Total – 18 Hours

Student Name (Printed): _____ **GSU ID Number:** _____

Student Signature: _____ **Date:** _____

Minor Advisor:

Signature: _____ **Date:** _____

Major Advisor:

Signature: _____ **Date:** _____

Independent Study Courses

It is possible for students to complete a maximum of two courses in the BSW Program through independent study with a Social Work faculty member. The course desired for independent study must not be available as a classroom course during the trimester that the student wishes to take it independently. If it is offered during the semester, the student will not be permitted to complete it as an independent study. Courses which rely heavily on classroom participation or group processes are not available for independent study. Students must request an independent study from a Social Work faculty member at least one trimester before the trimester for which the independent study is sought. An independent study agreement must be developed and copies must be placed in the student file in the Social Work Office. Faculty may or may not be available to offer independent study depending upon their schedule or area of interest. **Faculty is not required to offer independent study courses.**

**SECTION IV:
PLANNING YOUR ACADEMIC
PROGRAM**
(ADMISSIONS POLICIES & PROCEDURES)

Admissions

Liberal Arts Foundation Prerequisites for Social Work Content Areas to be taken prior to BSW Course(s). If students are enrolled in a course where they have not met the prerequisite, the student may be administratively removed from the course.

Since Governors State University is an upper-division, senior level institution, students enter the BSW degree program after having completed at least 45 semester hours or 90 quarter hours of credit from a regionally-accredited institution of higher education. **For Residency Requirements see Policy 28 in the University Catalog.** A student must 1) have acquired an associate's degree (AA or AS) or earned at least 45 semester hours of credit with an overall 2.25 GPA (on a scale of 4.0) or better from a regionally accredited college or university; and 2) be in good standing at the last institution attended. Students not meeting admissions criteria may petition for admission through the Office of Admissions. **For detailed information on Governors State University Baccalaureate Degree Requirements see Policy 25 in the University Catalog.** There are two important dimensions of the student's background and preparation that need to be examined prior to approval for admission to the program. First, **candidates for admission need to be deemed suitable for the profession of Social Work.** To this end, the admission procedure provides for two letters of recommendation, the submission of a written personal statement, a personal interview with an assigned advisor, and a review of previous academic coursework. Second, the extent of completion of the BSW liberal education prerequisites, which are published in the University Catalog, must be assessed. Liberal Arts prerequisite coursework that is not completed prior to entering the university must be identified and plans made for fulfilling them.

Life or work experience is not accepted for any course in the Bachelor of Social Work Program as specified by the Council on Social Work Education.

Admissions Procedure

1. Prospective students for the BSW Program complete the application to Governors State University either on line at www.govst.edu or via mail. The application is processed through admission processing and is completed when all transcripts and two letters of recommendation; at least one of which **must** be completed by a former instructor of the student are submitted. The person completing the recommendation form returns the letters of recommendation to the admissions office in a sealed and signed envelope.
2. A student admission form (SAF) is generated by the Admissions Department and is posted in the Singularity Data Program for review by the BSW Program Coordinator.
3. The BSW Coordinator then reviews admission documents on Singularity and makes a conditional admission decision within the Singularity Program. If the student meets the requirements, the student is accepted and copies of the student's record are printed out for inclusion in the department database.
4. For students who do not meet department requirements a denial decision will be entered into the Singularity Program with the inclusion of the reasons for the decision.

5. Students are then contacted by telephone or letter (within one week of receipt of the SAF) to inform them of the admission decision and their assigned advisor. Department conditions for admission will be included.
6. The BSW faculty member (who will be the assigned advisor) receives the student's information and makes contact (within two weeks) to arrange an interview.
7. During this meeting the faculty member will provide an overview of the social work program, student's responsibilities and an provide an initial assessment of the student's suitability for social work and learning needs..
8. The study plan will be developed and signed by the student, advisor, and BSW Program Coordinator.
9. The study plan, SAF, transcripts, letters of reference and other admission documentation are then submitted to the department secretary who creates a student file.
10. Admissions will be reviewed at the monthly BSW faculty meetings.
11. All newly admitted students must attend a New Student Orientation (**New Student Orientation is held in the fall and spring to accommodate new admissions from each semester**) which provides students the opportunity to meet faculty and their peers, and review the BSW program and curriculum.

During the initial advising interview five standard questions are asked of each student:

- a. What are your reasons for wanting to pursue a career in professional social work?
- b. What qualities do you believe are necessary to be an effective professional social worker?
- c. Which of these qualities do you believe you possess that lend themselves to your becoming an effective professional social worker?
- d. What characteristics do you believe you need to develop or perhaps even eliminate to enhance your potential for becoming an effective social work professional?
- e. Is there any event or situation in your life that you believe may serve as an obstacle to your becoming a licensed professional social worker in Illinois? If so, please explain the circumstances and your personal improvement plan to resolve the aforementioned situation.

In addition, to discussing motivation and potential for becoming a professional social worker in the Initial interview, the transcripts are reviewed at this time to determine completion of the program prerequisites and the BSW Study Plan is completed. Students must obtain a grade of “C” or better in all lower division requirements. The student is also expected to have a cumulative grade point average of 2.25 or better in specified social science courses, statistics, and literature.

Conditions of Admission:

All admissions are conditional based upon successful completion of all program prerequisite liberal education coursework, and the first four courses in the BSW Program, SOCW2100/Introduction to Social Work, SOCW3100/Social Welfare Policy I, SOCW3300/Diversity and Social Justice, SOCW3200/Interviewing Skills. Students must complete these courses with a “C” or better. In addition to the courses that need to be completed, students must demonstrate adherence to the Social Work Code of Ethics. The BSW Admissions Committee, which consists of the BSW Program Coordinator and one other faculty person, evaluates all students at the point of completion of these courses. The required grade point average at this point in the program and for the remainder of the student’s matriculation in the program is **2.5 or better**. If student performance is **deemed acceptable**, conditions are removed and admission is complete. If the student is evaluated as **not performing at an acceptable level**, a recommendation may be made for amelioration through taking additional coursework, acquiring volunteer experience in a social agency, and career aptitude testing. **The student may be counseled out of the program if it is determined that the profession of social work is not an appropriate career goal.** (See Academic Review Process)

Selection of one’s life work is a critical task, and every effort is made to make the admission decision a joint one. Students are encouraged to contact the program coordinator if they wish further clarification or explanation of the admission decision.

In addition to meeting university admissions criteria, students must:

1. Take at least two courses a term, unless a variance of their requirements is expressly approved by the program;
2. Maintain a cumulative GPS of 2.5 or higher;
3. Earn a “C” or better in all general education courses; and
4. Earn a “C” or better in all social work courses.

All undergraduate social work courses and general education courses for which a student receives a grade lower than a “C” may be repeated a maximum of two times.

Transfer of Credits

It may be possible to transfer credits from other institutions to the BSW Program, however certain conditions apply:

Transfer from a CSWE Accredited Program

Courses must be at the junior and senior level, similar in content and credit value, and students must have earned at least a “C” grade in the course for it to replace a GSU Social Work course. Academic credit may be given for all of the foundation courses except the field practicum courses and integrative seminar. The coursework also cannot be dated; there is a time line established for determining currency. Students must complete at least three courses in the major prior to enrollment in the field practicum.

No courses taken at the upper-division level may be transferred from a non-accredited program

Changing Majors

Purpose: Process to expedite a student's transfer interdepartmentally.

