



Oakwood University

Department of Social Work

Student Handbook



Revised June, 2009



Welcome to the Oakwood University Social Work Department

Welcome to the Oakwood University Department of Social Work. We are delighted that you have selected this fascinating field as your major and we are sure that as you learn more about this exciting profession you will find that there really is no other career field as diverse and fulfilling as social work.

This student handbook has been designed for social work majors to aide them in their understanding of the Social Work major and the various requirements of the Department and Oakwood University. The handbook provides a wealth of information concerning the profession of Social Work, our Social Work Department, and the requirements of the accrediting body for Social Work education: the Council of Social Work Education (CSWE), as well as the National Association of Social Workers (NASW).

Take the time to familiarize yourself with this handbook as it provides you with sound information that you will need as you matriculate through this program.

Be assured that our Social Work faculty is here to assist and support you in your professional, spiritual and personal growth toward becoming a social worker. We look forward to interacting with you and challenging you to a reach your God-given academic, spiritual and professional potential as an aspiring social worker.

Be prepared for a positive, enriching experience as you engage in this dynamic major.

Best wishes,

George Ashley, Ph.D., Chair
Department of Social Work

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I. Introduction

PURPOSE OF THE OAKWOOD UNIVERSITY SOCIAL WORK DEPARTMENT STUDENT HANDBOOK

The purpose of this document is to ensure that Oakwood University social work majors are given consistent information regarding their matriculation through the department. This document is not intended as substitute for the University Bulletin or the Oakwood Student Handbook which are the primary sources of information that outline general working policies for the University. The Oakwood University Social Work Department Student Handbook provides a means of disseminating information for students majoring in social work.

This handbook covers protocol, policies and procedures which are specific to the Department of Social Work and are intended to facilitate a smooth matriculation through the department. All prospective and accepted Social Work majors are required to read and understand the contents of this Handbook and are responsible for knowing and abiding by all items contained herein.

As you near the end of your undergraduate academic career in the Social Work Department (senior status), the Field Instruction Manual will be even more beneficial to you as it addresses specific issues related to field.

Throughout the course of your matriculation there will inevitably be changes made to this and other documents. In the event that such changes are made, you will be made aware via posted announcements and Departmental meetings. In addition, should you have comments, suggestions or questions, feel free to consult your faculty advisor, department staff or program chairperson who is always open to your feedback and/or input. This handbook will be reviewed with you by the instructor in SW202 Introduction to Social Work.

RESOURCES FOR SOCIAL WORK MAJORS

Oakwood University Bulletin

Oakwood University Student Handbook

Social Work Student Handbook

Social Work Assessment Handbook

Social Work Field Instruction Manual

Portfolio Handbook

Departmental Chairperson

Faculty Advisor

Director of Field Instruction

Social Work/Psychology Resource Center

Social Work Resource Center Coordinator

Social Work Staff

Oakwood University Social Work Club

Oakwood University Phi Alpha Honors Society

Oakwood University Library

Oakwood University Technology Center

Center for Academic Success

II. Social Work: The Profession

CAREER OPPORTUNITIES



Individuals earning a degree in social work may find employment in private and/or public agencies such as correctional facilities, day care programs, hospitals, mental health centers, substance abuse programs, nursing homes, public welfare, employee assistance programs, senior citizens programs and many others. Also, employment may be found in public relations with public and private organizations, administrative areas where relationship skills are valuable, personnel areas, where

knowledge of human relations is essential and/or research with various organizations. Several joint degree programs are available such as law-social work or public health-social work for those interested in careers requiring this educational background, e.g., family law or public health. This Department also offers a Spanish-social work option for those interested in international social work or work with the Latino/latina population.

Although the NASW Code of Ethics serves as our primary guide for professional conduct, other Codes of Ethics are also consulted and promoted: NABSW (National Association of Black Social Workers) and NACSW (North American Association of Christians in Social Work).

CODE OF ETHICS (DG3 DC3.1)

OF THE

NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly.

Preamble

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

Purpose of the NASW Code Of Ethics

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 ethical 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.

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide 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 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 rank ordered 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 actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to the *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, regulation, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers would consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decisions 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 decisional making and seek appropriate consultations 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 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 professional 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

The following broad ethical principles are based on social work's core values of service, social justice, dignity and work of the person, importance of human relationship, 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 other above self-interest. Social workers draw on their knowledge, values, and skills to help people in needs 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' interest and the broader society 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 the 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 responsibility to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interest 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 social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risk related to eh services, limits to services because of the requirement of a third-party payer, relevant cost, 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' interest by seeking permission from an appropriate third part, 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 interest.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extern of clients' right to refuse services.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio-taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision form people who are competent in those intervention or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm. .

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interest primary and protects clients' interest to the greatest extent possible. In some cases, protecting clients' interest may require termination of the professional relationship with proper referral of the clients.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interest.
- (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 individual who are receiving services. Social workers who anticipate a conflict of interests among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitation of client' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information share 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 request 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 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 with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contacts with clients' relatives or other individuals with whom clients maintain a personal relationship has the 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 coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fee 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 enter 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 entitle to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to

minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interest of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national state, and local procedures for handling ethics complaints. These employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should see resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide service. To minimize possible confusion and conflict, social

workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable step to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of profession functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

- (b) Social workers who 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 necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engage 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 credential by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standard of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative, testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementations 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
- (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 for confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the right of the confirm equity an social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

III. Overview of Oakwood University and the Social Work Department

OAKWOOD UNIVERSITY

Oakwood University is a four-year undergraduate, Seventh-day Adventist, liberal arts institution founded in 1896. The University is located five miles northwest of the heart of the city of Huntsville. The metropolitan area of Huntsville/Madison County is located in the north central portion of the state of Alabama, and nestled in the beautiful Tennessee Valley at the foothills of the Appalachian Mountains with a population of approximately 307,000.

This historically Black University has since its beginning provided a strong liberal arts education that integrates faith and learning. The University has historically demonstrated its philosophy that meaningful education is more than the perusal of a certain course of study. It, therefore, endeavors to foster the holistic view of educating the whole being through the harmonious development of the physical, cultural, intellectual, mental and spiritual faculties.

The mission of the University inheres in the provision of a liberal, yet functional curriculum program in arts and sciences, and in professional preparation in business, education, nursing, and social work. Experiential and occupational learning in selected fields and vocations further complements such liberal, professional, and pre-professional programs.

Because of its historic commitment to serve those who exhibit high academic potential but who may have been deprived of education enrichment, the University provides a strong basic educational and support program through academic advising and counseling. To meet the needs of its gifted and average students, Oakwood University further shares with other institutions the universal concerns of higher education: a teaching function designed to develop highly skilled individuals dedicated to the improvement of life in American society through service to the community. Toward this end, the University seeks to attract qualified and dedicated faculty and encourages through them experimentation with traditional and nontraditional educational methods

and instructional strategies to increase the quality and productivity of its educational services.

Oakwood University is also committed to serving the needs of the underprepared student by::

- Providing a program for the elimination of deficits in basic skills essential for a college education.
- Providing guidance and counseling for underprepared students which focuses upon remediation for those factors which often inhibit success.
- Using varied instructional approaches.

It is the Institution's design that through these techniques the underprepared student will acquire the necessary self confidence and tools to successfully complete programs focused on traditional as well as nontraditional career pursuits or programs leading to graduate or professional education.

Recognizing the influence of a suitable environment upon learning and the assurance of achieving the mission described above, the university seeks to provide a physical environment and appropriate academic and student support systems to facilitate the variety of human interaction and relationships essential for learning, and to provide programs and facilities which allow for continuous evaluation, growth and expansion of the Institution.

OAKWOOD UNIVERSITY MISSION

Oakwood University, a historically Black Seventh-day Adventist institution of higher learning, provides quality Christian education that emphasizes academic excellence; promotes harmonious development of mind body and spirit; and prepares leaders in service for God and humanity. The Oakwood University mission is stated in seven general goals.

Goal 1: Spiritual Vitality: To promote a Christ-centered, Seventh-day Adventist world view among students, faculty, staff and administrators.

Goal 2: Educational Excellence: To demonstrate academic excellence in quality of teaching and learning among both students and faculty.

Goal 3: Nurturing Environment: To cultivate an inclusive environment that is sensitive to the needs of students, faculty, staff and the extended university community, which includes alumni, constituents, friends and other supporters.

Goal 4: Operational Efficiency: To provide high quality, efficient service that is customer and employee sensitive.

Goal 5: Resource Development: To provide sufficient financial resources to support and maintain all aspects of institutional advancement and development (i.e., viable, academic programs, strong faculty development programs, up-to-date instruction, adequate physical facilities, technologically sophisticated campus, adequate student housing, sufficient student scholarships, and other physical space needs).

Goal 6: Institutional Relations: To enhance the reputation and image of the institution by strengthening communication with internal and external publics (i.e., an informed student body, and knowledgeable faculty and staff).

Goal 7: Technology Leadership: To continue developing a technologically cutting-edge campus that enables students, faculty, and staff to be more effective in teaching-learning processes, support functions, and administrative operations.

OAKWOOD UNIVERSITY SOCIAL WORK DEPARTMENT

The Social Work Department emerged as a result of the Institution's commitment to prepare students to render unselfish service to mankind. Initially, the institution offered a few social work courses. However, students' interest in social work grew rapidly and employment trends led to an expansion of course offerings and hiring of a full time faculty person in 1974. At that time there were six declared Social Work majors within the department of Behavioral Sciences.

In 1977, a second full time faculty member was hired, allowing the other faculty person to carry full responsibility for field instruction. The first Social Work graduates numbered 2 in 1976, with a current total of over 276 graduates as of the 2008 school year.

Since the inception of the Social Work major in 1974, there have been several changes in course offering with courses being added and the number of required clock hours for field instruction increasing from 200 to the current 400.

The Social Work Program became an affiliate member of the Council on Social Work Education in 1977, acquired candidacy status in 1988 and became an accredited program in 1989.

One additional full time faculty person was added to the program in 1981. However, this did not increase the full time faculty membership since one faculty member was put on half-time basis and served the University in another capacity for two years. The institution's commitment to social work, and its concern for the program's professional standing, led to the return of the former faculty person to social work and the

formation of an autonomous Social Work Program within the Behavioral Science Program.

A full review and revision of the curriculum followed in 1984, and the program developed the current curriculum that follows a Generalist Model designed to prepare students with competencies appropriate for use in diverse settings with diverse clientele. The program design is in keeping with the University's mission that prepares students for service to others and to be responsive to the needs of society. The Social Work Program has structured its curriculum on a strong liberal arts foundation. Throughout the curriculum, content related to ethnic, racial, social and cultural diversities are well integrated.

The program, which in its beginning had no office of its own, now has a Director's office, a Resource Lab, (which houses numerous social work volumes, audio-visual equipment and computers for computerized instruction), and each faculty member has an office. In 1988 to enhance the visibility of the Social Work Program, the Behavioral Science Department's name was changed to the Department of Psychology and Social Work. As a result of this change, the Social Work Program then had its own budgetary number and was treated in many respects as any other department on the campus. In 1990, the Faculty Senate, Board of Trustees and faculty approved full departmental status for the program. Four full-time faculty members, a full-time secretary, a Lab Coordinator, and a complement of student workers serve the Department.

The Social Work Department continues the commitment of preparing students to enter the social work profession at the entry level and for continued educational development via graduate training. Graduates from the program have made great strides and achievements through employment and in receiving graduate level degrees in social work and related fields.

It is the purpose of the Department of Social Work to prepare students for beginning practice in the social work profession. The core curriculum and field practicum provide students with the knowledge, skills and values necessary to perform specific tasks and services at the entry level. The Council on Social Work Education is the accrediting body for the program.

DEPARTMENTAL PURPOSE

It is the purpose of the Social Work Department to prepare students for entry-level, generalist practice for service to individuals, groups, families, organizations and communities. This preparation includes an emphasis on personal, spiritual, and professional introspection and growth through the liberal arts foundation and core curriculum of social work values, ethics, knowledge, and skills. This prepares students to: meet the changing need of clients; be advocates for underserved populations; promote a

global perspective; promote social and economic justice; advance human rights; promote the elimination of poverty; and improve conditions for all people regardless of race, ethnicity, culture, economic status, religion, sexual orientation, and physical or mental capability. The core curriculum and field practicum provide students with the knowledge, skills and values necessary to assess, plan, intervene, evaluate, and terminate service to diverse populations within the micro, mezzo, and macro systems. The uniqueness of the social work program at Oakwood is that its emphasis is on preparing students to work with a black population from a Christian perspective.

DEPARTMENTAL MISSION

The Oakwood University Department of Social Work strives to demonstrate our love for God and humanity by imparting to students a passion for promoting human and community well-being. This is accomplished through the intentional development of social work knowledge, values, and skills which include: person and environment, a global perspective understanding and respecting diversity, social and economic justice for disadvantaged groups, infusion of a Black perspective of practice, and integrating faith into Generalist social work practice from a Christian perspective.

THE CHRISTIAN PERSPECTIVE OF SOCIAL WORK (DC12-14, PB4-6)

God created mankind as an expression of his matchless love. Man was given dominion over creation but lost it to Satan through sin. God's plan since the fall has been to restore man to his rightful place by conquering sin and healing the ravages it has wrought upon the earth. Christian social work cooperates with God in this plan of restoration. God's heart towards mankind has not changed despite our rebellion against him. He passionately loved the world so much that he gave his son, Jesus, risking the possibility of eternal separation from him. Jesus, the model social worker, healed the brokenhearted, gave insight to those who couldn't see, set free those who were in bondage, and shared the good news of healing with as many as would listen. He stood against injustice and the abuse of power and position. He publicly championed the cause of women and children. He condemned the prevailing prejudice of his time. He embraced social outcasts: the prostitutes, the addicts, and those with contagious disease. His focus was not on himself for he had no home and few earthly possessions. He told his followers to visit those in prison and the sick, to feed the hungry and clothe the naked. He suffered ridicule, betrayal, abandonment, rejection, and ultimately death for the sake of those he loved.

Christian social workers follow in the footsteps of the master social worker, Jesus. Like him, our focus is on selfless service to wherever we are called. Whether working with individuals, families, groups, organizations or communities, our methodology goes

beyond knowledge of the GIM, the NASW Code of Ethics or social work practice skills. Christian social work knowledge, values and skills are fundamentally found in the bible, taught and empowered by the Spirit, and practiced humbly through a conscious, continual dependence upon God's power and direction.

Adventist Christian social workers believe that Jesus died for our salvation from sin and that he promised to return to take his children home. Because we love him for first loving us, we obey his commandments. We believe that just as Jesus is cleansing the heavenly sanctuary from sin, he is likewise at work cleansing our hearts to prepare us as pure vessels for social work ministry for him. Just as He has been intimately and personally involved in the affairs of fallen mankind, He asks us to represent him to bring healing, advocacy, justice and freedom to prepare the world for his soon return.

While striving to love the Lord with all of our hearts and our neighbors as ourselves, we are committed to keeping all of his commandments through his power and grace. While acknowledging our sovereign God as the creator and sustainer of all life, we treasure as precious the liberties guaranteed by our creator and by our constitution including the freedom given to all people to practice their faith without moral imposition from the State. This freedom was given by God at creation and demonstrated in the Garden of Eden. It will be the hallmark of God's people until his return.

THE BLACK PERSPECTIVE OF SOCIAL WORK (DC11, PB3)

The Black perspective at Oakwood University celebrates the rich heritage and diversity that exists within the Black Diaspora and its contributions to society on a global level. More specifically, we recognize the historical contributions that African Americans have made in developing the economic infrastructure that helped to make the United States one of the most powerful countries in the world.

The Black perspective at Oakwood University understands how African Americans have historically utilized the faith community to address issues of poverty, social and economic justice and how it is important that we continue to advocate for the Black community in partnership with the faith community. We acknowledge the significant roles that African Americans have played as some of the greatest pioneers of community planning and organization as well as professional social work. We believe that the need for black social workers to remain involved in helping the Black community is greater than ever, due to continued disparities in education, income, housing, health, and that we must embrace a holistic perspective when doing so.

*We define the Black Diaspora as people whose common ancestry can be traced back to Africa.

DEPARTMENTAL GOALS AND COMPETENCIES

In keeping with its mission statement, the competencies and related practice behaviors of the Social Work Department are to:

DEPARTMENT GOALS (Revised 5/13/09)

- 1. To prepare competent, ethical, Christian social workers who are committed to integrating their faith as the foundational and motivational influence for effective intervention with diverse client systems of various sizes including the Black Diaspora.*
- 2. Prepare students who are committed to utilizing the professions knowledge, values, and skills to strengthen practice implementation that will support and/or enhance the social and economic well-being of clients.*
- 3. Prepare students to apply effective critical thinking skills for problem-solving, promotion of social justice and human rights within a world of global diversity, difference, and oppressive forces that impact marginalized populations.*
- 4. Prepare students to identify and apply the content, context, and breadth of the human development and behavior experience within practice.*

Department Competencies & Related Generalist Practice Behaviors
(EP = Educational Policy; PB = Practice Behavior)

*** Non EPAS Practice Behaviors**

Document Revised 5/13/09

| <i>DEPARTMENT COMPETENCIES</i> | <i>GENERALIST CORE PRACTICE BEHAVIORS</i> |
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| 1. Identify as a professional social worker and conduct oneself accordingly. (EP 2.1.1) | Advocate for client access to services provided within the field of social work. (PB 2.1.1a) |
| | Practice personal reflection and self-correction to assure continual professional development. (PB 2.1.1b) |
| | Maintain professional roles (i.e. as a professional social worker) and appropriate boundaries. (PB 2.1.1c) |
| | Demonstrate professional demeanor in behavior, appearance, and communication. (PB 2.1.1d) |
| | Engage in career-long learning (i.e. professional development). (PB 2.1.1e) |
| | Use supervision and consultation. (PB 2.1.1f) |
| 2. Apply social work ethical principles to guide professional practice. (EP 2.1.2) | Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2.1.2a) |
| | Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. (PB 2.1.2b) |
| | Tolerating ambiguity in resolving ethical conflicts. (PB 2.1.2c) |
| | Apply strategies of ethical reasoning to get principled decisions. (PB 2.1.2d) |
| 3. Apply critical thinking to inform and communicate professional judgments. (EP 2.1.3) | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (PB 2.1.3a) |
| | Analyze models of assessment, prevention, intervention, and evaluation. (PB 2.1.3b) |
| | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (PB 2.1.3c) |
| 4. Engage diversity and difference in practice. (EP 2.1.4) | Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (PB 2.1.4a) |
| | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (PB 2.1.4b) |
| | Recognize and communicate their understanding of the importance of difference in shaping life experiences. (PB 2.1.4c) |

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| | View themselves as learners and engage those with whom they work as informants. (PB 2.1.4d) |
| | Identify evidence-based strategies for practice with older adults. (PB 2.1.4e)* |
| 5. Advance human rights and social and economic justice. (EP 2.1.5) | Understand the forms and mechanisms of oppression and discrimination. (PB 2.1.5a) |
| | Advocate for human rights and social and economic justice. (PB 2.1.5b) |
| | Engage in practices that advance social and economic justice. (PB 2.1.5c) |
| | Understand the global perspective of social work issues. (PB 2.1.5d)* |
| 6. Engage in research-informed practice and practice-informed research. (EP 2.1.6) | Use practice experience to inform scientific inquiry. (PB 2.1.6a) |
| | Use research evidence to inform practice. (PB 2.1.6b) |
| 7. Apply knowledge of human behavior and the social environment. (EP 2.1.7) | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (PB 2.1.7a) |
| | Critique and apply knowledge to understand person and environment. (PB 2.1.7b) |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP 2.1.8) | Analyze, formulate, and advocate for policies that advance social well-being. (PB 2.1.8a) |
| | Collaborate with colleagues and clients for effective policy action. (PB 2.1.8b) |
| 9. Respond to contexts that shape practice. (EP 2.1.9) | Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services. (PB 2.1.9a) |
| | Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (PB 2.1.9b) |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EP 2.1.10 a-d) Engagement(a) | Substantively and affectively prepare for action with individuals, families, groups, organizations and communities. (PB 2.1.10a1) |
| | Use empathy and other interpersonal skills. (PB 2.1.10a2) |
| | Develop a mutually agreed-on focus of work and desired outcomes. (PB 2.1.10a3) |
| | |
| 10. Assessment (b) | Collect, organize, and interpret client data. (PB 2.1.10b1) |

| | |
|--|---|
| | Assess client strengths and limitations. (PB 2.1.10b2) |
| | Develop mutually agreed-on intervention goals and objectives. (PB 2.1.10b3) |
| | Select appropriate intervention strategies. (PB 2.1.10b4) |
| 10. Intervention (c) | Initiate actions to achieve organizational goals. (PB 2.1.10c1) |
| | Implement prevention interventions that enhance client capacities. (PB 2.1.10c2) |
| | Help clients resolve problems. (PB 2.1.10c3) |
| | Negotiate, mediate, and advocate for clients. (PB 2.1.10c4) |
| | Facilitate transitions and endings. (PB 2.1.10c5) |
| 10. Evaluation (d) | Social workers critically analyze, monitor, and evaluate interventions. (PB 2.1.10d1) |
| 11. Demonstrate appropriate knowledge and practice strategies to address social problems within the Black Diaspora. | Evidence a historical knowledge of the Black Diaspora and the unique historical strengths and challenges this group has faced. (PB3.1a)* Identify evidence-based intervention strategies that can be implemented at various levels to address Black social problems. (PB 3.1b)* |
| 12. . Demonstrate a commitment to Christian Service within the community. | Identify biblical principles underlying Christian service and engage in service-learning activities. (PB 4)* |
| 13. Demonstrate a Christian disposition within the classroom and practice setting. | Evidence a consistent Christian disposition in practice. (PB 5)* |
| 14. Demonstrate Christian Social Work practice skills. | <i>Demonstrate knowledge of the historical development of Christian social work practice and specific values associated with this perspective; apply Christian social work practice skills consistent with the NASW Code of Ethics and inclusive of key aspects of the Christianity.</i> (PB6)* |

CURRENT FACULTY AND RESPONSIBILITIES

There are currently four full-time and two part-time social work faculty members with various levels of practice experience. The diversity of background includes administration, school social work, social work education, social policy, group work, casework, substance abuse, abuse and domestic violence, supervision and psychiatric social work. One faculty member carries responsibility for the Field instruction with a reduced teaching load; another has the responsibility for chairing the department, and directorship of the program in addition to teaching a reduced load, and the other two faculty members carry a full teaching load of social work courses. In addition, one faculty member is the Director of the New Beginnings Resource Center for Single Parents on

campus. The Social Work Faculty teach all required social work courses with the exception of statistics and research which are taught through the Psychology Department, and Advanced Composition which is taught through the English Department.

The Social Work Faculty, Department Chairperson, and students have input into the selection and hiring of social work faculty. However, the final decision and salary allocation are the responsibility of the Vice President of Academic Affairs and is in keeping with the General Conference of Seventh-day Adventist salary scale.

A description of the Social Work Faculty with educational preparation follows:

- George Ashley, MSW, Ph.D.
Walden University
Department Chairperson, Associate Professor
- Helen Fischle, MSW
University of Alabama at Tuscaloosa
Director of Field Instruction, Assistant Professor
- Edith Fraser, MS, Ph.D., LCSW (Part-time)
Smith College School for Social Work
Director of Faculty Development and Research, Professor
- Lorraine Frye, MSW
Alabama A&M University
Assistant Professor
- Octavio Ramirez, MSW, Ph.D., LCSW
Walden University
Associate Professor
- David Sedlacek, MSSA, Ph.D., LCSW
Case Western Reserve University
Director of New Beginnings, Associate Professor

IV. Academic Policies and Requirements

UNIVERSITY ADMISSIONS POLICY

Oakwood University welcomes applicants regardless of race, color, nationality, ethnicity, difference, sex, or physical challenges. Students who meet the academic requirements and character expectations of the University and who are willing to adjust to and to be comfortable within its religious, social and cultural atmosphere, may be admitted subject to available space.

Oakwood University is sponsored and financed primarily by the Seventh-day Adventist Church, of which the majority of its students are members. Although religious affiliation is not a requirement for admission, all students are expected to abide by the

policies and standards of the university as outlined in the University Bulletin and in the Student Handbook. Applicants are required to sign a pledge agreeing to the Code of Student Conduct prior to completing registration.

The university reserves the right to refuse admission to any applicant who purposely supplies wrongful information or deliberately omits pertinent information. Such deception, if discovered later, may cause a student to be subject to dismissal.

Admission to the university does not guarantee admission to a specific department or program. Applications for general admission will be kept on file for two years. The University Board of Trustees, upon recommendation by the president, approves all admission policies.

The University Bulletin addresses specific admissions issues regarding home school applicants, international applicants, veteran applicants, etc. For more detail regarding these policies, please refer to the University Bulletin.

SOCIAL WORK DEPARTMENT ADMISSION POLICY

The Social Work Department adheres to the general admission policy for the institution. Oakwood University welcomes applications from individuals whose principles and interests are in harmony with the ideals and traditions of the University as expressed in its mission, objectives and policies (Refer to the University Bulletin for further details.).

In addition, students who possess an interest in human well-being, and who wish to develop specific knowledge, skills and values related to the profession are invited to major in Social Work. Formal admission into the Social Work Department is acquired by completing an application packet that is reviewed by departmental faculty. The purpose of this application process is to ensure the viability of the Social Work Department, to consider the needs of each student, and to assess the suitability of each applicant for the profession of Social Work. The Council on Social Work Education (CSWE) requires that all prospective social work majors be screened prior to acceptance into the department. Social work is a profession whose members must adhere to professional standards and ethics. As a part of the admission process, an interview with Social Work Faculty is required. Application information for admission to the department is disseminated in SW 202: Introduction to Social Work as a class requirement.

Students are encouraged to apply during their sophomore year. Students applying to the Department of Social Work should follow the admissions guidelines outlined in the

Admissions Handbook (2009) which can be viewed in its entirety in the Resources section of the Department webpage.

ASSESSMENT

From the time of admission until the day of graduation and beyond, social work majors will be involved in a process of assessment in order to evaluate the effectiveness of both the explicit and implicit curriculum of the social work department. Assessment is not only mandated by the Southern Association of Colleges and Schools (SACS), the University's accrediting body, but also by the Council on Social Work Education (CSWE). The department faculty is committed to the assessment process in order to assure that the educational experience of students will be of the highest quality possible. Assessment includes the following areas: curriculum, students, faculty, and resources. Student input is an integral part of an informed assessment process. Students are members of all major department committees and assessment efforts. An Assessment Handbook has been developed to aid students in their preparation for the departmental assessment process. The Handbook details this process specifying when each area of the program is assessed and is available online at the departmental website homepage.

SENIOR PORTFOLIO

The capstone of student assessment is a portfolio completed and presented during the final semester of the senior year. The portfolio is an accumulation of papers, short essays and other information that demonstrates student mastery departmental competencies over the course of four years of study. Required in place of an exit examination, seniors prepare and present their portfolios to a committee of faculty and social work professionals from the department's Advisory Board Committee. Students are required to respond to questions from this committee to demonstrate their understanding of the knowledge, values and skills that comprise professional social work practice. Thus, students will demonstrate their readiness for bachelor's level professional practice in the field of social work. The complete Portfolio Handbook is available online at the departmental website.

GRADUATION POLICY

Degree Candidacy:

Students are considered degree candidates when the following have been satisfactorily met:

1. Approval of Application for Graduation and Final Year Schedule through the department chair (By September 15th of their graduating year), and the Senior

- Program Coordinator (Records Department) (by October 1st of their graduating year).
2. Payment of the required graduation fee* of \$150 and \$35 extra for each additional degree by October 15 (\$10 late fee).
 3. CLEP, incompletes, and transfer credit results must be in the Records Office by the first business day in March for spring graduation.
 4. Enrollment in Home Study courses must be completed by the end of on-campus spring regular registration.
- * Fees subject to change. Please see the University Bulletin or the Records Office for latest details.
- No application for spring graduation will be accepted after February 1st.

Graduation with Distinction

Students are graduated with honors under the following conditions:

| | |
|-------------------|--------------------------------|
| Honorable Mention | Minimum cumulative GPA of 3.25 |
| Cum Laude | Minimum cumulative GPA of 3.50 |
| Magna Cum Laude | Minimum cumulative GPA of 3.75 |
| Summa Cum Laude | Minimum cumulative GPA of 3.90 |

CODE OF CONDUCT

General Regulations on Student Conduct:

Oakwood University, a Seventh-day Adventist institution of higher education, is committed to providing quality education in the context of the Adventist faith. Modeled after the school of the prophets in the Bible, it integrates faith and learning in a modern-day setting. It offers its students the opportunity to acquire knowledge, behaviors, skills, and wholesome attitudes. Such development will equip them to provide the highest service in this life and in the life to come. The driving principles of Oakwood University are “Education, Excellence, Eternity”.

Oakwood University is committed to achieving a high level of spiritual development and academic excellence. Its teaching and practicing morals, values, and standards will result in a distinctive outcome - the Oakwood man and the Oakwood woman. Therefore, the students of Oakwood University are expected to exhibit high degrees of honor, integrity, and morality.

It is also expected that the Oakwood student will deal with others with compassion and sensitivity. In light of this, the University provides the context for Oakwood men and women to develop in their use of judgment, in personal maturation, and in their spiritual journey. Any student desiring counsel and/or additional information concerning the Code of Student Conduct may contact the Chaplain, Residence Hall Deans, or the Office of the Vice President for Student Services.