If after careful consideration a student wishes to change from the BSW Program to another program within the college or in a different college, this can be accomplished by initiating a meeting with an advisor in the program to which the student wishes to transfer. There is a Change of Status Form that must be initiated and completed by the student.

- Student initiates a Change of Status form that specifies what department they are transferring from and to.

Transfer to another department:

- Change of Status form is signed by the student, advisor and program coordinator.
- Completed form is copied for departmental files.
- Form and students file is sent to the contact person in the receiving department (include SAF, transcripts, study plan etc.).
- File is removed and student data is updated to reflect the date of the transfer.
- Transfer is reviewed in the monthly BSW faculty meeting.

Transfer to the BSW Program:

- Change of status form is signed by the student, prior program representative, advisor and program coordinator.
- Completed form is copied for departmental files.
- Student file is requested and received by the BSW program.
- File is reviewed and admission decision is made. The student is contacted about the admission decision. If denied admission the reason will be documented and shared with the student. If admitted the following conditions of admission apply.

The BSW Program Academic Review Committee

The BSW Program Academic Review Committee is composed of the Program Coordinator, the student's faculty advisor, a full-time BSW faculty member, and an additional faculty member if it is deemed appropriate. The BSW Program Coordinator convenes and chairs the committee, and serves as the program advocate for professional standards. Formal review by this committee of a student may occur as a result of:

1. An NASW Code of Ethics violation as reported by a faculty member, field instructor, or peer;
2. Violation of the Conduct Policy of the BSW Program as reported by a faculty member, field instructor, or peer;
3. Violation of the student conduct code of Governors State University as reported by a faculty member, field instructor, or peer;
4. Failure to engage in appropriate professional social work roles and functions as reported by field instructor, faculty member, or peer.
5. Academic performance; and,
6. Violation of the University and Social Work Program's plagiarism policy;
7. A positive result to a drug screen at the student's field agency;
8. Failure to report a prior criminal background;

For most issues and concerns involving student conduct or academic problems, the program follows university and department procedure of informal meetings as an initial step, followed by convening the Committee to take action. For classroom concerns students are expected to discuss the matter first with their instructor. They may also wish to discuss it with their faculty advisor. Instructor and advisor may consult with the BSW Program Coordinator to assist in reaching resolution. If the Program Coordinator decides that a formal review is warranted, the student is informed, in writing, of the reason for the review, the procedures that must be followed, and his or her rights and responsibilities.

The student can choose to attend or not attend the meeting, to provide written and verbal input, and can also **invite an observer**. Following the review, the program coordinator prepares a written report of the review and a recommendation, one copy of which is placed in the student file. The student is also provided a copy. Students have a right to appeal the committee recommendation by contacting the program coordinator, who can convene an appeal review.

SECTION V: Policy 10
Student Responsibilities/Rights/Resources
(Student Policies)

Policy: Academic Advisement – 10.1

Policy:

Upon admission to the Bachelor of Social work Program, each student is assigned an academic advisor.

The role of an academic advisor is described below:

- Work with the student to explain their individualized Study Plan
- Advise students in their academic progress
- Function as a liaison between the student and the university
- Function as an advocate for the student
- Verify completion of all requirements for graduation

Purpose:

To ensure that the student has every opportunity of a successful experience and has the information necessary to participate in the program and meet all program requirements.

Procedure:

- 1.0 A faculty advisor is assigned to each student when they are admitted to the program
- 2.0 Student Responsibilities
 - 2.1 Students are expected to make an appointment with their advisor at least one time during the semester.
 - 2.2 Students should plan to see their advisor during posted office hours or by appointment.
 - 2.3 Students are encouraged to initiate meetings with their advisor at any time to discuss academic progress, problems or concerns.
 - 2.4 It is the student's responsibility to keep their advisor apprised of any information relevant to their academic progress in the program.
 - 2.5 If a faculty member identifies academic and or non-academic problems the Advisor may recommend a staffing or more frequent advising sessions of plan of correction.
- 3.0 Faculty advisors may periodically initiate meeting with their advisees to discuss academic progress.
 - 3.1 All advisors have designated office hours each semester to facilitate ongoing communication with students.

- 3.2 All faculty member have mailboxes, email and voice mail to facilitate communication with advisees.
- 3.3 Students are assigned a faculty advisor at the point of being accepted into the BSW Program. The BSW advisor has the responsibility for jointly reviewing with the student the transcript from previous colleges or universities in order to determine the completion of BSW program liberal education requirements. The advisor will complete the BSW Study Plan, providing the student with a copy and placing a copy in the student's program file.
- 3.4 Advisors are available to discuss career plans, questions about the program, and any concerns that have bearing upon the student's experience in the program. All students must meet with their faculty advisor at least once a semester.
- 3.5 Students may request a change of BSW Social Work faculty advisor at any time. It is important that both the former and new advisors be informed that this is an advisor change. This change will be updated in the student data base.
- 3.6 Students have a right to academic advising which is timely, accurate, and complete. They have a right to access their faculty advisor during regular hours which are posted on the faculty door. It is a good practice to make appointments with ones advisor since unexpected delays or changes to their schedules may occur. Counseling related to career, schedule, problems in classes and other aspects of the program is also a faculty function. At times students may also wish to discuss personal problems with faculty, but actual psychotherapy is not an appropriate role for faculty. Faculty, however, are interested in providing students with assistance in identifying alternative resources for counseling or therapy related to personal life issues and circumstances.

Student Study Plan – 10.2

Policy:

Each student must have an individual study plan.

Purpose:

The Study Plan details the degree requirements and the course sequence.

Procedure:

- 1.0 Applicants who wish to have credit for previously earned course work must adhere to GSU Policy 16 and Policy 30.

- 1.1 Application for review of transfer credits must be made prior to the first term so as to be incorporated in the study plan
- 1.2 Credit for Life Experience is Not Accepted
- 2.0 The Student will meet with their Academic Advisor prior to or during the first semester of enrollment in the curriculum
- 3.0 The student and advisor will review the prescribed course of study.
- 4.0 The Plan of Study must be reviewed and updated whenever a student:
 - Is unable to progress according to plan and the Student Progress Review Committee have agreed to alter the plan.
 - Wishes to substitute course work specified on the plan
 - Must repeat a course
 - Deviates from the Study Plan
 - Is readmitted
- 4.1 Every student in the BSW Program must complete a study plan with his or her advisor at the point of entrance to the program. When signed by the student, advisor, and program coordinator, a copy will be placed in the student file, and the student will receive a copy.
- 4.2 Study plans may be modified, but only after the student has obtained approval from his or her advisor
- 4.3 Having a completed and signed study plan is required for enrollment in BSW classes.
- 4.4 The BSW curriculum constitutes a carefully planned, coherent professional foundation. Students may complete the program in two academic years or on a part time basis.
- 4.5 Table 2.0 reflects the plan of study options for our BSW program. The Full BSW Program Option Plan assumes that an admitted student has completed all University General Education and Prerequisite requirements as well as having completed the Introduction to Social Work (SOCW 2100).

- 4.6 Courses not specified in the study plan will not apply toward the degree requirements.
- 4.7 The development of the required student study plan, if it is done in a timely manner as expected at the point of program inquiry or admissions, significantly contributes to student success. Registration produces less stress and students are able to take advantage of other opportunities when they can look ahead to each semester knowing the schedule they will follow. With the completed study plan, students are also enabled to see the whole of their academic preparation for the career they have chosen.

Graduation Application – 10.3

Graduation applications must be completed and processed for every Social Work student. The deadline for submitting applications is posted at the beginning of each semester. Students must complete the application, along with any other required forms, by the deadline and submit them to the Registrar's Office. Incomplete or improperly completed forms will be returned to the student. It is advisable to check back with one's advisor within a few days after submission. It is the responsibility of the student to meet with his or her advisor periodically, to make certain that the study plan is being followed correctly. When students fail to do this, there is a great possibility of problems occurring which might delay graduation. Forms and deadline information may be obtained at: <http://govst.edu/graduation>

Purpose:

To ensure that all students completing the requirements for graduation comply with the university rules for graduation.

Procedure:

- 1.0 Prior to completing these forms student should have met with their advisor to review their study plan and verify completion of degree requirements.
 - 1.1 Outstanding requirements must be completed by the term the student is expected to graduate.
- 2.0 When the Registrar's Office receives the applications, they are coded for billing.
 - 2.1 The forms are then sent to the faculty academic advisors to determine whether the student has completed their degree requirements.
 - 2.2 The advisor must notify the student if he or she is not eligible graduation.
 - 2.3 The forms are then signed with the appropriate signatures and sent to the Graduation Counselors in the Registrar's Office.
- 3.0 Approval by the Registrar's Office results in the awarding of the diploma.

- 3.1 The diploma is awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations in the University.

General Responsibilities of Students – 10.4

Governors State University recognizes the basic rights and responsibilities of the members of the University and accepts its obligation to preserve and protect those rights and responsibilities. Further, the University must provide for its members the opportunities and protections which best serve the nature of the educational process. The Student Conduct Code governs the behavior of students of the University to ensure that the basic rights of the individual as well as the practical necessities of the community.

As members of the academic community, students are entitled to the same rights and protections enjoyed by members of society. Students are subject to certain obligations by virtue of membership in the University community. Students are subject to civil law, the enforcement of which is the responsibility of duly constituted civil authorities.

The accrediting groups for the various academic programs at Governors State University may have different ethical standards and requirements regarding student conduct which complement the University's student conduct policy and procedures.

When students violate a University regulation, they are subject to disciplinary action by the University whether or not the conduct violates civil laws. When a student has allegations of violating federal, state, and/or local laws the university may investigate and address potential conduct code violations. The University conduct process shall go forward notwithstanding any criminal complaint that may arise from the same incident.

Each GSU student is accountable for his/her actions. Students may be held responsible for the actions of their guests. When a Guest commits a violation, the student host may be charged with violation of the student code of conduct. Guests include but are not limited to: University guests, guests of students residing in University owned and operated residence halls. Students may be held accountable for the behavior of their guests including restitution for property damage. Students and their guest are expected to follow the rules and regulations defined in the following Student Code of Conduct

Students are expected to:

1. treat students, faculty and staff of the University with fairness and respect,
2. represent themselves in an honest manner (see Policy 24 Academic Honesty),
3. respect University property and the activities conducted at University facilities, or University-sponsored events,
4. respect the property of others, and
5. uphold University policies and all applicable laws.

University is expected to:

1. be in compliance with the Fourteen Amendment of the U.S. Constitution, *1961 Dixon v. Alabama Board of Education and 1974 Goss v. Lopez*, which requires all public institutions of higher learning to afford students minimal procedural process before taking disciplinary actions;
2. ensure due process for all students: all students implied to be in violation of the student code of conduct must be informed of any charges and provided with an impartial opportunity to be heard on alleged charges against them.

Student Records (FERPA) -10.5

As required by the Family Educational Rights and Privacy Act (FERPA) of 1974, Governors State University maintains individual records and information about students for the purpose of providing educational, vocational, and personal services to the student following the university's Access to Student Educational Records procedures for access to student records. The student records policy is intended to ensure the confidentiality of student education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. The University has an obligation to limit access to student information to those legitimate uses defined in the policy, and to insure that data are stored securely to prevent unauthorized access. The following briefly outlines procedures for access to student records as required by FERPA. Questions regarding FERPA should be directed to the Registrar's Office, Room C1300 or (708) 534.4500.

The complete policy can be found under University Policies – Access to Student Educational Records –Policy 12 at www.govst.edu/policies .

Religious Observances – 10.6

Governors State University will not discriminate against students for observing religious holidays and will reasonably accommodate the religious observance of individual students in regard to admission, class attendance, and the scheduling of examinations and academic work requirements.

- It is the responsibility of the student to notify in writing the GSU administrator/faculty member involved at least three class periods in advance of the date of the religious observance.
- Accommodations considered unreasonable are those which would necessitate the modification of academic standards or create undue hardship on the University or its staff.
- If a student feels he/she has been discriminated against, redress can be sought through the Student Grievance Procedure.

A more detail describe of this University policy can be found at www.govst.edu/policies under Reasonable Accommodation for Students' Religious Observances – policy 38.

Sexual Misconduct – 10.7

Governors State University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. GSU is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. Likewise the University prohibits discrimination on the basis of gender in all University activities and programs. Any form of sexual harassment, including sexual assault and sexual violence, is a violation of University policy 52 and the Code of Student Conduct.

At GSU, we strive to comply with all applicable legal requirements prohibiting harassment against any member of the GSU community. In addition to facing University consequences, those who engage in sexual harassment, sexual assault and/or sexual violence may also be prosecuted criminally.

The University has a duty to prevent harassment, to have policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs.

If you experience sexual harassment or assault or know someone that has, we encourage you report it so that we can help maintain a work and academic environment free of unlawful harassment.

Contact the Title IX Officer to report the incident:

Joyce Coleman, Title IX Officer
1 University Parkway (C-1360)
University Park, IL 60484
Telephone Number: 708-235-7169
Fax: 708-534-1642
Email: jcoleman7@govst.edu

American Disabilities Act – 10.8

Governors State University complies with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973 and other federal and state legislation which states that, “No otherwise qualified person with a disability in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.”

Access Services for Students with Disabilities (ASSD) is dedicated to creating an accessible environment and equality of educational opportunities for students with documented disabilities. Legally mandated access and accommodations are available to all qualified students who self-identify with ASSD. Students must provide documentation by a qualified professional that can verify the functional impact of the disability as well as recommendations for appropriate accommodations. The information provided by students is voluntary and confidential. For more information and/or to arrange for appropriate accommodations, please contact the Director of Student Disability Services in the Academic Resource Center – B1215 or (708)534-4090

www.govst.edu/arc

Career and Performance Assessment – 10.9

Readiness and appropriateness for the profession of Social Work are assessed in a variety of ways as described in the previous section. Students have responsibilities related to assessment including adequate preparation for classroom experiences, assignments, and examinations, thoughtful consideration of faculty, peer, and field evaluations, and genuine attempts to utilize the information provided through these experiences. Students also have the right to expect that faculty are appropriately focused on student performance, and that there are fair and equitable processes, and means of assessment.

Assessment of students, including self-assessment, provides an excellent opportunity at a time when students are learning and expected to make mistakes, as well as experience successes in an environment which is supportive, encouraging, and tolerant of differences in learning styles and pace.

Program Diversity – 10.1.0

BSW Program faculty are diverse in a variety of ways such as gender, race, age, area of interest, teaching style, etc. This provides students with opportunities for interaction and exploration of themselves and others' responses to such differences. The student body also provides avenues for exploration of one's reactions and abilities to respond to people beyond the obvious or the superficial. In similar fashion, the content of courses, different instructional approaches, and variety of classroom experiences allow students an opportunity to develop some comprehension of the multi-faceted nature of the Social Work profession in setting, function, focus, level of responsibility, population served, client system size, and influence possibilities.