SOCIAL WORK ACADEMIC HONOR CODE

Ethics are at the core of Christianity and social work. The social work department recognizes that the values of the profession are rooted in Judeo-Christian philosophies. The core of values of social work: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence form a framework for Christianity and social work. Therefore, students are expected to maintain scholastic and professional integrity and high Christian standards of professional honesty. Dishonesty in testing, completing of assignments and other practices of academic misconduct will not be tolerated in the social work department. Failure to adhere to these standards could make a student eligible for disciplinary action up to and including dismissal from the University. For further explanations read the current University Bulletin.

ACADEMIC EXPECTATIONS

It is the expectation of the Oakwood University Social Work Department that all students majoring in social work and those desiring to major in social work exhibit commitment to social work education. Throughout their time in the Social Work Program, students are given guidelines and opportunities to assist their transition from the role of student to that of a professional. To assist students in their professional development, the Social Work faculty has established specific guidelines, policies, admission criteria, and standards across the program and curriculum to help students achieve this very important transition. This commitment to the profession of Social Work is evidenced in the following guidelines.

Class Absences:

Attendance with punctuality is required at all classes, service learning activities and practicums. Excessive absences (4) will not be tolerated by the social work department. If for any reason the total number of absences exceeds four (4) per semester, credit, may, at the discretion of the instruction, be forfeited and a grade of FA be recorded. Authorized leaves of absence from campus do not excuse the student from required class work. For authorized absences (i.e. illness, school authorized field trip), it is the student's responsibility to contact the instructor and make arrangements to complete all missed assignments, tests, examinations and any other class requirements. Students with excused absences must submit all assignments at a time determined by the instructor.

Tardiness:

Tardiness to class does not reflect academic responsibility or professional values and is strongly discouraged in the social work department. Faculty members are authorized to use appropriate discipline actions at their own discretion. In this course when student's are late for the second time it will = one absence; 4 absences = a grade of FA (Failure due to Attendance).

Guests in Attendance:

No one may attend this class who is not registered.

Students with Special Needs Policy:

It is the policy of the Social Work Department to accommodate students with disabilities, pursuant to federal and state law. Students must self-identify with the Center for Academic Success (CAS). Any student registered with the University with a disability who needs accommodation should inform the instructor at the beginning of the course, pursuant to federal and state law. Students must self-identify with the Center for Advanced Success (CAS). The instructor will make reasonable modification of instructional and/or testing content to accommodate students with disabilities.

Classroom Propriety:

1. It is expected that you will respect the values, beliefs, and rights of others in the classroom by paying attention to the person speaking in class, avoiding interruptions, inappropriate outbursts, and side conversations. Your brilliant and fascinating insights are always appreciated when shared with the entire class.
2. PLEASE in order to maintain a professional decorum for learning, except for bottled water, no food or drinks in the classroom at any time.
3. PLEASE turn off ALL CELL PHONES (INCLUDING VIBRATE), or any other communication devices that would form a distraction to the class. CELL PHONE USAGE IS FORBIDDEN IN THE CLASS. VIOLATORS WILL BE PENALIZED IN THEIR FINAL PARTICIPATION & DISPOSITION GRADE.
4. **DO NOT** walk in and out the classroom, this is distracting. Use the bathroom prior to coming to class and ask your friends to meet you after class rather than coming to the classroom door and disturbing the class.
5. Please do not put your feet on the chairs, this is a classroom not your living room.
6. The FRONT SEATS are reserved for late comers, if come in late do so quietly and **DO NOT** make a scene that detracts attention away from the class presentation. If you are late please sit in this row of seats to limit distractions to the class.
7. Students are expected to actively contribute to the course both in-class and outside of class. Participation consists of student verbally contributing to the in-class discussions, reading the outside required readings and coming to class or on-line, with the knowledge and willingness to share scholarly insights concerning the assigned topic. Individual level of participation and completion of team assignments will also be considered in the participation grade. Students who fail to cooperate fully with other team members will receive a reduced participation grade and assignment grade will be based on peer grading (See “peer grading” format available on the D2L Course Management “Content” section for a full description and grading of this section).

Class Presentations:

1. For in-class assignment such as class presentations, students **MUST** be set-up and ready to present their material at the **BEGINNING OF CLASS**.

Late Assignments:

- 1 Unless specified by the instructor ALL assignments must be dropped off in the D2L “Dropbox” and are due by 11:59 p.m. on the date listed on the course syllabus. All work submitted after this time will be considered **late**.
2. If there is a written component that you are to hand in and you come in late (after the papers have been collected and class has officially started), please take a seat and hand your paper at the **end** of class. After class has ended there will be a **10% reduction per calendar day or part of a day** for late papers.*
3. Again, presentation assignments and requested written hardcopy assignments are due at the **beginning** of the class or at the time allocated by the instructor in the assignment handout (not during or after the class). **No excuses will be accepted (including printer or disk problems). Assignments may be turned in early.**
4. **PLEASE BACK UP YOUR WORK TO AVOID UNFORSEEN PROBLEMS. ALWAYS HAVE ANOTHER COPY OF WHAT YOU HAVE WORKED ON SO DILIGENTLY.**
5. Students who are away on field trips or other school related events **must make prior arrangements** with the instructor regarding how their papers will be submitted to the instructor (e.g. e-mail papers to instructor by the due date, have a fellow classmate hand in the paper, or hand in the paper early).

*The only exception to this rule is medical reasons (student must provide an authentic medical letter/note).

Assignments:

We are preparing students for professional service; as a result students are required to do the following:

1. All assignments must visually look professional.
2. For requested printed assignments, they **MUST** be printed using a **laser printer**, and **writing must be clearly visible**.
3. When typing papers students must use font size 12
 - a. Times New Roman
 - b. Double-spaced
4. A **complete cover page** that includes:
 - a. The course name
 - b. The course number
 - c. Student’s name
 - d. The instructor
 - e. Name of the assignment
 - f. Date of assignment
 - g. See the appendix section of the syllabus for a sample

5. **APA style IS A REQUIREMENT** for this course (see sample reference page on-line).
6. **Failure to provide a cover page will automatically result in a 10 per cent reduction from the final paper grade.**
7. Points will also be removed for any of the other infractions cited above. If the length of the paper is given, this forms the minimum required pages. Assignments with less than the minimum required pages **will receive 10% assignment** point deduction for each missing page or portion.
 - a. This same principle will hold for discussion board assignments in which a minimum number of words are required.
 - b. Students who choose not to write the minimum requirements (i.e., 250 word requirements) will receive a one point deduction for every word below the minimum.
8. All hardcopy assignments **MUST** be handed in **stapled. (Unstapled work will receive a grade of zero.**

Financial Clearance:

Students who are not financially cleared are expected to attend classes while they are in the active process of clearing until the last Friday of the fourth complete week of the semester. If they are financially cleared during this time they may continue to attend class. However, if they are not successful in registering, they may not attend class after this time. Students will not be allowed to enter classes after the fourth week.

Attendance: Attendance with punctuality is required in all classes. Absences are counted from the first official day of classes. It is the responsibility of students to keep a record of their absences, to keep themselves informed of the requirements of the instructor, to take all examinations at the time prescribed by the instructor, and to turn in all assignments when they are due.

Attendance with punctuality is required at all classes, service learning activities and practicums. The social work department will not tolerate excessive absences (4). If for any reasons the total number of absences exceeds four per semester, credit may, at the discretion of the instruction, be forfeited and a grade of FA be recorded. Authorized leaves of absence from campus do not excuse the student from required class work. All make-up work, including examinations and other class requirements must be made up.

Emergencies: Personal or extenuating circumstances that necessitate missing a class should be discussed privately with the instructor. Students are to discuss the circumstances of the emergency with the faculty as soon as it is known. It is the responsibility of students to notify faculty when they will be absent or tardy due to an emergency. The rescheduling of assignments, tests and exams will be considered accordingly.

Handbook Familiarization: Students are to be familiar with the Oakwood University Student Handbook, and the Social Work Program Student Handbook. Both are excellent resources and guidelines for students' questions, code of conduct, etc. Review and understand the sections on "Code of Conduct" and the "Social Work Academic Honor Code". Students are responsible for the material listed in these Handbooks.

Reading Assignments: Students are responsible for completing all reading assignments prior to the assigned date. Classroom discussions will revolve around these readings, and your preparation for class will be crucial to your success in all Social Work courses. Similarly, readings, research, and other assignments for your group or class project need to be completed and ready by the time class begins.

Class Assignments and Work Quality: All assignments are due at the **beginning** of the class period for which they are assigned unless students are given specific guidelines by the instructor to the contrary. Assignments must be legible at all times. All final work is to be typed using APA style, and 12 point font for the body of your work. The Department strongly encourages students to review their work for content, spelling and grammar errors. Using spell and grammar check and having a competent individual proofread one's work also strongly recommended. Instructors in the Social Work Department will deduct points for grammar and spelling.

Professional Demeanor: Students are expected to demonstrate and maintain professional demeanor at all times. This includes demonstrating a respect for the opinions, beliefs, attitudes and values of other individuals, irrespective of their culture or community. It also means conducting yourself professionally with colleagues, faculty, and others you may come into contact with through your various assignments, interviews, field practicum etc. Use the NASW Code of Ethics as your guide.

Grading: All assignments are to be handed in, on time, and completed. Each student will receive the grade which best reflects their own level of mastery. Faculty uses rubrics to guide them to fairly grade assignments consistent with course educational outcomes and department competencies. The Social Work Department does not grade on a curve. Listed below are the grade ranges and assignments for our program.

Grade Distribution for Social Work

| GRADE | PERCENTAGE |
|-------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 79 - 82% |
| C+ | 76 - 78% |
| C | 70 - 75 % |
| D | 60 - 69% |
| F | 59% or Below |

Basic Abilities Necessary to Acquire Professional Skills

The aspiring professional social work student:

Writing Skills: (DC3, PB2.1.3c)

Writes clearly, uses correct grammar and spelling, and applies appropriate style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in English to understand content presented in the program and to complete adequately all written assignments, as demonstrated by successfully completing EN304 (Advanced Composition).

Oral Skills: (DC3, PB2.1.3c)

Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

Interpersonal Skills: (DC1, PB2.1.1c and d)

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for their own actions and considers the impact of these actions on others.

Cognitive Skills:

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it in the classroom and in field experiences. Demonstrates an understanding and integration of relevant social, behavioral and biological science knowledge and research including knowledge and skills in relationship building, data

gathering, assessment, intervention, and evaluation of practice. Exhibits the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Mental and Emotional Abilities Necessary for Performance in the Program and Professional Practice:

a. Stress Management

Demonstrates the ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and develops supportive relationships with colleagues, peers, and others.

b. Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- Compromise scholastic and other performance.
- Interfere with professional judgment and behavior.
- Jeopardize the best interests of those to whom the social work, student has a professional responsibility (as outlined in the current NASW Code of Ethics).

TRANSFER AND TRANSIENT STUDENTS/CREDITS

Students wishing to transfer to Oakwood University from another college or university must follow the same application procedure as other students. The college/university from which the student is transferring should forward to the Records Office an official transcript and a statement of honorable dismissal. Transfer credits may be applied toward the requirements for a degree when the student has satisfactorily completed a minimum of twelve semester hours in residence. A maximum of 64 semester hours may be accepted from a junior college. A student transferring work from another college/university will be given credit only for work completed with grades of C or above.

The ACT or SAT requirement will be waived if applicant has completed one quarter or semester each of college-level English or mathematics with a grade of C (2.0) or above. Otherwise, the ACT must be taken before the student is allowed to register.

Students transferring from an unaccredited college/university, with a GPA of at least C may be accepted on a probationary basis, in which case their previous credit will be validated only after the successful completion of a semester's work of at least 12 hours at Oakwood University with a minimum cumulative GPA of 2.0.

The Department Chairperson advises students on an individual basis who transfer from other colleges and/or universities and desire to major in social work.

Students desiring to register at another college or university with the intent of returning must obtain a transient letter from the Records Office, which recommends the student for temporary admission to the other school without the student having to go through the normal admission requirements. Transient letters, however, are not granted for attendance at college or universities within a fifty-mile radius of Huntsville during the fall or spring semesters.

Transient credits with grades below C- will not be accepted. Accepted credits are recorded as transfer credits. Students from other schools desiring transient admission to Oakwood University must provide an official letter of support from the home institution.

LIFE EXPERIENCE CREDIT

It is the policy of the Social Work Department of Oakwood University **not** to grant any type of academic credit for life experience.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

All students whose cumulative GPA is less than 2.00 are placed on academic probation. This status requires all academic probationary students to take part in the academic improvement program conducted by the Center for Academic Success (CAS). Failure of an academic probation student to take part in this program may result in dismissal from the University. Students who fail to make acceptable academic progress in view of the established policies and procedures of the institution will be suspended. A first suspension because of poor academic performance will result in the student being ineligible for readmission or reacceptance consideration for a period of one semester from the date of suspension. When suspended a second time, students become eligible for readmission or reacceptance after one calendar year from the suspension date, providing that during that time they have attended another accredited college for at least one semester, carrying a minimum of 12 semester hours with no grade lower than C. In both cases, to be so considered, the student must apply for readmission through the Records Office.

Any student who after four academic semesters or 61 semester hours has not attained a cumulative GPA of 2.00 will be recommended for suspension. During the suspension, the student must attend another accredited college carrying a minimum class load of 12 hours and pass with no grade lower than C. Class schedules must include classes previously taken at Oakwood University where grades of D or lower were received. Application for readmission must be submitted to the Records Office at Oakwood University.

A student who cumulative GPA is below 2.00 is denied the opportunity and permission to represent the University in any official capacity or to hold office in any student organization, or to be employed in any academic administrative area involving records and confidentiality. Some social restrictions involving leave requests may also apply.

The following is a list of requirements for students on academic probation:

1. Limit registration to class load of 13 hours per semester.
2. Must be advised by the CAS academic advisors for class schedule approval during registration.
3. Include in class load courses for which the student received a D or F.
4. Must register for remedial courses when the following conditions exist; ACT English score is less than 16 or SAT English score is less than 410; student must register for EN 095. ACT mathematics score is less than 16 or SAT mathematics score is less than 440; students must register for MA 095. ACT composite is less than 17 or SAT composite is less than 840; students must take OU 097.
5. Must successfully pass remedial courses with at least a C before registering for classes in English or mathematics.
6. Must receive weekly tutorial assistance at the CAS.
7. Must attend weekly advising sessions with the CAS academic advisor.

Students on academic probation should expect to take more than two years to complete the requirements for an associate degree and more than four years to graduate with a bachelor's degree.