Grievance Procedures -10.1.1

Students have a right to file a complaint or grievance relating to their experience at Governors State University in the BSW Program during their tenure as a student. The policy and the grievance procedures are described fully in the publication, *Student Rights and Responsibilities at Governors State University*, available to all students through The Office of Student Affairs and Services. Also, see the previous section on program policies in this handbook relating to the Conduct Policy, the Ethics Policy and the Academic Review Committee.

Library Resources- 10.1.2

The University Library is a useful resource with which all BSW students should become very familiar early in the program. Social Work and social work related books, journals, abstracts, public documents, and audiovisual materials are housed there in excellent depth and variety for student and faculty work. Every Social Work course has some library involvement, including the introduction and orientation to the library which occurs in SOCW 2100, the introductory course, and SOCW3100, Social Welfare Policy I. To become an educated person, a professional, **and** a practitioner/researcher requires study and scholarship, and an intimacy with libraries. It can be a delightful opportunity for investigation and learning.

Student Evaluation (Course/Instructor) – 10.1.3

Students have a right and a responsibility to evaluate their learning experiences. They can assist the faculty in providing the best possible learning experience through careful and fair evaluation. Such evaluations provide students with an opportunity to let faculty know what kind of learning experience it has been for them, whether it was superior, inspiring, mixed, or not very productive. In evaluating courses and faculty, students must recognize their own major responsibilities for what they learn, for how much they learn, and for the quality of that learning experience.

Student Assessment – 10.1.4

At different points during the time that students are in the BSW Program they are involved in an assessment. Assessment occurs: 1) When students apply to enter the program, their potential for completing the BSW degree program and their aptitude for the Social Work profession is assessed. The assessment occurs through a review of letters of recommendation, their transcripts, and the admission interview. 2) Within courses, students are assessed by their professors in a variety of ways, through examinations, observation of performance in class, and through written and oral assignments. 3) At the end of the first year, the acquisition of basic interviewing skills, values, and ethical orientations are assessed through the SOCW2100, SOCW3100, SOCW 3200, SOCW3300; and the conditions of admission are completed based on the assessment of these courses and compliance to the social work values and ethics, as well as maintaining the minimum grade point average of 2.5. Within various courses audio and videotaped performance and direct observation by faculty of student demonstration of professional skills are major assessment mechanisms. 4) When students have completed all required professional foundation classroom courses in the program, their readiness for the advanced field practicum is assessed through the interview with the Field Practicum Committee. 5) At the end of the Field Practicum, students are involved in a detailed self-assessment, which is a major written project for the student. Field instructors and the faculty liaison conduct thorough assessments of student ability to integrate, synthesize, and apply all of the relevant knowledge and skills presented in the coursework.

Additional procedures for assessment of student outcomes are developed on an ongoing basis by the Bachelor of Social Work program. These assessment experiences, along with regular assessment in Social Work classes, help students and faculty to identify student strengths, areas needing improvement, and goals for knowledge, skill, aptitude, or value development. They help students take a continuing look at themselves, their progress, and their interest and readiness for entry level, generalist practice as a professional Social Worker. They also assist the program faculty in determining if desired program outcomes are being achieved, and in evaluating program strengths and needs.

Social Work Student Organization (SWSO) -10.1.5

Through membership and participation in the student organization, BSW students can share in the process of developing and maintaining a sense of community among Social Work students. Through SWSO students can make a contribution to the BSW program, the department of Social

Work, the College of Health and Human Services, the University, and the communities in which they live. Over the years, SWSO has carried out successful projects which have involved the entire university as well as provided a service to the surrounding neighborhoods. These include clothing and food drives, volunteering at community centers, adopting elementary school classrooms and other activities. SWSO officers participate in student governance in the university at large, and thus have opportunities for the development of leadership skills, for conference attendance, and for greater enrichment of their entire learning experience at Governors State. Student membership in the National Association of Social Workers provides similar opportunities at a much broader level. Students involved in NASW interact with experienced professional Social Workers, participate in city, regional and national projects, and are enabled to develop contacts, skills, and awareness far beyond the classroom or local community level.

Phi Alpha Social Work Honor Society – 10.1.6

The society invites into membership those who have attained excellence in scholarship and achievement in social work. Members support each other, promote humanitarian goals and ideals, and foster high standards of education for social workers. Advisor: Dr. Lydia Falconnier, lfalconnier@govst.edu.

University Honors Program – 10.1.7

[http://www.govst.edu/Admissions/Honors_Program/Dr- David M- Rhea Ph-D- , Director-GSU Honors Program/](http://www.govst.edu/Admissions/Honors_Program/Dr-David-M-Rhea-Ph-D-Director-GSU-Honors-Program/)

Student Representation on BSW Program Committees/Activities – 10.1.8

Research Projects, Forums, The Social Work Advisory Board, certain faculty meetings, and other vehicles for administration, management, and input into the Social Work program are greatly enhanced when there is student participation. The program welcomes and encourages students to be involved at these levels. Such service is considered in the evaluation of students for awards and honors by the program.

Social Work Student Information Distribution – 10.1.9

Information that is important for all students to receive is made available through announcements via email, in the classroom, through distribution of handouts, and through the SWSO officers. Information, which may be of interest to the social work student body, is also posted on the bulletin board in the hall outside of the social work office area. Check these locations frequently.

The Office of Career Services – 10.1.10— <http://www.govst.edu/careerservices/> (Rm. A1120) will provide assistance with resumes and letters of reference. The university also has a job locator whose services social work students may use. BSW faculty periodically receives job listings and these may be available through contacting the social work office. Students are frequently offered positions in the agency in which they complete their field practicum. All of these, in addition to

newspaper ads and the NASW newsletters provide opportunities for BSW students to locate professional social work positions.

Writing Center – 10.1.11

http://www.govst.edu/Academics/Services_and_Resources/Writing_Center/Writing_Center_Services/

Professional Expectations of Conduct 10.1.12

BSW students, faculty, and staff are expected to demonstrate professionalism at all times. Students are viewed as adult learners, and professional conduct is expected in all aspects of social work education. The following statements are reflective of the program emphasis on excellence and professionalism:

1. Regular attendance in all classes, just as in one's place of employment, is important. It demonstrates that you are serious about the endeavor in which you are engaged. Absences should be communicated to the instructor prior to the class if at all possible. There is a deduction in grade taken for missed classes.
2. Tardiness or leaving class early should be nonexistent or rare.
3. Absences from examinations do not automatically mean that the student will be able to take the exam later. If they wish to, program faculty may allow a makeup exam if there is acceptable proof of student or family illness, court date, etc. Faculty are not required to provide a makeup exam, or to accept assignments beyond the deadline date. Assignments should be turned in regularly, on-time. Just as in the workplace, if assignments are not completed in a timely manner, grading penalties typically are applied in most classes.
4. **BSW coursework often involves a great deal of reading and writing.** Keeping up with homework will reap the same type of benefits as keeping up with your work in the professional world. You will complete your work on time, stay abreast of it, and have opportunities to demonstrate excellence, as well as receive the benefit of excellent grades, honors, or other awards.
5. Students are seen as adult learners who are proactive and take responsibility for their learning. They get the job done and learn how to be more competent and efficient. Students are also expected to meet the challenges presented in the BSW classes in a professional manner.
6. Openness to feedback or constructive criticism is a quality which facilitates growth and improvement. Increasing competence leads to even more openness and less defensiveness. Being defensive about feedback designed to help you to improve only interferes with learning and development.
7. Students and faculty are to interact professionally and with mutual respect.