POLICY FOR TERMINATING STUDENTS FROM DEPARTMENT

The Social Work Department is an accredited undergraduate institution and wishes to reflect the high standards, principles and values held by the profession as outlined in the NASW Code of Ethics. It is the responsibility of the department to ensure that competent and ethically sound professionals graduate from the program. This includes the ethical responsibility to protect the rights of clients, seeking to ensure the Department graduates competent practitioners, as well as to protect the integrity of the profession. It is the responsibility of the student to act in accordance with the regulations and standards that exist to ensure their transition into the profession.

However, should a student be found non-compliant with the guidelines, regulations and standards, they may be terminated from the program.

- A. A highly developed sense of integrity is a basic characteristic required of students in the social work program. Although it is not possible to provide an exhaustive list of all types of violations, the following are some examples:
 1. Failure to meet any of the Academic Standards for the Social Work Program.

2. Failure to meet or maintain academic requirements or conduct requirements as stated in the Oakwood University Bulletin, Oakwood University Handbook and the Social Work Student Handbook; these may include:
 - Plagiarism and lack of proper documentation.
 - Scholastic dishonesty, including lying, cheating, collusion, falsifying academic records, or any act designed to give unfair advantage to the student.
 - Any threat or attempt to harm oneself or someone else.
 - Commission of a criminal act that is contrary to professional practice, or that calls into question the student's "moral character" (as per NASW Standards), occurring during the course of study or occurring prior to admission to the Social Work program and becoming known after admission.
 - Consistent pattern of unprofessional behavior.
3. Poor or improper professional conduct (breaching confidentiality, fabrication of information, etc.).
4. Inappropriate sexual behavior in class or in a field setting such as viewing pornography.
5. Being under the influence of alcohol and/or other controlled substances during classes and/or practicum.
6. Unprofessional involvement with a client, colleague or supervisor.
7. Derogatory comments and/physical violence directed toward clients, colleagues, faculty or field personnel.
8. Displaying prejudicial behavior and/or attitudes toward a client, colleague or supervisor of a different class, race, age, religious and/or sexual preference or physical/mental capability.
9. Violation of the NASW Code of Ethics.

B. Continuation in the program requires a demonstration of academic ability:

1. A student must maintain a "C" average in all course work and maintain a "C" average or higher in required social work courses.
2. The admission status of a student who fails a social work course twice may be reconsidered for possible termination from the program.
3. Successfully complete all field practicum courses.
4. Successfully complete all the required field hours in practicum courses (SW400, SW454, and SW455).
5. The receipt of a failing grade in any field practicum course can result in dismissal from the program. The decision concerning whether or not the student will be allowed to remain in the Social Work Program will rest with the Social Work faculty.

- C. Failure to abide by the standards required by an Oakwood University student as stated in the Oakwood University Student Handbook.

Student Handbook

In every community there are laws. It is the responsibility of every student to secure from the Office of Student Services and read the rules and regulations governing student life at Oakwood University, preferably before registration. Familiarity with and acceptance of the requirements set forth in this book will make life at Oakwood University more interesting and certainly more enjoyable.

As students, success in a Christian school is based not only based on scholarship attainment but also upon general conduct and attitude toward the community in which he/she lives. As a citizen of the University community the student must realize that he or she has been admitted to a privileged group and that he or she has no right to work against that group. Any student who violates the rules of the University may be asked to withdraw.

The Social Work Department's philosophy, mission and objectives embrace and support those of the university. Therefore, in recognition that Oakwood University holds Christianity and Christian values as its functional foundation, the Social Work Department endorses the Student Code of Conduct outlined by the university.

For further information, the Oakwood University Code of Student Conduct can be found in the Oakwood University Student Handbook.

PROCEDURE FOR REVIEW OF ACADEMIC OR PROFESSIONAL PERFORMANCE OF STUDENTS

Allegations of student misconduct can be made by faculty, staff, field personnel or other students. Most of these problems will be able to be resolved between the faculty and the students in a given course through open, honest dialogue. In the event that an offense is egregious and cannot be resolved in this manner, it must be documented **in writing** and submitted to the Department Chair. All information should be documented as thoroughly as possible **including** the nature of the allegation, the parties involved and the details of the alleged offense (e.g. dates and times).

Once the Department Chair has received the written allegation(s), the Department Chair will notify the parties involved that a written concern has been raised and will provide all parties with a copy of the written allegation as written by the person(s) making the complaint. The Chair's letter will include notification to the parties involved that a meeting will convene within 10 calendar days with the student(s) and the Social Work Department faculty. The parties involved will be given an opportunity to respond to the allegation(s) set forth. If the resolution specifies the need for remediation/and or

correction, a written plan of remediation and/or correction will be prepared by the Department Chair and signed by the student (if the student agrees), and Department Chair. A plan of remediation or correction must be explicit with stated criteria for determining the success or failure of the plan. Compliance to the plan will be monitored by the Department Chair or his/her designee.

If the resolution specifies temporary withdrawal from the program, a written plan must be prepared including the period time of withdrawal before which the student may re-enter the Program. The written plan must be signed by the student, faculty member, and Chair and placed in the student's confidential file.

PROCEDURE FOR PROBATION AND TERMINATION FROM SOCIAL WORK DEPARTMENT

1. In the event a student has violated any of the code of ethics as stipulated in the NASW Code of Ethics, Oakwood University Student Handbook or Social Work Student Handbook, thus placing their status in jeopardy the student will receive a letter from the Department Chair informing the student of his/her deficiencies and alerting them to of an official disciplinary meeting that will take place within 7 calendar days.
2. The Disciplinary Committee will conduct a hearing within 7 calendar days to address the facts and allegations arising from the circumstance which are the foundation for the review.
3. At the hearing the student may present additional facts to the panel prior to the panel making a decision. The panel's decision could include any one of the following.
 - a) The student will be encouraged to continue on in the program without conditions.
 - b) The student will be apprised of the specific problem(s) and will be advised concerning their remediation and/or correction. Depending on the severity of the issue, the student may be notified that they will be placed on probation within the Social Work Program for a specified period of time or until the situation is rectified. If improvement is not sufficient and requirements remain unfulfilled, the student will be notified that termination from the program will be considered.
 - c) The student will be required to withdraw either temporarily or indefinitely from the program for reasons specified in writing.
 - d) The student will be permanently dismissed from the program.
4. Conditions requiring probationary status more than twice during the program will be grounds for termination.
5. If termination becomes necessary, the student will also be informed of his/her right to grieve the dismissal in accordance with the following grievance procedure.

Grievance Procedure

In order to appeal denial of formal admission to the program or dismissal for academic or personal reasons, the student should follow the procedures below:

Student Appeals

Should the situation arise that a student has been informed by the Social Work Department that they have been dismissed from the program, he/she can no longer continue in the social work program. The student has the option of submitting a letter of appeal to the Vice President of Academic Affairs. The student should respond in writing to the Department Chair within 7 calendar days of receiving the notice of dismissal or denial of admissions, listing his/her reasons for appealing the decision and notifying the Chair that he/she will be appealing to the Vice President of Academic Affairs. The appeal to the Vice President of Academic Affairs must be completed within two weeks (14 days) of the date of the rejection or dismissal the program letter issued to the student. The student will be informed of his/her decision by the Vice President of Academic Affairs in writing within four (4) weeks of the reception of the appeal letter. All decisions by the Vice President of Academic Affairs are final.

Academic Grievance Policy

Any student who desires to express concern regarding instructional matters such as perceived unfairness, grading methodology, or some other misunderstanding within or without the classroom is encouraged to confer verbally and in writing first with the instructor of the class and, if deemed necessary, with the Department Chair. Most problems can be resolved quickly through an open dialogue between student and professor following the principles found in Matthew 18:15-17. For this reason, the social work department has developed a Problem Solving Form. (See Appendix A) Should the matter need to be referred to the department chair, the student will receive an appropriate response within 10 business days. If the matter is not resolved satisfactorily at the first two levels, the student should contact the Vice President for Academic Affairs.

The Vice President for Academic Affairs will review the matter to (a) make a final determination of the matter, or (b) refer the matter to the Academic Appeals Committee for further review and recommendation. In either case, the final decision is the responsibility of the Vice President for Academic Affairs.

The Academic Appeals Committee receives referrals directly from the Vice President for Academic Affairs. Cases are referred to this committee if the Vice President for Academic Affairs determines more information is needed to make an equitable decision. The process is as follows: (a) the Vice President for Academic Affairs notifies the chair of the Academic Appeals Committee of the student's concern, (b) the aggrieved student submits a written report of the complaint to the chair of the

Academic Appeals Committee, and (c) a recommendation is made to the Vice President for Academic Affairs.

Students or faculty members have the option to appear in person before the Academic Appeals Committee, bringing documentation to support their views; however, it is not required that they appear in person. It should be understood that the purpose of the appeals process is to peaceably resolve issues that have not been resolved through other means. Therefore, the approach to problem resolution in the appeals process is through consensus, so far as is possible.

The membership of the Academic Appeals Committee consists of six individuals: the USM Academic Vice President (chair), two elected student representatives, two full-time teaching faculty, and one full-time staff member. The Vice President for Academic Affairs or designee may choose to sit with the Academic Appeals Committee for purposes of hearing the discussion or for clarification of issues, but not for voting purposes.

Religious Institution Exemption

The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists in admissions and employment. The University believes that Title IX regulations are subject to constitutional guarantees against unreasonable entanglement with or infringements of the religious teachings and practices of the Seventh-day Adventist Church. The University expects students and employees to uphold biblical principles of morality and deportment as interpreted by the Seventh-day Adventist Church. The University claims exemptions from the provisions of Title IX set forth in CFR Sections 86.21, 86.31, 86.40 and 86.57(b) insofar as they conflict with church teachings and practices or morality, deportment, and appearance.

V. Curriculum

CURRICULUM OVERVIEW

The curriculum of the Social Work Department is built upon a liberal arts base which includes religion, humanities, social sciences, natural sciences, math, health and physical education, education and business. This liberal arts base contributes to the development of professional skills by giving students a well-rounded exposure to the arts and sciences. The curriculum includes content on racial, ethnic, cultural and social diversity that is integrated throughout.

The value of sequential and orderly learning process is regarded highly within the Social Work Department. Therefore, the sequencing of courses is adhered to within the social work curriculum and begins with a core of liberal arts courses serving as a base. This perspective allows for the development of knowledge, logical thinking and the beginning of analytical reasoning, and prepares the student for a shift to utilizing knowledge and abstract reasoning. The first two years of student preparation are focused on the development of a solid liberal arts base that is built upon and enriched with a concentration on social work courses in the last two years.

During the third and fourth years, courses are sequenced to foster development and utilization of practice skills. This sequencing of social work courses insures that the social work knowledge and practice skills are integrated in an orderly manner.

The desire on the part of the faculty for a viable program serves as an impetus for on going curriculum evaluation. The social work faculty continuously evaluates the curriculum and relies on external consultants, curriculum development workshops, students, the Advisory Board committee, and Field Advisory Group for input in this area. The Advisory Board and Field Advisory Group committees, consist of community practitioners, and help provide valuable input regarding curriculum based on current practice needs and trends.

Social work majors are not required to have a minor, but are required to take three hours of electives. The electives can be from the four social work electives offered or from other courses taken. A total of 128 semester hours are required for graduation. Students are encouraged to work closely with their faculty advisor to assure proper selection of courses in sequential order.

The following is the required four-year curriculum and sequence order, followed by the major course requirements.

REQUIREMENTS FOR BACCALAUREATE DEGREE

Philosophy Statement

The general education program at Oakwood University is designed to integrate faith and learning, encourage a vibrant spiritual experience, develop academic skills, foster creative and critical thinking, and provide a global education for students to survive in a culturally diverse society. The general education program and major field immersion should qualify students for admission to graduate programs and professions in a variety of academic fields.

General

1. A candidate for a degree must have a satisfactory academic record and be of good moral character. In addition, the candidate must possess personal attributes which will reflect well upon Oakwood University. The University reserves the sole and final right to determine whether the candidate possesses such personal attributes.
2. The student is responsible at all times for knowing his or her scholastic standing and for fulfilling all requirements of the university by referring to published academic policies, regulations and standards and by consulting with the appropriate dean department chair or advisor. It is the student's responsibility to ascertain and meet course requirements, prerequisite requirements, graduation requirements, appropriate course sequencing and any other requirements of the university.

Quantitative

1. The satisfactory completion of required remedial courses and removal of admission deficiencies. This may add to the total hours required to complete the degree.
2. The satisfactory completion of the general education requirements.
3. The satisfactory completion of a minor, if required (see individual departments). A minor must be between 18-21 hours, of which 8 hours must be upper division.
4. The satisfactory completion of the oral and written proficiency requirements (English Proficiency Examination and CO 201 Fundamentals of Public Speaking).
5. The satisfactory completion of two upper division writing emphasis courses of at least 2 hours each, one of which must be in the major. A (W) after a course title designates a writing course.
6. The satisfactory completion of a minimum of 128 semester hours (remedial credits not included in total credits), including 40 hours at the upper division level and not more than 64 hours total in the major or minor.
7. The satisfactory completion of the major departmental exit examination.

Qualitative

1. The attainment of a minimum cumulative GPA of 2.00
2. The attainment of a minimum overall GPA of 2.25 in the major and 2.00 in the minor fields. No grade below C (2.00) may apply toward the major or minor. No grade below D 1.00 or C- (1.70) for EN 111 and EN 112, may apply toward the general education requirements.

Residence

1. The satisfactory completion of a minimum of 32 semester hours, of which 24 semester hours must be during the senior year.
2. The satisfactory completion of a minimum of 20 semester hours at the upper division level.
3. The satisfactory completion of 8 upper division hours in the major field.
4. The satisfactory completion of 3 upper division hours in the minor field if a minor is selected.

GENERAL EDUCATION REQUIREMENTS FOR ALL BACHELORS DEGREES

All bachelors' degrees require a minimum of 128 semester hours composed of: general education requirements (53-64 hours); major requirements; and electives, as necessary, outside the major. Variations in the total hours required for degree completion or in the general education requirements are noted in the bulletin sections of the appropriate departments. In those instances where the credits for general education, the major and electives within the major are less than 128 hours, additional electives are required. Please consult the appropriate academic advisor for detail.

- Orientation.....1 hour
Required: OU 101

- Education and Business.....5 hours
Required: ED 250 and IT120 or IT203. Students not having passed one year of high school types must take IT 100 or pass a keyboarding test in the Business & Information Systems Department.

- Health and Physical Education.....5 hours
Required: PE 211 and three hours of activity courses

- Humanities.....15 hours
Required: EN 111-112 (minimum C-), EN 201 or 211 or 212 or 301 or 302; AR 217 or MU 200; and CO 201

- Modern Foreign Languages.....0-6 hours
Required of all candidates for the B.A. degree. All other degree candidates may be exempt if they have passed two years of the same foreign language in high school.

- Natural Sciences and Mathematics.....12 hours
Required; three hours each in Biology, Mathematics, and Physics or Chemistry; Recommended for non-science majors: BI 101, MA 101 For Social Work majors BI 102 substitutes for physical science; PY 101 and SO 101 are required as well as SW201; PY307 substitutes for a math elective.

- Religion and Theology.....6-11 hours
Required: RG202 and RG301. Students not having passed two years of high school Bible must include RG 101, except transfer students who have completed six hours of college Bible. Requirements for transfer students: freshmen must take 11 hours, sophomores 8 hours. Junior and senior 6 hours. All transfer students must take RG 102 and RG 301.

Social Sciences

Required: HI 211 and 212, Political Science or American Government or Comparative Governments; and PY 101, SO 101 and SW 201.

Total-----53-64 hours.

COURSE SEQUENCING

It is important to note that the Social Work Department operates on the premise that students’ growth and development within the field is based on knowledge building courses and practice experience. With this in mind, the curriculum was built with the understanding that prerequisites are a necessary function prior to taking upper division courses. **Students must take the necessary prerequisites prior to taking upper division courses.**

Course Failures

In order to ensure that students who fail courses receive the proper advisement to assist in their future course planning, Social Work faculty is required to submit a course failure report at the conclusion of each course. (See Appendix). The academic progress of students who fail social work courses will be reviewed in order to ascertain the best course of action for the student.

An academic review will take place for students who fail the same social work course twice. The purpose of the review will be to determine the student’s continuance in the social work program. Students who are allowed to continue after two successive failures in the same course will be mandated to attend and engage in additional academic support resources specific to that course. Students will sign a contract indicating their commitment to working to resolve their deficiencies in that particular course in full recognition a third failure may result in termination from the Social Work Program.

Requirements for the Bachelor of Social Work Degree

Social work majors are required to complete internships essential for integrating knowledge, values and skills. In SW 400 Generalist Skills and Practice, students complete 50 hours; and in SW 454 and 455 Field Instruction and Seminar I and II, students are required to complete a total of 400 hours (200 hours in each class) in an assigned social service agency. *Transportation is the student’s responsibility.* While engaged in the senior field component, the student is limited to three 3-hour courses of additional class work; any additional hours require prior approval.

In addition, students are required to participate in 15 Service Learning Hours each semester while taking SW202, SW400, SW454 and SW455. The projects for service learning may be student initiated or initiated by the instructor. These hours provide opportunity for students to give freely to others at times in areas of their special interest.

Service learning opportunities may include projects with the elderly, in schools, with the Downtown Rescue Mission (Homeless Shelter) or other mutually agreed-upon venues.

Major Course Requirements:

| | | |
|----------------------|--|----------|
| SW 201 | Introduction to Social Welfare | 3 hours |
| SW 202 | Introduction to Social Work | 3 hours |
| SW 330 | Human Behavior and Social Environment I | 3 hours |
| SW 331 | Human Behavior and Social Environment II | 3 hours |
| SW 334 | Understanding Diversity and Oppression | 3 hours |
| SW 340 | Modern Social Work Theories and Practice | 3 hours |
| SW 380 | Welfare Policies | 3 hours |
| SW 390 | Christian Philosophy of Social Work | 3 hours |
| SW 400 | Generalist Skills and Practice | 3 hours |
| SW 420 | Research in Social Work | 3 hours |
| SW 451 | General Methods of Micro Social Work | 3 hours |
| SW 452 | General Methods of Mezzo Social Work | 3 hours |
| SW 453 | General Methods of Macro Social Work | 3 hours |
| SW 454 | Field Instruction and Seminar I | 7 hours |
| SW 455 | Field Instruction and Seminar II | 7 hours |
| SW 480 | Career Preparation | 2 hours |
| PY 307 | Statistical Methods | 3 hours |
| PY 411 | Principles of Research | 3 hours |
| EN 304 | Advanced Composition | 3 hours |
| Total Semester Hours | | 64 hours |

General Education Requirements:

| | | |
|-------------|--|---------|
| EN 111& 112 | Freshman Composition | 6 hours |
| BI 101& 102 | Life Sciences | 6 hours |
| RG 101 | Introduction to Bible or religion elective | 3 hours |
| OU 101 | Orientation Seminar | 1 hour |
| MA 101 | Fundamentals of Math | 3 hours |
| IT 120 | Software Tools for Personal Productivity | 3 hours |
| PE 211 | Health Principles | 2 hours |
| PY 101 | Principles of Psychology | 3 hours |
| RG 102 | Life and Teachings of Jesus | 3 hours |
| RG 202 | Fundamentals of SDA Beliefs | 3 hours |
| ED 250 | Philosophy of Christian Education | 2 hour |
| EN 201 | World Literature | 3 hours |
| CO 201 | Fundamentals of Public Speaking | 3 hours |

| | | |
|----------------------|---|---------|
| HI 211 & 212 | U.S. History | 6 hours |
| PE | Activity Courses | 3 hours |
| PS 120 or 200 or 211 | Intro to Pol Sci or Am Gov't or Comp Government | 3 hours |
| AR 217 | Art Appreciation or MU 200 Music Appreciation | 3 hours |
| RG 301 | Gift of Prophecy | 3 hours |

OAKWOOD UNIVERSITY
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK
Work Plan for Advisors

Name _____ Attended SDA Academy _____ HS GPA _____
 ACT/SAT _____ Reading Level _____ Anticipated Graduation date _____
 Permanent Address _____

| FALL | Date/Grade | FRESHMAN | SPRING | Date/Grade |
|------------------------------|------------|----------|--------------------------------|------------|
| EN 111 Freshman Comp | 3 _____ | | BI 012 Life Science | 3 _____ |
| SO 101 Principles of Soc | 3 _____ | | EN 112 Freshman Comp | 3 _____ |
| BI 101 Life Science | 3 _____ | | IT 120 Software Tools Pro* | 3 _____ |
| RG 101 Intro to The Bible or | | | PE 211 Health Principles | 2 _____ |
| RG ___ Religion Elective | 2-3 _____ | | PY 101 Prin of Psychology | 3 _____ |
| MA 101 Fund. Conc. Of Math | 3 _____ | | SW 201 Intro. To Soc. Welfare | 3 _____ |
| _____ | | | | |
| OC 101 Orientation Sem | 1 _____ | | | |
| Total | 15-16 | | Total | 17 |
| SOPHOMORE | | | | |
| | | | HI 212 US History II | 3 _____ |
| HI 211 US History I | 3 _____ | | PS 120 Intro. Political Sci or | |
| ED 250 Phil/Christ.ED | 2 _____ | | PS 211 Amer. Gov or | |
| EN 201 World Lit | 3 _____ | | PS 200 Comparative Gov. | 3 _____ |
| RG 102 Life/Teach of Jesus | 3 _____ | | RG 202 Fund. Of SDA Belief | 3 _____ |
| CO 201 Fund. Pub. Speaking | 3 _____ | | SW 330 HBSE I | 3 _____ |
| SW 202 Intro Social Work | 3 _____ | | AR 217 Art Appreciation or | |
| Total | 17 | | MU200 Music Appreciation | 3 _____ |
| | | | PE--- Activity Course | 1 _____ |
| | | | Total | 16 |
| JUNIOR | | | | |
| EN 304 Adv. Comp | 3 _____ | | PY 411 Prin of Research | 3 _____ |
| PY 307 Stat. Methods | 3 _____ | | SW 400 Gen. Skills & Prac | 3 _____ |
| SW 340 Mod. SW Theo/Prac | 3 _____ | | SW 334 Diversity & Oppres | 3 _____ |
| SW 331 HBSE II | 3 _____ | | SW 390 Christ. Phil of SW | 3 _____ |
| SW 380 Welfare Policies | 3 _____ | | PE ---- Activity Course | 1 _____ |
| PE --- Activity Course | 1 _____ | | SW 451 Gen. Meth. Micro | 3 _____ |
| Total | 16 | | Total | 16 |
| SENIOR | | | | |
| SW 420 Research in SW | 3 _____ | | SW 453 Gen Meth Macro | 3 _____ |
| SW 452 Gen. Meth. Mezzo | 3 _____ | | SW 455 Field II | 7 _____ |
| SW 454 Field I | 7 _____ | | RG 301 Gift of Prophecy | 3 _____ |
| SW 480 Career Prep | 2 _____ | | --- ----- Elective | 3 _____ |
| Total | 15 | | Total | 16 |

The above sequencing of courses is recommended for all social work majors. Please consult your advisor, curriculum guide, and Bulletin before any course selection is finalized.

***Students that haven't completed 1 year of high school typing, must take IT100 prior to IT120**

One year of foreign language is needed if two year of high school foreign language has not been completed.

DESCRIPTION OF COURSES

SW 201 Introduction to Social Welfare

3 hours

An introductory study of the historical development of social welfare problems in the United States and the programs, practices and policies designed to address them. The course also introduces students to global perspectives of welfare for marginalized populations including the Black Diaspora and the global development and role of human rights and social and economic justice. The course will include the development of social work and the profession's role as a change agent for social welfare policies in America and globally. Open to non-majors.

SW 202 Introduction to Social Work

3 hours

An introduction to the historical development of the social work profession including its purpose, global context, professional social work values and ethics. The course will also explore the breadth of social work practice and introduce students to the types of practice skills utilized by social workers. Students are introduced to the: Department faculty, goals and objectives of the program, and are required to successfully complete the necessary steps for admission requirements in order to become an official social work major. Students are required to develop a group Service Learning project with an underserved/marginalized group. The project should be designed to enhance human relationships and improve the quality of life for its recipients. Students must commit a minimum of 15 hours to this service learning project. Prerequisite: SW201.

SW 307 International Social Work

3 hours

This course focuses on the key economic, political, and social issues that shape human welfare and social development, and the role that social work plays in addressing these issues in an international context. Open to non-majors. Offered alternative years. Prerequisite: PY 101 or SO 101.

SW 312 Minority Aging

3 hours

An introduction to aging, focusing on minorities, and the cultural, economic, social class and sexual forces they face. The needs of the elderly and the availability of related services are addressed. An examination of the cultural aging experience of elderly minorities. Open to non-majors. Offered alternative years. Prerequisites: PY 101 or SO 101.

SW 330 Human Behavior and Social Environment (W)

3 hours

The first component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter and how this encounter may enhance or impede their health and well-being. The course explores a wide breadth of developmental theories including but not limited to bio-psycho-social-cultural-spiritual, racial, and identity formation development and theory as the context for individual, family, and group development from infancy to adolescence. Prerequisites: BI 101, PY 101 or SO 101.

SW 331 Human Behavior and Social Environment (W) **3 hours**
The second component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter that may enhance or impede their health and well-being. The course continues the exploration of developmental theories including but not limited to: bio-psycho-social-cultural-spiritual, racial, and identity formation development theory as the context for individual, family, and group development from young adulthood to old age.
Prerequisites: SW330 or consent of instructor.

SW 332 Child Welfare **3 hours**
A historical and contemporary analysis and study of social services for children. Open to non-majors. Prerequisite: Junior standing, PY 101 or SO 101.

SW 334 Understanding Diversity and Oppression **3 hours**
An analysis of the nature of oppression from historical and social structural perspective. The social and interpersonal contexts of oppression, identity formation issues, racism and discrimination, and powerlessness among diverse groups will be explored. Implications for social work practice on the micro, mezzo, and macro levels will be examined and analyzed for effective practice intervention and contemporary analysis and study of social services for children. Open to non-majors. Prerequisite: SW330, SW331.

SW 340 Modern Social Work Theories and Practice **3 hours**
This course provides students with opportunities to examine and assess theories for social work practice. These theories are used as lenses when analyzing client interactions and aid student understand of how social work theory and practice can inform one another in an integrated fashion. Prerequisite: SW 202 and SW 330.

SW 380 Welfare Policies **3 hours**
An introduction to the study of social welfare policy including its purpose and how policy is formulated, implemented, and its impact at the local, state, federal and global levels. The course will examine the link between welfare policy and social work practice with individuals, groups, families and communities. The course will review relationships between social policies, human rights and issues of social and economic justice. The course will also provide students with an opportunity for mock policy development and critical analysis. Finally, this course will promote the development of the leadership skills needed to be proactive in the design and implementation of policies within various systems. Prerequisite: SW201 and PS120 or PS211, HI 211 and HI212.

SW 382 Human Sexuality **3 hours**
This course will study and analyze selected areas of human sexuality in order to equip students with a broader understanding of the personal, social, emotional and physical nature of this complex and sensitive area. The course will also provide insight into spiritual and psychological components of sexuality. The latitude of human sexual behavior and sexual dysfunctions will also be discussed. Open to non-majors.
Prerequisite: BI 101, PY 101 or SO 101.

SW 390 Christian Philosophy of Social Work**3 hours**

A study of the underlying Christian principles utilized by the Christian social worker and an examination of church philosophy, which corresponds to the social work code of ethics. This course will aid students in devising appropriate strategies for and ethical decision making in practice based on social work knowledge, relevant laws and the NASW Code of Ethics. Prerequisite: SW201, SW202, and SW340.

SW 400 Generalist Skills and Practice**3 hours**

This course introduces students to the principles, activities and skills used by social workers in direct practice. The course includes interviewing and relationship building skills with diverse clientele, and introduces students to the relationships between values, practice and practice skills. Students are required to complete role playing assignments that demonstrate their mastery of the assigned topic area, ability to think critically, utilize ethical principles in their decision making, possess sound judgment, and communicate planned intervention in an effective professional manner. Students are also required to demonstrate leadership initiative by participating in classroom discussions and completion of interactive assignments. A preparation course for senior-level practice experience. Students are required to complete 50 practicum hours in an assigned agency and 15 hours of service learning. Prerequisite: SW202, SW331 and SW340.

SW 420 Research in Social Work**3 hours**

This course is designed to enable students to learn and develop critical thinking skills required in scientific inquiry. Students are expected to utilize principles of logic, scientific inquiry, social work ethics, and judgment to: distinguish and appraise problems; utilize scholarly literature to understand and direct their study; devise and employ an appropriate research strategy; organize, evaluate, and integrate relevant research data; and develop relevant resolutions to presented problems for the client systems being studied. The course curriculum includes an overview of the basic social research methodologies utilized within the social sciences. Students are required to complete research projects with systems of varying sizes. Students will also be better able to recognize the impact that diversity (i.e. race, culture, gender etc.) has on the research process as well as identify the rationale for advancing human rights and social economic justice within their practice based on their own research observations. Prerequisite: PY 307, 411, course must be taken in conjunction with SW454.

SW 451 General Methods of Micro Social Work Practice**3 hours**

This course is the first in a series of practice courses. It is designed to introduce students to the General Intervention Method (GIM) of social work practice small client systems. The course will focus on the theories, principles and skills necessary to engage, assess, intervene, and evaluate clients for micro social work practice. Students are also required to demonstrate leadership initiative by participating in classroom discussions, completion of interactive assignments, role-play, and simulation activities. Prerequisite: SW331, SW340, and SW380 or consent of instructor.