Conduct Policy on Cultural Competence 10.1.13

In addition to being required to act ethically, professional social workers must be able to interact effectively with people of diverse backgrounds. Students who allow biases, prejudices, or other personal issues to influence their attitudes and behavior cannot be effective in the professional social work role. Those students who manifest behaviors that interfere with established codes of professional conduct in the classroom and field agency that impairs their ability to assume the role of social worker may be counseled out of the program or asked to seek professional help.

BSW Program Course Repeat Policy 10.1.14

A student may need to repeat a BSW or other general education course for various reasons. The student may have had to drop a course due to family circumstances or illness, or a “D” or failing grade may have been received in the course. Any undergraduate social work course (those with a SOCW prefix at 500 or below level) may be repeated a maximum of two times. Students who do not pass a course or earn a minimum “C” grade after completing a course for the second time will be dropped from the program.

Course Load 10.1.15

Full-time students in the BSW Program take a minimum of 12 credit hours a semester. Part-time students may take the number of hours that best suits their personal needs; however, they must take at least two courses a term, with very few exceptions made because of individual circumstances. The program follows the university overload policy (over 18 credits), and recommends that BSW students confer with their advisors before making a request to take course overloads.

Writing and Class Involvement 10.1.16

Skills in writing and speaking are necessary for effective professional Social Work practice. In your courses in the BSW Program, faculty pays careful attention to writing competency. Students are also required to give presentations in class; and participate in class discussions, role plays, and other activities which are included in evaluating student performance in the course. Writing is carefully reviewed and evaluated by instructors. This includes organization of ideas, grammar, spelling, depth of exploration, structure of your document, use of references and correct citation of references, and following of guidelines provided by the instructor. The official style of writing of the Bachelor of Social Work Program is that established by the *American Psychological Association*. These guidelines for writing have been adopted throughout the profession for social work scholarship, for undergraduate and graduate students, and social work professionals in the academic and practice worlds. Students are advised to purchase the latest edition of the APA Manual for use throughout their matriculation in the program. In some courses, students may be referred to other sources of assistance with writing. Students are also encouraged to make use of the services of the Academic Resource Writing Center for help.

Counseling Center -10.1.17

<http://www.govst.edu/Campus Life/Health and Counseling/Counseling Center/>

Veterans Resource Center -10.1.18

As a veteran of the US armed forces, you have earned education benefits. We are honored that you are considering Governors State University as you plan your future. The members of the Veterans Resource Center are dedicated to helping ease the transition into academia.

As an affiliate chapter of Student Veterans of America, the members of the VRC are here to assist you in accessing a number of resources, including job opportunities, scholarships and other free events and initiatives geared specifically toward the student veteran community.

If you have any questions or are interested in receiving more information on the benefits of being involved in the VRC, please call 708.235.7597, email veterans@govst.edu or stop by the Veterans Resource Center in room 2109 of the A building to introduce yourself and get connected with us.

The Student Enrichment Program 10.1.19

http://www.govst.edu/Campus_Life/Division_of_Student_Affairs_and_Support_Services/Office_of_the_Dean_of_Students/Student_Enrichment_Program/

The Student Enrichment Program is specifically designed to support and motivate first generation, low-income and academic probation undergraduate students in achieving academic, personal and professional success.

Are you a first generation low income student, looking for a welcoming and supportive environment where the students and staff function as a team in working towards your academic goals? SEP does just that! Through continuously adapting the multiple facets of the SEP to best fit the needs of our diverse student population. Whether you are looking to increase your GPA, advance your professional skills or are seeking an extra “edge” in your classes, the SEP is dedicated to work with all GSU students towards the goal of college graduation.

The SEP accepts new members at the beginning of each academic term (Fall, Spring and Summer).

SECTION V: Policy 20

Student Status

Getting Started – 20.1

Liberal Arts Foundation Prerequisites for Social Work Content Areas

to be taken prior to BSW Course(s). If students are enrolled in a course where they have not met the prerequisite, the student may be administratively removed from the course.

Since Governors State University is an upper-division, senior level institution, students enter the BSW degree program after having completed at least 45 semester hours or 90 quarter hours of credit from a regionally-accredited institution of higher education. **For Residency Requirements see Policy 28 in the University Catalog.** A student must 1) have acquired an associate's degree (AA or AS) or earned at least 45 semester hours of credit with an overall 2.25 GPA (on a scale of 4.0) or better from a regionally accredited college or university; and 2) be in good standing at the last institution attended. Students not meeting admissions criteria may petition for admission through the Office of Admissions. **For detailed information on Governors State University Baccalaureate Degree Requirements see Policy 25 in the University Catalog.** There are two important dimensions of the student's background and preparation that need to be examined prior to approval for admission to the program. First, **candidates for admission need to be deemed suitable for the profession of Social Work.** To this end, the admission procedure provides for two letters of recommendation, the submission of a written personal statement, a personal interview with an assigned advisor, and a review of previous academic coursework. Second, the extent of completion of the BSW liberal education prerequisites, which are published in the University Catalog, must be assessed. Liberal Arts prerequisite coursework that is not completed prior to entering the university must be identified and plans made for fulfilling them.

****Life or work experience is not accepted for any course in the Bachelor of Social Work Program as specified by the Council on Social Work Education.****

Admissions procedure is as follows:

12. Prospective students for the BSW Program complete the application to Governors State University either on line at www.govst.edu or via mail. The application is processed through admission processing and is completed when all transcripts and two letters of recommendation; at least one of which **must** be completed by a former instructor of the student are submitted. The person completing the recommendation form returns the letters of recommendation to the admissions office in a sealed and signed envelope.
13. A student admission form (SAF) is generated by the Admissions Department and is posted in the Singularity Data Program for review by the BSW Program Coordinator.
14. The BSW Coordinator then reviews admission documents on Singularity and makes a conditional admission decision within the Singularity Program. If the student meets the requirements, the student is accepted and copies of the student's record are printed out for inclusion in the department database.
15. For students who do not meet department requirements a denial decision will be entered into the Singularity Program with the inclusion of the reasons for the decision.

16. Students are then contacted by telephone or letter (within one week of receipt of the SAF) to inform them of the admission decision and their assigned advisor. Department conditions for admission will be included.
17. The BSW faculty member (who will be the assigned advisor) receives the student's information and makes contact (within two weeks) to arrange an interview.
18. During this meeting the faculty member will provide an overview of the social work program, student's responsibilities and an provide an initial assessment of the student's suitability for social work and learning needs.
19. The study plan will be developed and signed by the student, advisor, and BSW Program Coordinator.
20. The study plan, SAF, transcripts, letters of reference and other admission documentation are then submitted to the department secretary who creates a student file.
21. Admissions will be reviewed at the monthly BSW faculty meetings.
22. All newly admitted students must attend a New Student Orientation (**New Student Orientation is held in the fall and spring to accommodate new admissions from each semester**) which provides students the opportunity to meet faculty and their peers, and review the BSW program and curriculum.

During the initial advising interview five standard questions are asked of each student:

- a. What are your reasons for wanting to pursue a career in professional social work?
- b. What qualities do you believe are necessary to be an effective professional social worker?
- c. Which of these qualities do you believe you possess that lend themselves to your becoming an effective professional social worker?
- d. What characteristics do you believe you need to develop or perhaps even eliminate to enhance your potential for becoming an effective social work professional?
- e. Is there any event or situation in your life that you believe may serve as an obstacle to your becoming a licensed professional social worker in Illinois? If so, please explain the circumstances and your personal improvement plan to resolve the aforementioned situation.

In addition, to discussing motivation and potential for becoming a professional social worker in the Initial interview, the transcripts are reviewed at this time to determine completion of the program prerequisites and the BSW Study Plan is completed. Students must obtain a grade of “C” or better in all lower division requirements. The student is also expected to have a cumulative grade point average of 2.25 or better in specified social science courses, statistics, and literature.

Conditions of Admission – 20.2:

All admissions are conditional based upon successful completion of all program prerequisite liberal education coursework, and the first four courses in the BSW Program, SOCW2100/Introduction to Social Work, SOCW3100/Social Welfare Policy I, SOCW3300/Diversity and Social Justice, SOCW3200/Interviewing Skills. Students must complete these courses with a “C” or better. In addition to the courses that need to be completed, students must demonstrate adherence to the Social Work Code of Ethics. The BSW Admissions Committee, which consists of the BSW Program Coordinator and one other faculty person, evaluates all students at the point of completion of these courses. The required grade point average at this point in the program and for the remainder of the student’s matriculation in the program is **2.5 or better**. If student performance is **deemed acceptable**, conditions are removed and admission is complete. If the student is evaluated as **not performing at an acceptable level**, a recommendation may be made for amelioration through taking additional coursework, acquiring volunteer experience in a social agency, and career aptitude testing. **The student may be counseled out of the program if it is determined that the profession of social work is not an appropriate career goal.** (See Academic Review Process on page 43 of the BSW Student Handbook)

Selection of one’s life work is a critical task, and every effort is made to make the admission decision a joint one. Students are encouraged to contact the program coordinator if they wish further clarification or explanation of the admission decision.

In addition to meeting university admissions criteria, students must:

1. Take at least two courses a term, unless a variance of their requirements is expressly approved by the program;
2. Maintain a cumulative GPS of 2.5 or higher;
3. earn a “C” or better in all general education courses; and
4. earn a “C” or better in all social work courses.

All undergraduate social work courses and general education courses for which a student receives a grade lower than a “C” may be repeated a maximum of two times.

Transfer of Credits – 20.3

It may be possible to transfer credits from other institutions to the BSW Program, however certain conditions apply:

Transfer from a CSWE Accredited Program – 20.4

Courses must be at the junior and senior level, similar in content and credit value, and students must have earned at least a “C” grade in the course for it to replace a GSU Social Work course. Academic credit may be given for all of the foundation courses except the field practicum courses and integrative seminar. The coursework also cannot be dated; there is a time line established for determining currency. Students must complete at least three courses in the major prior to enrollment in the field practicum.

No courses taken at the upper-division level may be transferred from a non-accredited program

Changing Majors – 20.5

If after careful consideration a student wishes to change from the BSW Program to another program within the college or in a different college, this can be accomplished by initiating a meeting with an advisor in the program to which the student wishes to transfer. There is a Change of Status Form that must be initiated and completed by the student.

- Student initiates a Change of Status form that specifies what department they are transferring from and to.

Transfer to another department – 20.6

- Change of Status form is signed by the student, advisor and program coordinator.
- Completed form is copied for departmental files.
- Form and students file is sent to the contact person in the receiving department (include SAF, transcripts, study plan etc.).
- File is removed and student data is updated to reflect the date of the transfer.
- Transfer is reviewed in the monthly BSW faculty meeting.

Transfer to the GSU BSW Program -20.7

- Change of status form is signed by the student, prior program representative, advisor and program coordinator.
- Completed form is copied for departmental files.
- Student file is requested and received by the BSW program.

- File is reviewed and admission decision is made. The student is contacted about the admission decision. If denied admission the reason will be documented and shared with the student. If admitted the following conditions of admission apply.

Dismissal from the Program – 20.10

Policy:

Students who fail to demonstrate behaviors consistent with the professional practice of Social Work as described in the NASW Code of Ethics, violation of student policies and procedures, and/or maintenance of academic GPA standards as outlined in the Governors State catalogue – Graduate Studies – will be dismissed.

Procedure:

Students shall be given an opportunity to present their position regarding such action if they wish to do so per university policy. Students are expected to understand and foster the University Statement of Responsibility and comply with the Master of Social work Program’s student policies and procedures.

Incomplete Grade Option – 20.11

Policy:

Students should consult the **Governors State University Catalog** for a complete description of the university grading policy. The method for evaluating students is described in each course syllabus in the BSW Program. Incompletes may be given if a student is unable to complete course assignments for reasons such as illness of self or family member. Students must have completed 50% of the course assignments with passing scores, have been attending the course, and upon completion of the work will receive a “C” or better grade for the course. Faculty determines whether they are willing to assign an incomplete grade and what is required for completion of the course and completion date.

Purpose:

A grade of incomplete is given to offer an opportunity to students who experience extenuating circumstances beyond the student’s control and/or for valid academic reasons they are unable to complete course work by the end of the grading period.

Procedure:

- 1.0 A student must make a written request for an incomplete. The request must include the reason for the extension.
- 2.0 An instructor may give a student an incomplete grade if the instructor concurs with the student’s request.
- 3.0 The instructor will establish the period of time for completing the coursework not to exceed 15 weeks.
- 4.0 Extension of an incomplete grade may be contracted with the instructor subject to the Department Chair/Dean’s approval. The extensions shall not exceed 15 weeks.

- 5.0 A student may petition the college in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work.
- 6.0 If work is not submitted by the deadline established for an incomplete (I) or an extended incomplete (E) the grade will become an “F”,
- 7.0 To be eligible for graduation, all grades of incomplete (I or E) must be removed by the graduation processing date.
- 8.0 **The student is responsible for completion of assignments by the agreed upon deadline.** Failure to meet a deadline may result in an automatic failing grade, unless the student has negotiated an extension with the course instructor in time to complete the required paperwork. It is the sole responsibility of the student to obtain an extension form, fill it out, and submit it to the instructor, following the agreement. The completed extension form must be on file in the program office at **least two weeks** prior to the previously agreed upon deadline date, unless the instructor has specified an alternate earlier or later date. In addition, students who drop courses during the semester, must drop them **officially with the University Registrar’s Office**. **If courses are not officially dropped, the student will automatically receive a failing grade in the course.** Students should be careful to determine the University deadlines for complete or partial refunds of tuition and the drop deadlines.

SECTION VI: Policy 30

Class Requirements

Attendance- 30.1

Students are expected to attend all sessions of every class.

Purpose:

To ensure that students receive the maximum benefit from courses and professional courtesy is maintained.

Procedure:

- 1.0 If a student is going to be late for class the following procedures are followed.
 - 1.1 If the student knows in advance that he/she will be late for class the student notifies the instructor before class by email or voice mail.
 - 1.2 When a student arrives more than 15 minutes late for class the student waits until the break to enter the classroom or follow the instructor's protocol for late arrival.
- 2.0 If a student is going to be absent for a class the following procedures are followed.
 - 2.1 If the student knows in advance that he/she will be able to attend class the student notifies the instructor before class by email or voice mail.
 - 2.2 If the student is absent because of an emergency, he/she notifies the instructor of the reason for the absence as soon as possible.
- 3.0 The student is responsible to obtain all information missed due to tardiness or absence.
 - 3.1 If the syllabi specifies meeting with the instructor following absences or tardiness the student must comply.

Class Cancellation – 30.2

Policy:

Students are responsible for checking with the University regarding the status of classes during inclement weather.