SW 452 General Methods of Mezzo Social Work Practice**3 hours**

This course is the second in a series of practice courses and builds on the knowledge and skills acquired in SW 451. The course equips students with knowledge, values, and practice skills necessary for effective problem solving intervention with families and groups from diverse backgrounds. Students will learn how to apply family and group behavior theories, the GIM framework for problem-solving within practice, and social work values and ethics in order to engage, assess, intervene, and evaluate families and groups. The course values the direct practice experience for knowledge and skill development of generalist social workers. Students are provided with several opportunities to develop their practice skills in group leadership dynamics, by facilitating community based group projects outside of the classroom that address a specific group issue. Students will also have an opportunity to develop their family intervention knowledge and practice skills through the use of field-based assignments, role plays, case studies, and other classroom exercises. Prerequisite: SW451.

SW 453 General Methods Macro Social Work Practice**3 hours**

This course is the third and final segment of a three-part series of practice courses. The course utilizes the GIM, theories, principles, skills and techniques necessary to engage, assess, intervene, and evaluate effectiveness in working with organizations and communities. Students are required to engage in a variety of macro level projects that are designed to: demonstrate their understanding of macro practice; exhibit leadership and competence in initiating positive change at the macro level of practice using evidence based interventions; and demonstrate how their intervention can promote social and economic justice. Students will work in groups to develop grant-writing skills and complete a community project based on a organizational/community needs assessment. Students will also engage in resource development skill activities. Prerequisite: SW452.

SW 454 Field Instruction and Seminar**7 hours**

The first of the two part field practicum course series. This is the department's signature pedagogy course that is designed to help students integrate into the professional role of being a social work practitioner. The course allows students to connect social work theory, knowledge, values and skills acquired throughout the social work curriculum with actual practice within an agency setting. Along with assigned coursework, students receive supervised field practice within an approved agency selected by the department. Students are expected to demonstrate growth in their progress towards the achievement of the course competencies, which are based on the program goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisite: SW400 and SW451 (SW420 and SW454 must be taken concurrently).

SW 455 Field Instruction and Seminar**7 hours**

A continuation of SW454, the department's signature pedagogy course designed to aide students' integration into the role of professional generalist practitioners. The course allows students to connect social work theory, knowledge, values and skills learned within the classroom environment with actual practice within an agency setting. Students will continue to receive assigned coursework designed to aid their understanding of the

connection between social work theories, knowledge, values and skills learned in the classroom and actual social work practice. Students continue to receive supervised field practice within their approved agency. Students are expected to demonstrate achievement of the course competencies, which are based on the departmental goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisite: SW454.

SW 480 Career Preparation

2 hours

This course is designed to equip students with the skills and knowledge to prepare them for a professional career in social work. Students are required to investigate and complete assignments designed to aide them in their transition to professional generalist practice and encourage graduate school entrance. The course incorporates strategies that will prepare students for: professional networking, job searching skills, interviewing skills, social work licensure, employment skills and preparation for graduate school. Students are required to develop a professional track career plan and timeline and a plan for pursuing life-long learning. Students must also demonstrate how self-evaluation has improved their, demeanor, behavior, appearance and communication skills. The course includes a review of social work career options available in faith-based institutions and afro-centric agencies. Students are required to complete the first section of the professional portfolio requirement for the Department’s exit examination process. Prerequisite: Senior standing.

SW 490 Research and Independent Study

1-3 hours

A major research project or independent activity and course work that will contribute to the knowledge base of the field of social work. This course is offered under the direction of an advisor. Prerequisite: permission of the departmental chair.

Course Loads

As stated in the University Bulletin, class loads are governed by classification and previous academic performance as follows:

| Classification | Minimum Cum. GPA | Maximum Load |
|------------------------|-------------------------|---------------------|
| Academic probation | Below 2.0 | 13 hours |
| All regular students | 2.00 | 17 hours |
| Sophomores and juniors | 3.00 | 18 hours |
| Seniors | 3.00 | 20 hours |

The Social Work Department strictly adheres to the school’s policy and **does not** permit students to have course–loads that exceed the University-stated maximum course load. The maximum class load for any situation includes incompletes and courses by cooperative arrangement (neighboring colleges).

STUDENT PREREQUISITES FOR ADMISSION TO FIELD INSTRUCTION

Students anticipating Field Instruction must (no exceptions) complete the following requirements: (Please note that the entire Field Manual is available online at the Social Work Department's webpage)

1. Complete all prerequisites for Field Education I (SW454) as listed in the university catalog.
2. Completion of credit hours required with no grade lower than a "C" in any required SW course and a minimum social work cumulative GPA of 2.5 on a 4.0 scale at Oakwood University.
3. Complete all incomplete grades.
4. Be in good standing academically with both the university and the social work program.
5. *Submit a completed Application for Social Work Field Education Form to the Director of Field by the specified date announced in SW400-Generalist Skills (generally during the month of February of each year) which includes the following:*
 - Self-Evaluation of Professional Fitness for Field Form (completed by the student and the field supervisor for their SW400 – Generalist Practice).
 - A recent Unofficial transcript
 - Criminal Background Check (students will need to pay \$15.00 which can be added to school account).
 - NASW membership (\$23.00) and NASW liability Insurance (\$45.00 with NASW membership)
 - Professional resume'
 - Writing samples (2 graded papers from previous social work courses)
 - Peer Reference Form

(All forms can be found on SW400 Generalist Skills D2L site and must be typed. Application must be turned in during SW400 Generalist Skills)

2. Make an appointment with the Director of Field to present the "Readiness for Field" Power-Point Presentation and to discuss Field Application Packet.
3. Receive letter of acceptance to field from Director of Field Instruction.
4. Attend Social Work Fair and/or Schedule and attend interviews with prospective field agency.
5. Attend 2 required Field Orientation meetings with the Director of Field Instruction.

Students will be given written notification by the Director of Field Instruction stating whether they have been selected to participate in Field Instruction and Seminar I for the fall semester or whether they have been denied. Written Notification of whether a student has been accepted or denied for Field Education will be given by March of each year.

Students who are denied from entering Field Instruction and Seminar will meet with the Director of Field instruction to discuss the areas where they did not meet the requirements for entry into Field Instruction and Seminar. From this meeting, a plan of action/learning contract will be developed to strengthen areas where the student demonstrated weaknesses (academic and /or personal) . The student may be requested to 1.re-apply for field the next academic school year after working on the assigned plan of action/learning contract or 2. Receive admittance to field for the Fall semester based on completion of the assigned plan of action/learning contract prior to the assigned deadline (this will only be permissible for students with minor areas that require strengthening).

Selection of Field Instruction Agencies:

Students who have been selected for field placement will meet with the Director of Field Instruction to discuss potential field placements. Field placements can be selected from the following methods:

1. Students can attend the Social Work Career Fair hosted by Alabama A&M Social Work Department. Students will be provided with a blank Agency Selection Form and will be asked to select their top three agencies in order of preference. This form will be collected at the close of the fair and use for the individual placement consultation, the Director of Field Instruction will review the agencies selected by the student, agencies selected must meet the field instruction prerequisites requirements for agencies.
2. Once the selections are confirmed the agencies are then contacted by the Director of Field Instruction to determine whether the agency wishes to accept a student for field placement and the suitability of the agency in meeting the educational and field instruction standards for an appropriate placement.
3. In the event that students are unable to attend the Social Work Career Fair, the Director of Field will meet with the student to discuss potential field placements and will once again use the Agency Selection Form for the student to select their top three agencies in order of preference. The Director of Field Instruction will review the agencies selected by the student, and determine the suitability of the agency in meeting the educational and field instruction standards for an appropriate placement. Once the selections are confirmed the agencies are then contacted by the Director of Field Instruction to determine whether the agency wishes to accept a student for field placement. (Additional information concerning the fair will be discussed later in this document)

Interviewing With Prospective Field Agencies:

All students are required to contact prospective agencies to schedule and interview with the prospective Field Instructor. Students are expected to dress

professionally for interviews and bring a professional resume'. Upon completion of the interview (s), students will contact the Director of field Instruction to share the result of their interview (s). The Director of Field Instruction will contact the agency to confirm a possible match, if this was indicated by the student. There must be a mutual agreement between the student and agency regarding the acceptance of the student into field for the Fall semester, before the placement is finalized. If a mutual agreement cannot be reached, the Director of Field Instruction will contact the next agency on the student's Agency Selection Form for possible placement and repeat the process. Once a placement is finalized, the student will be required to work a minimum of 8 hrs at the agency in order to, for the final time, determine if the selection was a good choice for both the agency and the student.

Even though every attempt is made to match students according to their preference, the Director of Field Instruction reserves the right to officially place students within an agency for the 400 hour field practicum experience.

Once this process is complete, the agency then becomes an official field instruction site, a letter of agreement between the school and the agency is sent that indicates that the agency has become an affiliate of the Oakwood University Social Work Program. A formal letter is sent to the field instructor and the student indicating their official field placement for the upcoming school year.

Transportation:

Students are expected to be responsible for their own transportation to and from field as Oakwood University does not provide transportation outside of the campus. Students must submit a copy of their third-party accident coverage to the Director of Field prior to starting their field placement (due the first day of field class, Fall semester). Students who are unable to secure reliable transportation will either be placed at an agency within walking distance of the school if the agency meets the standards of an appropriate placement (such placements are extremely rare). If a student is unable to secure transportation by the beginning of the Fall semester (no more than two weeks into field), they will be required to drop Field Instruction and Seminar II –SW454 and re-enroll the following school year, once they have secured transportation.

Field Orientation

Students selected for field are expected to attend two mandatory field orientation meetings that will be held during SW400 – Generalist Skills. Students will review what will be expected of them in field as well as receive their summer assignments.

Social Work Fair

In previous years, the social work department used a matching format in placing students that was based on the student's stated area of interest, the faculty and or Director of Field Instruction's knowledge of the student's ability and skills and availability of agencies. During an evaluation of the selection process it was discovered that students wanted to see and know more about the various agencies that were available within the community so they could make a more informed choice in their selection of agencies. The concept was discussed with other social work institutions in the vicinity and discussion brought about the development of a social work fair which would provide students with a forum to view the various agencies and make a more informed decision in their senior field placement setting. This belief follows the social work belief of client self-determination, allowing the students the opportunity to view and select agencies that would be appropriate for their desired interest.

During the Spring Semester of each year, community agencies from Madison County and the surrounding counties are invited to a Social Work Fair which is held in conjunction with Alabama A & M, and North Alabama University. Agencies are invited that field director's believe would provide the range in learning opportunities that are necessary for the field instruction courses.

The purpose of the Social Work Fair is to:

- # Provide students with and opportunity to discover the various community resources that they can utilize within their senior practicum.
- # Meet and interview representatives from the various agencies to better understand the agencies role in social service provision within the Huntsville/Madison County region.
- # Provide a forum for the selection of a potential agency for the students senior field practicum

Block Placements

Block placements are not considered a regular component of the social work program; however, students may apply for a block placement if the following conditions are met.

1. Applicants must have a minimum cumulative grade point average of 3.30 when their application is submitted.
2. Applicants must have one year paid prior social work experience.
3. Applicants must submit one recommendation from an employer.
4. Applicants must have completed all required and general education courses except for SW454 and SW455.

5. Applicants must interview with the field director and have approval of the Department.

Field Insurance

All social work interns registered for the courses SW400, SW454 and SW455 will be required to purchase student liability insurance effective July 1, 2005. Students can purchase liability insurance through the NASW. This requires membership status and therefore interested students must begin this process 6 months prior to their scheduled practicum.

SERVICE LEARNING (DC12, BPB412)

All students are required to complete fifteen (15) hours of service learning in the community in the following courses: SW202, SW400, SW454 and SW455. Your instructor will discuss with you various opportunities for service learning and how to access them. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Even though there are many different interpretations of service-learning as well as different objectives and contexts, there is a core concept upon which all seem to agree: **Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.** From a Christian perspective, service learning embodies the ethic of self-sacrificial giving of oneself to another without personal gain. In Matthew 10:8, Jesus articulated this principle when he said “Give as freely as you have received.” Thus, much of the unique learning that occurs in service learning is in the realm of character.

According to the National Commission on Service Learning, service-learning:

- Links to academic content and standards
 - Involves young people in helping to determine and meet real, defined community needs
 - Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
 - Can be used in any subject area so long as it is appropriate to learning goal
 - In general, authentic service-learning experiences have some common characteristics (taken mostly from Eyler and Giles 1999).
-
- They are positive, meaningful and real to the participants.
 - They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and

citizenship.

- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no “right answers” in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

GATE KEEPING

The social work profession is built upon sound ethical and value principles. The profession adheres to a professional code of ethics which is upheld and supported by the Oakwood University Social Work Department. It is the responsibility of social work faculty to play an instrumental role in the inclusion or exclusion of students into the social work profession. This responsibility is not taken lightly. Should significant reservations arise concerning a student's suitability for continuation in the B.S.W. program arise as a result of the pre-field interview process these concerns will be discussed and addressed by the social work faculty.

VI. Student Rights and Responsibilities

EQUAL OPPORTUNITY COMMITMENT

Oakwood University is committed to providing equal opportunity for all qualified persons. It does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, or handicap in the administration of its educational and admissions policies, financial affairs, employment policies and programs, student life and services, or any other University-administered program.

SEXUAL HARASSMENT POLICY

Sexual harassment is prohibited by the University. All students have the right to report and are encouraged to report acts of sexual harassment from any student, employee, volunteer or any other person associated with Oakwood University. Contact the Office of Student Services for reporting procedures.

Definition of Terms

Sexual offenses are classified as sexual harassment or sexual assault.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and verbal (sex-oriented jokes, teasing, degrading comments, propositions, tricks, etc.) or physical conduct of a sexual and/or offensive nature.

Sexual assault is defined as the intentional and unwelcome touching of an individual's intimate parts or the intentional touching of the clothing covering the intimate parts, accompanied by use of force, the threat of force, or coercion. "Intimate parts: includes the primary genital area, groin, inner thigh, buttocks or breast of an individual. Sexual assault includes acquaintance rape and/or date rape.

Rape is defined as sexual intercourse without an individual's consent.

DISABILITY ACCOMMODATIONS

In compliance with Section 504 of the Rehabilitation Act of 1973, the university assists and makes reasonable accommodations for students who have disabilities. For assistance students should contact the Disability Office at (256)726-7149.

DRUG-FREE ENVIRONMENT

Oakwood University is committed to providing a drug-free workplace for its faculty, staff, and students. The Drug-free Act of 1988 requires Oakwood University in

Huntsville, Alabama, to provide the following statement of the University's drug-free workplace policy to all persons employed by the University.

1. It is forbidden to manufacture, distribute, sell, possess, or use any controlled substance unlawfully in the university workplace. The term "controlled substance" means any drug listed in the federal statutes and regulations and included, but is not limited to, heroin, marijuana, cocaine, LSE, PCP and "crack." The term includes "legal drugs" when not prescribed by a licensed physician.
2. The following sanctions shall be imposed for violation of the policy:
Any of the disciplinary actions described in the Oakwood faculty, staff and student handbooks up to and including immediate dismissal.
3. Any person employed by Oakwood University must, as a condition of employment:
 - A. Abide by the university's Drug-Free Workplace Policy
 - B. Notify the university, through its Department of Human Resources, within five days of his or her conviction under criminal drug statute for a violation occurring in the university workplace. A conviction means a finding of guilty (including a plea of *nolo contendere*) or the imposition of a sentence by a judge or jury in state or federal court.
4. Oakwood University will provide drug-free awareness programs, as well as make available counseling and treatment services through its counseling office and other agencies in the Huntsville area.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Oakwood University complies with the Family Education Rights and Privacy Act of 1974 (FERPA). A student's record is regarded as confidential, and release of this information is regulated by the FERPA Act. Students have the right to inspect their records at any time. Parents of students termed "dependent" for income tax purposes are entitled to receive certain information relating to the students' educational records upon request. A copy of the act is on file in the Records Office.

ADVISEMENT PROCEDURES

The Social Work Department is very involved in the advisement process during registration, specified advisement times (e.g., senior graduation advising), office hours, and via informal meetings and social activities. Because faculty members recognize the significance of this process, faculty members are interested in one-to-one advisement situations with students.

The faculty advisor's role has been described by Hardee and Mayhew in the following ways:

1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies.
2. The adviser will assist the student in periodic evaluation of his or her academic progress.
3. The adviser will assist the student in initial exploration of long-range occupational and professional plans, referring him or her to sources for specialized assistance.
4. The adviser will serve as coordinator of the learning experiences of the student, assisting in the integration of the various kinds of assistance rendered-held and psychological aids, remedial work, financial aids, religious counseling-the panoply of all services available to the students (1970, p. 11).

When faculty accepts the challenge and assumes the responsibility of being an advisor, and when other university/college professional personnel support the faculty member in the advising role, a number of positive benefits occur. Some of these benefits include the following:

1. The student will know at least one member of the faculty in another-than-classroom acquaintanceship.
2. The student will have an opportunity to discuss with a faculty member one area of occupational or professional specialty.
3. The student will have a "lifeline" to the administration through his or her advisor, a member of the academic community. (In the current era of dissent and press for administrative change, the faculty member can become a strong ally, a trustworthy advisor and evaluator of political action, and a teacher of the art of science of campus communication.)
4. The student will have a role model close at hand. The accessibility of an adult who is sought and admired is a powerful stabilizing force in the life of the student learner (Hardee and Mayhew, 1970, pp. 11,12)

The Social Work Department supports the Academic Advisement Handbook, and has outlined the following formal advisement procedures for all Social Work Majors:

1. CAS will distribute freshman files to the department of the student's declared major (i.e. Social Work).
2. From the department, these files will be forwarded to the Social Work Advisors.
3. Social Work Majors are assigned an advisor based on the student's last name or transfer status. The student will maintain the same advisor until the second semester

of their junior year. At that point, the student's file will be transferred to the Chairperson of the Department.

| <u>Last Names Beginning with:</u> | <u>Advisor</u> |
|-----------------------------------|----------------|
| A-G/ | Helen Fischle |
| H-O | David Sedlacek |
| P-Z | Lorraine Frye |
| Seniors/Transfers | George Ashley |

4. Transfer students will follow a similar process. Transfer students will initially be advised by the Chairperson of the Department. Following this initial advisement session, the student (if ranking in the Freshman, Sophomore, or first semester Junior Status) will be transferred to the proper advisor, based on their last name.
5. After the student is properly advised, the class schedule is distributed as follows: student, advisor and departmental administrative assistant.
6. The student's file will remain in the department until graduation. Each file should contain the following:

Transcript(s) (high school/academy, and college's previously attended), freshman advising form, departmental four-year plan, advisement worksheet, advisor's copy of the registration form, drop/add forms (if applicable), student's request for additional classes (if necessary), advisor's notes and application packet for departmental admission.

7. With consent of the Department Chairperson, a student may change advisor if he/she feels that the advice being rendered is not conducive to his/her goals.

Social Work Majors are expected to meet with their Social Work Academic Advisor at least twice each semester.

FACULTY EVALUATIONS

In addition to the following the formal grievance procedure, students also have a right to submit recommendations and concerns to the Office of the Academic Vice-President at the end of each semester via a confidential teacher evaluation form. Forms are disseminated near the end of the semester and are returned to a fellow student, who in turn, seals the evaluations in a folder and submits them to the Social Work Department Administrative Assistant or the Office of the Vice President for Academic Affairs. Responses for each semester are compiled and given to the instructor in a statistical manner. Written comments are also shared with the instructor. The results of the teacher evaluations are discussed with the department chairperson and each individual faculty member. Suggestions are made which will foster a more productive educational process.

STUDENT INVOLVEMENT IN CAMPUS ORGANIZATIONS

General Policies

Students seeking approval to function as a campus organization must submit to the Office of Student Activities a fully developed constitution or a statement regarding the scope and purpose of the organization, its membership requirements, and general policies.

Permission to function will be granted on an annual basis. All student organizations must register annually with the Office of Student Activities. This registration must be made during the fall of each year. Registration entitles the organization to the use of campus facilities and inclusion in the co-curricular program of the university.

All organizations shall have a faculty or staff advisor, who has been approved by the Office of Student Services. The advisor shall be responsible to the vice president for student services for the activities of the organization.

Organizations are expected to render programs and services that contribute to the social, recreational, spiritual, and cultural life of the university community. Any organization which promotes clandestine relationships, immoral practices, or encourages violation of the school regulations will be reviewed and if found out of compliance will forfeit the right to function on the college campus. Further, the officers of such organizations in violation of Oakwood University and the Seventh-day Adventist principles will be open to immediate disciplinary action by the university. The university reserves the right to withdraw its approval of any campus organization when the well-being of the university requires such action.

All organizations, with the help of their advisors, are asked to give an end-of-the-year report on their organization's activities. This should include supporting documentation. Failure to do this could cause some restrictions for the coming year. (This report should be submitted to the director of student activities no later than April 15 of each calendar year.)

Academic Qualifications of Officers and Members

Students holding office in any organization must have a cumulative GPA of 2.5 or better. Members on academic probation may be limited in the degree to which they may participate in the activities of their organizations.

STUDENT LEADERSHIP

As future professional social workers, the ability to lead others is essential. Therefore, Oakwood University and the department of social work have built into its structure opportunities to develop leadership ability. These opportunities include those that are campus-wide such as the United Student Movement (USM) as well as

department-based opportunities such as Social Work Club and Phi Alpha Honors Society. More informal leadership can be demonstrated and observed in the classroom, by serving on department committees, and at gatherings of students and faculty (e.g., department chapel, socials or other meetings). It is expected that all social work majors actively engage in leadership development activities, and that they be able to demonstrate leadership activity when submitting their portfolio in the Senior year.

The United Student Movement

The United Student Movement is the student government of Oakwood University. As stated in its constitution, the USM was established “in order to enhance our spiritual, academic, and social experience” at Oakwood University. Every student enrolled in Oakwood University is a member of the United Student Movement; hence it is the largest student-run organization on campus.

The USM, through its offices, provides many services. These include, but are in no way limited to social, academic, athletic, and religious activities. Some of the highlights of these activities include the spring banquet, college bowl competition, intramural competitions, and tent revival. Additionally, the USM produces the official Oakwood University newspaper, *The Spreading Oak*, and the official Oakwood University yearbook, *The Acorn*.

Regarding these student publications, Oakwood University accepts the concept that all campus publications operate primarily for the purpose of promoting academic excellence, respect for the rights of others, leadership training, cultural development, and self-expression. Thus the university offers students the opportunity to become involved in the publication of *The Spreading Oak* and *The Acorn*. These two publications come under the direct supervision of their appointed faculty/staff advisors and the vice president for student services. Each publication has an elected or appointed student editor who serves for a term of one academic year. Support staff is provided through the use of student volunteers. The role of the faculty/staff advisor is to give advice and counsel to the student editor regarding appropriate journalistic procedure, and to review and approve all final copy before publication. Because newsworthy events about campus life are matters of interest to the local community, and Oakwood University constituents, student publications may from time to time be reviewed by the official public relations office of the university, which is the Office of Public Relations.

As long as a person is a student of Oakwood University, his/her name is inextricably associated with the university. Since the university’s name is not to be used without permission, students are to make satisfactory arrangements with the Office of Public Relations before releasing for publication or broadcast any statement regarding themselves, the university, or any student activity.

The USM also serves as a liaison between the university administration and the student body, addressing problems and needs of the students at large. The officers are organized into two main groups, the executive officers and the senate. The executive

officers are elected at the end of the previous school year into the positions specified in the constitution. The senate is elected at the beginning of each school year and consists of student representatives from each of the dormitories and the off-campus population. Now is the time to take advantage of the many fulfilling opportunities to serve within the USM, and become an active member of your student government.

The Social Work Club

The Oakwood University Social Work Club is organized for all majors in social work, prospective social work majors and others who are interested in social work. The Club provides an opportunity for socialization and association with others of the same professional interests and goals. It also enhances academic and professional development of social work students. The club coordinates community service and outreach activities to the community each semester. The Social Work Club also provides a mechanism through which students may have input into the social work program and provides opportunities for leadership development.

The Club is sponsored by the Social Work Department but is organized and operated by the students. The Club sponsors service learning projects and other activities for the Social Work students. Examples of these projects include:

1. Building Homes with “Habitat for Humanity”
2. Assisting in the Downtown Rescue Mission
3. Developing a Mentorship Program with local schools and agencies
4. Coordinating activities at Local Programs for the Elderly
5. Conducting Community Empowerment and Awareness Programs
6. Planning and coordinating college days for the social work department

In addition to such noble service learning projects, the Club also promotes social activities. Some of these activities include:

1. Social Work Retreat
2. School Carnivals
3. Department Socials
4. End of School Socials
5. Sabbath Dinners
6. New Student Receptions

Although a number of activities have been outlined, the Club actively raises funds for special projects, assists in the accreditation process, and takes agency field trips. Members of the Club also play a key role in recruiting students into the department by the way they conduct themselves and speak of the profession of social work.

The Social Work Club meets regularly at a time that is determined by the executive committee and students. The Sponsor, President, or other Executive Board members may call special meetings.

Officers of the Social Work Club include the following: President, Vice President, Social Vice President, Religious Vice President, Treasurer, Secretary, and Assistant Secretary. Other officers may be appointed, if deemed necessary, by the Executive Committee.

These officers shall be elected at the end of the second semester and shall begin duty at the beginning of the following school year and shall hold their positions for a period of one year.

The Social Work Club Constitution gives more detail regarding the operations of the Social Work Club.

Phi Alpha Social Work Honor Society

The purposes of Phi Alpha Honor Society are to provide a closer bond among the students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

- a. Declared social work as a major
- b. Achieve sophomore status
- c. Completed 9 semester hours of required social work courses
- d. Achieve an overall grade point average of 3.0 (on a 4.0 scale)
- e. Achieved a 3.25 grade point average in required social work courses.

Officers for Phi Alpha, Eta Phi Chapter, include President, Vice-President and Secretary/Treasurer. The officers shall be elected at the end of the second semester and shall begin duty at the beginning of the following school year and shall hold their positions for a period of one year. Meetings for Phi Alpha are held regularly (monthly).

The Honor Society sees itself as the academic arm of the Social Work Club, and therefore, the activities that are outlined focus on the academic development of all Social Work Majors.

Some of these activities include:

1. Establishing a tutorial program for Social Work Majors
2. Developing a mentoring program within the Social Work Department
3. Promoting academic excellence by referring students to other resources.

The Phi Alpha Constitution gives greater detail regarding organizational operations.

PHI ALPHA HONOR SOCIETY

PREAMBLE

Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group for which quality educational preparation is deemed

imperative, students and faculty involved in social work education resolve to sponsor the founding of a national society, thereby to foster high standards of education and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

ARTICLE I THE SUPREME LAW

This constitution, together with its amendments and the statutes enacted by the National Council not in conflict therewith, shall be the supreme law of this society and shall be known as the National Constitution and National Statutes of Phi Alpha Honor Society.

ARTICLE II PURPOSES

Section 1: To recognize and promote scholastic achievement in graduate and undergraduate social work programs that are accredited or granted candidacy status by the Council on Social Work Education.

Section 2: To improve and further the goals and objectives of social work in the community, state, nation and world by:

- a) Encouraging objectivity and awareness of current developments and practices in the various fields of social work.
- b) Developing active communication and positive working relations among social work programs, professional social workers, and the general public.
- c) Stimulating interest in preparation for a career in social work.
- d) Furthering research and studying social work.

Section 3: To recognize professional social workers and others whose services, contributions, and leadership are held in esteem. Honorary membership may be awarded without cost to the local chapter or recipients.

ARTICLE III GOVERNMENT OF THE SOCIETY

The supreme governing body of the Society shall be the National Council as defined in Article V.

ARTICLE IV THE EXECUTIVE COUNCIL

Section 1. The Executive Council shall be comprised of no more than six full time faculty members from the program that serves as the National Office of the Society. In

programs with less than six faculty members, the entire permanent faculty may serve as the Executive Council.

Section 2: The Executive Council shall carry out the work of the Society, act on all applications for charters, make such appointments and administrative regulations as may be necessary, and generally promote the welfare of the Society.

Section 3: The Executive Council shall be responsible for the collection and disbursement of funds.

Section 4: A majority of the Executive Council shall constitute a quorum for the transaction of business.

ARTICLE V NATIONAL COUNCIL

Section 1: There is hereby created a National Council that shall consist of one voting member from each chapter.

Section 2: The National Council is the supreme governing body of the society.

Section 3: The National Council shall have the power to choose the National office of the Phi Alpha Honor Society.

Section 4: The National Council shall have the authority to elect other officers and point committees deemed necessary to carry out its duties.

ARTICLE VI MEMBERSHIP

Section 1: Undergraduate or graduate social work students who meet the qualifications established in Chapter V of the National Statutes shall be eligible for membership.

Section 2: Full time social work faculty members may be eligible of membership, based on requirements established by the local chapter.

Section 3: Certificates of membership shall be issued to all members upon payment of required fees.

Section 4: Honorary membership may be granted to professional social workers and others whose support of social work education and practice warrants such recognition. Honorary membership is limited to a maximum number of two individuals per year, and they shall not be assessed membership fees.