Purpose:

To inform student if a class is cancelled or the University is closed.

Procedure:

- 1.0 It is the student's responsibility to check the GSU website for announcement of class cancellation.
 - 1.1 May be due to instructor illness or an emergency.
 - 1.2 University may be closed
- 2.0 Students should follow the Governors State University Procedures for Inclement Weather Conditions. www.govst.edu/emergency

Communication – 30.3

Policy:

Students are responsible for timely attention to information distributed by the Social Work Office by email or BB associated with specific courses. The MSW Program may contact students by GSU student mail accounts, voice mail or U.S. Mail..

Purpose:

The policy is intended to ensure that students use University-sanctioned forms of communication

Procedure:

- 1.0 All Governors State University students are assigned a university e-mail account. All email communication will be done through this account. Students are responsible for all information sent to them by the program and the faculty via University email.
 - 1.1 Students are responsible for checking email on a regular basis and maintaining availability of their mailbox.
 - 1.2 Students are considered notified of Program or class information once it is sent to the University email account.
 - 1.3 Failure to check email regularly resulting in late assignments or the completion of other Program related materials in a timely manner will not be accepted.
- 2.0 Official notification of program status, i.e., probation status, termination from the program will be sent to the student's address of record via U. S. Mail.

Use of Electronic Devices – 30.4

Policy: Cellular phones are not to be used during Social Work classes or fieldwork. They are not to be used for video, camera or voice recording unless it is an accepted part of the classwork and permission is granted. The Social Work department recognized the omnipresence of technology in our lives. In support of student's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by students requires consent.

Procedure:

- 1.0 Students cannot use cellular phones for video, camera, or voice recordings without consent of the subject(s) being photographed or recorded.
 - 1.1 Any student whose use of their cellular phone or other electronic device violates another's reasonable expectation of privacy or produces any media as a result of such devices without expressed consent may be found in violation of this policy.
 - 1.2 Violation of this policy may lead to disciplinary action.
- 2.0 Students are expected to turn off cellular phones when entering class and to refrain from text messaging or reading email.
 - 2.1 In extreme cases of emergency when it is imperative that students be accessible, permission to turn on a cellular phone class may be granted at the instructor's discretion.

Student Disability – 30.5

Policy:

The Social Work Department will work with any qualified student with a disability to meet the needs for accommodation.

Purpose:

To ensure that all students have the opportunity to learn and work to their potential

Procedure:

- 1.0 Students who have a disability or special needs and require accommodation in order to have equal access to the classroom must register with the designated staff member in the Academic Resource Center. Room B1201.
- 2.0 Students will be required to provide documentation of any disability when an accommodation is requested.
- 3.0 The Academic Resource Center will review the documentation and supporting materials to certify eligibility for services.
 - 3.1 The coordinator will meet with the student to determine academic adjustments and/or accommodations.
 - 3.2 The student pays any cost of professional verification.
- 4.0 Once the MSW Program is notified of the need for accommodation The Director and/or designee will work with the student and instructor to implement a reasonable accommodation.
- 5.0 As a part of its commitment to providing all students equal access to university programs and facilities, GSU complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. If you have specific physical, psychiatric, or learning disabilities and require accommodations, please notify the Director of Access Services for Students with Disabilities (ASSD) during the first week of the term so that your needs may be appropriately met. To provide documentation and register, contact the ASSD Director in person in Room B1215; or send an email to assd@govst.edu; or call 708/235-3968. If you already are registered, please privately contact the ASSD Director to discuss your specific accommodations.

Nondiscrimination – 30.6

The Bachelor of Social Work Program conducts all aspects of its educational program without discrimination on the basis of race, color, national origin, ethnicity, creed or religion, gender, age, handicap, sexual, or political orientation.

SECTION VII: Policy 40 PROFESSIONAL BEHAVIORS

:

Academic Honesty: NASW Code of Ethics – 40.1

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following use and acknowledgement for the ideas and the work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://www.govst.edu/catalog/appendix.htm>

Students are expected to demonstrate professional, responsible, and accountable behaviors throughout their classroom and field education. These behaviors include, but are not limited to, punctuality, dependability, interpersonal skills, regard for self and other, preparedness, ethical decision making, and personal professional growth.

As members of the GSU Community, students are responsible for upholding the mission and objectives of the university, as well as the mission, philosophy, and objectives of the Social Work Department.

Academic Integrity

Any instance of academic dishonesty will have serious consequences. Academic dishonesty includes, but is not limited to plagiarism, inappropriate collaboration, dishonesty in examinations (in-class or take-home), dishonesty in written assignments, work done for one course and submitted for another, deliberate falsification of data, interference with other students work, and copyright violations.

Purpose:

To assure the promotion and maintenance of high standards of behavior in Social Work you will be held accountable for the knowledge of and adherence to the **National Association of Social Work's Code of Ethics.**

Procedure:

- 1.0 Penalties for an academic offense may include one or more of the following:
 - 1.1 Resubmission of the work in question;
 - 1.2 Submission of additional work for the course in which the offense occurred;
 - 1.3 Suspension for one or more academic terms, including the term in which the offense occurred;
 - 1.4 Expulsion from the program;
 - 1.5 Other consequences deemed appropriate by university policy.
 - 1.5.1 Please refer to the Governors State University Policy for Academic Honesty, <http://www.govst.edu/catalog/catback.pdf#nameddest=appendix> for more specific information.

NASW Preamble – 40.2

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.

NASW Code of Ethics – Purpose – 40.3

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

Ethical Principles – 40.4

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.

Student Grievance Policy -40.5

The University Student Handbook

http://www.govst.edu/Campus_Life/Division_of_Student_Affairs_and_Support_Services/Office_of_the_Dean_of_Students/Student_Handbook/
<http://govst.edu/04/>

Students may choose to file a formal grievance with the department chairperson following the informal discussion processes with an instructor, advisor, or the program coordinator without going through the BSW Program Academic Review Committee or following an appeal to that committee.

Governors State University provides clear guidelines related to student rights and responsibilities in the *University Student Handbook*. **Student Code of Conduct (Policy 4)** outlines a Code of Conduct for students at Governors State University, and specifies the rights and responsibilities of the university community in considering misconduct. This policy applies to students who are admitted or enrolled at GSU, and to student sponsored organizations.

The BSW program follows these guidelines in addition to those of the program. Covered in the University handbook are policies and procedures concerning drug and alcohol abuse, sexual assault, sexual harassment, and smoking. These policies include a complete description of the specific behavior, rationale for the policy, including health risks to the individual and the university

community, related laws, and recommended actions. A code for student conduct and grievance procedures is presented in detail. Penalties and disciplinary measures are specified and student rights are delineated. These rights include the right to file a complaint if the student believes that he or she has been discriminated against because of different ability, age, race, gender, nationality, ethnicity, sexual orientation, religion, or veteran status.

The University grievance policy is stated in the *GSU Student Handbook*. Information about informal and formal procedures are provided, including those for academic matters. The right of students to appeal decisions concerning grievances is also described.

Plagiarism Policy – 40.6

Ethical standards for scholarship are an accepted part of academic life. Faculty and students are bound by a standard against plagiarism, taking credit for the writing or scholarly work of another individual. Plagiarism is a serious and unacceptable offense. The program does not consider a plea of ignorance of the meaning of plagiarism to be a legitimate excuse. Therefore, students have a responsibility to know what constitutes plagiarism, including its various forms. Instructors may respond to plagiarism with a range of penalties, including loss of points, elimination of the item plagiarized from the total score for the course, or failing of an entire course. In addition, there is a university brochure on plagiarism, which is usually distributed during the orientation for new BSW students. You can also pick up the brochure in the university writing center.

SOCIAL WORKERS' ETHICAL RESPONSIBILITIES 40.7

CLIENTS

1.0 - 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.)

2.0 - 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.

3.0 - 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.

4.0 - 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.

5.0 - 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.

6.0 - 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.

7.0 - 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 client's 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.

8.0 - 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.

9.0- 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.

10.0 - 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.

11.0 - 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.

12.0 - 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.

13.0 - 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.

14.0 - 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.

15.0 - 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.

16.0 - 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. \

COLLEAGUES 40.8

1.0 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.

2.0 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.

3.0 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.

4.0 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.

5.0 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.

6.0 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.

7.0 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.

8.0 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.

9.0 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.

10.0 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.

11.0 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.

IN PRACTICE SETTINGS 40.9

1.0 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.

2.0 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.

3.0 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.

4.0 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.

5.0 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.

6.0 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.

7.0 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*.

8.0 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.

9.0 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.

10.0 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.

AS PROFESSIONALS 40.10

1.0 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.

2.0 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.

3.0 Private Conduct

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

4.0 Dishonesty, Fraud, and Deception

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

5.0 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.

6.0 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.

7.0 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.

8.0 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.

TO THE SOCIAL WORK PROFESSION 40.11

1.0 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.

2.0 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.

TO THE BROADER SOCIETY 40.12

1.0 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.

2.0 Public Participation

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

3.0 Public Emergencies

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

4.0 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, 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.

SECTION VIII: APPENDICES

APPENDICES

Appendix A.....	Educational Policy and Accreditation Standards, CSWE (2008)
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Appendix A

Educational Policy and Accreditation Standards, CSWE (2012)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

Social workers:

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

Social workers:

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and

understand scientific and ethical approaches to building knowledge.

Social workers:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

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

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

Social workers:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes 7 identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Appendix B

The Bachelor of Social Work Program Objectives

After completing the BSW curriculum at Governors State University the student will:

1. Apply knowledge of the relationship between individuals, and their environment including historical, cultural, biological, psychological, spiritual and social contexts.
2. Apply critical thinking skills within the context of professional social work practice.
3. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
4. Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
6. Understand and interpret the history of the social work profession and its contemporary structures and issues.
7. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
8. Use theoretical frameworks supported by empirical evidence to understand human development, behavior and agency across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
9. Analyze, formulate, and influence social policies and programs.
10. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
11. Use communication skills differentially across client populations, colleagues, and communities to enhance human well-being and prevent social injustice and alleviate human suffering.
12. Use supervision and consultation appropriate to social work practice.
13. Function as a positive change agent within the structure of organizations and service delivery systems and achieve organizational change.
14. Be committed to personal growth including the professional use of self

Appendix C

SOCIAL WORK SCHEDULE

FALL

Core Courses

SOCW2100/Introduction to Social Work
SOCW3100/Social Welfare Policy I
SOCW3200/Interviewing Skills
SOCW3300/Diversity and Social Justice
SOCW3400/Human Behavior in the Social Environment I
SOCW3600/Generalist Practice I
SOCW4300/Social Work Research

Selectives

SOCW3101/Interprofessional Teamwork in Health and Human Services
SOCW4100/Social Work and the Law
SOCW4104/Social Work in Health Care
SOCW3102/Children and Families: Problems, Issues, and Services
SOCW3103/Aging: Policies, Problems, and Services

SPRING

Core Courses

SOCW2100/Introduction to Social Work
SOCW3100/Social Welfare Policy I
SOCW3200/Interviewing Skills
SOCW3300/Diversity and Social Justice
SOCW3500/Human Behavior in the Social Environment II
SOCW3700/Generalist Practice II
SOCW4200/Social Welfare Policy II

Selectives

SOCW3101/Interprofessional Teamwork in Health and Human Services
SOCW4100/Social Work and the Law
SOCW 4101/Urban Dynamics
SOCW4102/Child Welfare Practice: Knowledge, Skills, and Values
SOCW 5000/Social Work Response to Trauma

SUMMER

SOCW2100/Introduction to Social Work
SOCW3100/Social Welfare Policy I
SOCW3200/Interviewing Skills
SOCW3300/Diversity and Social Justice
SOCW3101/Interprofessional Teamwork in Health and Human Services
SOCW3102/Children and Families: Problems, Issues, and Services
SOCW3103/Aging: Policies, Problems, and Services

SOCW4103/Management and Supervision
SOCW 5000/Grant Writing

Appendix D

A SOCIAL WORKER'S CREED

I respect the dignity of the individual human personality as the basis for all social relationships.

I have faith in the ultimate capacity of the common man to advance toward higher goals.

I shall base my relations with others on their qualities as individual human beings, without distinction to race or creed or color or economic or social status.

I stand ready to sacrifice my own immediate interests when they conflict with the ultimate good of all.

I recognize that my greatest gift to another person may be an opportunity for him to develop and exercise his own capacities.

I shall not invade the personal affairs of another individual without his consent, except when in an emergency I must act to prevent injury to him or to others.

I believe that an individual's greatest pride, as well as his greatest contribution to society, may lie in the ways in which he is different from me and from others, rather than in the ways in which he conforms to the crowd. I shall therefore accept these differences and endeavor to build a useful relationship upon them.

I shall always base my opinion of another person on a genuine attempt to understand him—to understand not merely his words, but the man himself and his whole situation and what it means to him.

As a first essential to the understanding of others, I shall constantly seek a deeper understanding and control of myself and my own attitudes and prejudices which may affect my relationships.

Linton B. Swift
General Director, 1925-1946
Family Service Association of America
Copyright © 1946, 1974, by Family Service Association of America

Appendix E

BSW Program Governors State University

PERSONAL STATEMENT

Students who are seeking admission to the BSW program should complete a personal statement as part of the application process. This statement should be 2 -3 pages, double spaced and type written and should be submitted to the BSW Coordinator along with your application material, which will be reviewed by the admissions committee.

Provide a written response to the following questions:

1. How did your interest in social work develop?
2. What strengths do you possess that will enhance your ability to be an effective social worker?
3. What personal challenges might you encounter as a social worker? And How will you address these challenges?

Appendix F

**BSW PROGRAM
Governors State University**

STUDENT DECLARATION

Upon the completion of these requirements students will review and sign an official declaration of their intent to abide by the NASW Code of Ethics and the guidelines for student conduct outlined in the BSW student handbook

I _____ on _____ am seeking admission to the BSW program at Governors State University. I have met all of the criteria for admission and have reviewed the Student Handbook and fully understand my rights and responsibilities as a student.

By signing this declaration I agree to abide by the National Association of Social Workers Code of Ethics and the guidelines of student conduct outlined in the Student Handbook. Violations of these standards may result in dismissal from the social work program.

Welcome to the social work program!

(Student)

(Date)

(BSW Program Coordinator)

APPENDIX G

Faculty Administration

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APPENDIX H

Admission Resources:

TRANSFER GUIDES FROM COMMUNITY COLLEGE

http://www.govst.edu/Transfer_Guides/

RECOMMENDATION FORMS

http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Health_and_Human_Services/Department_of_Social_Work/Bachelor_of_Social_Work_Degree_Program/

DIRECTED SELF PLACEMENT

<http://orientation.govst.edu/> or go to govst.edu, then click on A to Z directory, click O and scroll down to online orientation