ARTICLE VII CHAPTERS

Section 1: Chapters of the society shall be established only at collages and universities with graduate or under graduate programs accredited by the Council on Social Work Education or granted candidacy status.

Section 2: Chapters of the Society shall be governed by its Constitution and By Laws; provided that there are not in conflict with the National constitution and Statutes.

Section 3: The officers of each chapter shall consist of a President, Vice President, Secretary and Treasurer. The office of the secretary -Treasurer may be held his building.

Section 4: The executive Council, for sufficient cause, shall have the power to withdraw from any chapter the power to exercise all of any part of its function

Section 5: The executive Council shall notify, in writing, any chapter in case of a delinquency which may lead to withdrawal. If such delinquency is not removed within three academic months from the date of notification, the chapter shall be placed on probation for a period of three academic months. If at the end of this probation, said delinquency still exists, the Executive Council shall have the power to suspend the chapter or take any action it deems necessary for the good of the Society.

Section 6: The chapters shall be designated in the order of their installation according to the letters of the Greek Alphabet.

ARTICLE VIII INSIGNIA

Section 1: The official logo of the Society shall be the Phi Alpha key that was approved by the National Honor Society Committee in 1962.

Section 2: The key may be worn or displayed only by members of the Society

Section 3: The colors of the society shall be blue and gold.

ARTICLE IX CONSTITUTIONAL AMENDMENTS

Section 1: This constitution may be amended by a majority vote of the Executive Council and must be ratified by a majority vote at the next annual meeting of the National Council.

Section 2: Amendments may be proposed by any member of the Executive or National Councils.

AFFIRMATIVE ACTION STATEMENT

The National Phi Alpha Honor Society subscribes to the provision that membership shall be available to all eligible persons without regard to age, gender, color, race, religion, national origin, sexual orientation, or disability.

CONSTITUTION OF THE O.U. SOCIAL WORK CLUB

Adopted on October 6, 1997

PREAMBLE

We, the members of the Oakwood University Social Work Club, in order to enhance our spiritual, collegiate, professional, cultural and social experience, do hereby pledge to promote loyalty to the mission, religious beliefs and practice, and the Seventh-day Adventist Church, and establish this Constitution for the Oakwood University Social Work Club.

Name The name of this organization shall be the Oakwood University Social Work Club.

Purpose The purpose of this organization shall be (a) to provide an opportunity for the socialization and association with others for the same professional interests and goals. (b) To enhance academic and professional development of social work students (c) to provide a mechanism through which students may have input into the program.

Membership, Dues and Meetings

Section 01. Membership

Any student majoring in social work regularly enrolled at Oakwood University may become a member of the Social Work Club. They may have voting and office holding privileges in accordance with the Student Clubs and Organizations Handbook.

Dues Dues shall be decided on by the organization (the Social Work Club) at the first general meeting of each semester.

Executive Meetings Executive meetings shall be held once every month, and at the call of the President and Executive Committee. All meetings shall be conducted in accordance with the policies of the Office of Student Activities. Quorum is to be determined at the first meeting of the school year.

General Meetings General meetings shall be held once a month, and at the call of the President and Executive Committee. All meetings shall be conducted in accordance with the policies of the Office of Student

Activities. Quorum to be determined at the first meeting of the school year.

Executive Officers

The Executive Officers of the Oakwood University Social Work Club shall be as follows:

President: To preside at Executive Committee and general meetings; appoint special committees with the approval of the Executive Committee; membership; perform other such duties as may be required by the By-laws or resolution of the Executive Committee.

Vice President: To preside in the president's absence and perform other such duties as may be required by the by-laws or resolutions of the Executive Committee.

Social Vice-President: To chair the Social Committee and plan for the social programming of the Social Work Club. Coordinate functions sponsored by the Social Work Club.

Secretary: To attend to all general correspondence of the organization and to keep minutes of all Executive Committee and membership meetings and to preserve the records of the organization. The secretary will also perform other such duties as may be required by the by-laws or resolutions of the Executive Committee. Shall possess word processing and secretarial skills and present minutes at each meeting of the Social Work Club.

Treasurer: Supervise the financial administration of all revenue. Present monthly reports to the Executive Committee, and two end of the semester reports to the general membership on the financial condition of the organization. Perform other such duties as may be required by the By-laws or resolutions of the executive Committee. Shall keep proper records.

Chaplain: Coordinate all religious activities sponsored by the Social Work Club.

Public Relations Officer: To chair the Public Relations Committee. To see to the prompt, effective dissemination of all voted activities and programs of the Social Work Club through every available medium.

Elections

1. Election of officers shall take place yearly during the month of April, in accordance with the policies of the Student Clubs and Organizations Handbook.
2. The general membership shall appoint a large committee to nominate a nominating committee consisting of students selected from the membership by March 31. The outgoing President, ex-officio shall serve

as Chairman of the Committee. He/she may also serve again if elected, the number of each committee shall be determined by the general membership upon recommendation of the outgoing Executive.

3. The nominating committee shall present a list of officers for the next school year to the general membership for approval by a simple majority vote on each name. This shall be done after the Director of Student Activities (ibid.) clears all names. All nominees shall be absent from the room during the voting phase. The election shall take place at a duly called general meeting, after at least even days notice.
4. Any student member is eligible for nomination as an officer of the Executive Committee who (a) meets the University's eligibility for student office-holding which consists of a 2.5 average; and (b) fulfills the qualifications as set up by the Executive Committee.
5. Between annual elections, the Executive shall exercise its authority to create and fill vacancies in the executive Committee, due to non-performance of duty, excessive tardiness and absenteeism or any infraction which violates Oakwood University policies and principles of the Social Work Club.

Amendments

Amendments to this Constitution may be proposed to the voting membership by majority vote of the Executive Committee or by petition signed by 1/10 of the voting membership. Amendments shall be declared adopted which are presented at 2 general meetings and receive a majority favorable vote at both meetings by the voting members present.

By-laws: By-laws, consistent with this constitution may be adopted or amended by 2/3 vote of the regular or special meetings, providing the By-laws are submitted in writing at least one week previously at either a regular or special meeting of the general membership.

Committees

1. *A Public Relations Committee* of five persons (not including Chair and Vice President) shall be established to oversee and plan for the publicizing of all the activities of the Social Work Club. This committee shall be chaired by the public Relations Officer, and meet at least once per month. The Vice President is a non-voting member of this committee.
2. *A Fundraising Committee* shall be established to oversee fundraising projects and to promote unity within the Social Work Club.
3. *A Newsletter Committee* shall be established to assist the Newsletter editor in promoting education about the social services and to publish a bi-weekly newsletter.
4. *The Social Committee* shall function to provide Christ-centered social and recreational activities for the members of the Social work Club. These activities shall, at not time, conflict with the beliefs and practices Seventh-day Adventist Church and Oakwood University. The Social Committee of

five appointed persons (not including the Chairperson) shall meet at least once per month.

CODE OF CONDUCT

No officer or member shall represent the Social Work Club in any official capacity without the foreknowledge and express consent of the Executive Committee. Violation of this code shall result in disciplinary action as determined by the Executive Committee. Should Oakwood University or legal principles be violated as a result of violation of this code, the offender shall be personally liable.

The President and Sponsor shall both be personally responsible for the proper registration of the Social Work Club with the Office of Student Activities as soon as possible at the beginning of the school year, and definitely before any meetings (executive or General) is held. The president shall be responsible for notifying the office of Student Activities of any changes or updates in registration information (i.e. new officers, constitution amendments, change of address, etc.).

PARLIAMENTARY PROCEDURE

The standard of Parliamentary Procedure, by Robert's Rules of Order (current paperback edition), will govern the organization in all cases to which they are consistent with this Constitution.

STUDENT INVOLVEMENT IN SPECIAL PROJECTS

Social Work Fair

During the Spring Semester of each year, community agencies from Madison County and the surrounding counties are invited to a Social Work Fair sponsored by the Social Work Department at Alabama A&M. Agencies are invited that the field director's believe would provide the range in learning opportunities that are necessary for the field instruction courses.

The purpose of the Social Work Fair is to:

- Provide students with an opportunity to discover the various community resources that they can utilize within their senior practicum.
- To meet and interview representatives from the various agencies to better understand the agencies role in social service provision within the Huntsville/Madison County region.
- To provide a forum for the selection of a potential agency for the students senior field practicum.

Prior to the Fair students meet with the Director of Field Instruction for a debriefing of the social work fair, its purpose, and the basic criteria that the agency must meet in order to be used as a field placement. Students are informed that this is the official forum that is used by the school in the selection of an agency for placement.

College Days

Each October, senior high school students who may be interested in Oakwood University attend a three-day experience called College Days. Each department plans and implements a recruiting experience for these students including a booth. The Social Work Club coordinates and participates in much of this project.

STUDENT INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

In addition to participating in student organizations, Social Work Majors are also encouraged to become active members of professional organizations. Some of the organizations are listed below:

National Association of Social Workers

National Association of Black Social Workers

North American Association of Christians in Social Work

International Association of Adventist Social Workers

We want to impress upon you the importance of becoming a member and an active participant in at least one major professional organization. We also want to stress the importance of attending at least two professional conferences during your matriculation through this department. The department regularly assists in the development of opportunities for professional development by hosting or co-hosting events such as the social justice retreat, research conferences and Black Expo Conference. Local opportunities also exist such as volunteering at the annual National Children's Advocacy Center Conference on Child Abuse. Professional development will be a lifelong process for you as a social worker since licensure requirements include continuing education when you apply or reapply for licensure. Reading professional journals, magazines and articles related to social work also helps to both stimulate and fill a need for enrichment and skill development that is a part of professional social work.

VII. Support Services

THE EVA B. DYKES LIBRARY AND MEDIA SERVICES

The Library is a resource and information technology support center for the academic program at Oakwood University. Information services are provided for faculty, students, staff, and administrative patrons for learning, teaching, and research purposes. The collection holdings include books, periodicals and journals, reference resources, multimedia, archival, microform, CD-ROM, electronic Internet databases, documents and other materials.

The Library Archives, located on the lower floor, houses a special historical collection of documents, reports, papers, photographs and other materials about the Oakwood University history and African-American Seventh-day Adventism. A historical Museum Room located on the main floor lobby area displays and exhibits a pictorial and artifact collection concerning the growth and development of the University and the North American Black Seventh-day Adventist work.

Reference services include interlibrary loans, bibliographic instruction, research assistance, and online computerized search assistance. Automated online public access catalog service and computerized software and hardware are provided for rapid information retrieval.

The circulation desk at the main entrance is automated. ID cards with library bar codes are used to borrow book materials. Reserve materials are located in the circulation area. Photocopy service is available, and computer printing is provided. The library is open on scheduled hours weekly.

SOCIAL WORK LAB SERVICES

The Social Work Department and Psychology Department share a computer laboratory for the practical use of the students. The lab is located downstairs in Green Hall and is open from 9:00am to 5:00pm Mondays thru Thursday (except for chapel on Tuesday morning) and closes early on Friday at 12:30pm. The computers carry basic psychology and social work programs designed to help you understand course material better. The Oakwood Website and library home page are accessible online as well as all other internet sites to help you.

There is also the *reading* section of the lab that houses social work books, several journals and articles important to your understanding and application in the field of social work.

OAKWOOD PURCHASING AND COPY CENTER

The Oakwood Purchasing and Copy Center has many services that can benefit you. Poster making, blow-ups, mass photocopying, color photos, enlarging pictures and design/printing jobs and many other services offered at reasonable prices. The store is located at the right side of the Physical Plant Department.

SPECIAL SERVICES

Students with special academic and developmental needs will receive appropriate assistance from the Center for Academic Success (CAS), the school's learning resource center. Assistance will be in the form of individualized course loads, specialized instruction, tutoring and counseling performed by a dedicated staff of professional counselors and selected honor students. Referrals for more specialized services will be made as warranted.

CAS is also available to assist students with identifying learning disabilities and the development of a program plan that can enable them to successfully matriculate through college.

It is the student's responsibility to seek the assistance of CAS in identifying potential learning disabilities. Once these have been identified, CAS will notify the appropriate faculty members in writing of the student's learning disability, the need for faculty to make adjustments to accommodate the student and suggested accommodations that can be made based on the student's disability. Once this faculty has been notified of a student's special needs by CAS, it is the responsibility of the individual faculty member to make appropriate accommodations for the student.

SERVICES FOR THE PHYSICALLY CHALLENGED

Oakwood University strives to provide all students with reasonable access to its facilities and programs in accordance with applicable federal laws, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with special needs as diagnosed by qualified specialists are serviced within the Center for Academic Success. This is located on the lower level of Cunningham Hall, on the West Side of the building. If your special needs or perceived barriers to accessibility have not been adequately addressed by the Center for Academic Success, then please contact the Office of Student Services. If you wish, you may submit a formal request or complaint with the Assistant Vice President for Student Services. The request will be handled by a procedure similar to the one outlined in the sexual harassment policy.

Testing Services

During Freshman Orientation Week, the American College Test (ACT) will be administered to new freshmen that have not already taken it or the Scholastic Aptitude Test (SAT).

Results are used for placing students in appropriate courses of study; fulfilling Alabama state requirements for entrance into special programs; and assisting advisors and counselors in their work of helping students to plant their academic programs, evaluate their academic progress and set realistic personal and career goals. Accumulated data will help the university to determine what areas of its programs and services need strengthening and/or modification in order to effectively fulfill its commitment to the success of its students. Test scores are to be used for institutional purposes and cannot be released to another college.

There will be a battery of tests required of each social work major seeking admission to the department. Please refer to the Admissions Handbook for additional information.

CAREER SERVICES

The Office of Work Education/Career Services offers a comprehensive program that assists students in developing work skills and ethics as well as providing financial assistance for educational costs. In addition, it assists students and alumni from all academic areas in attaining their career objectives. Job opportunities are available in most areas on campus. You should contact the Office of Work Education for additional information.

Career Services seeks to provide career opportunities for students and alumni through programs which will enhance their professional competencies and increase their marketability. Several services and programs are available to students during the school year, including assistance with resume writing, career placement, and the Youth Motivational Task Force program. Information on these and other assistance programs is available through the Office of Work Education/Career Services.

SCHOLARSHIPS

Scholarships are available through the Financial Aid Office of Oakwood University, located under the blue awning, directly across from Green Hall. The Financial Aid Office has several scholarships available from various organizations as well as the Federal Student Financial Assistance program (Title IV). There are also many other scholarships available through their home page at the Oakwood University Website.

A competitive scholarship is also available to social work majors each year. The McFarlane-Hedman Scholarship is funded by two alumni of the Social Work

Department. Students are asked to write a brief essay outlining their commitment to the field of social work. The essays are reviewed and a decision is made regarding the award.

Appendices

Appendix A – Application for Admission

Oakwood University

Social Work Department
Application for Admission

Please Type

Office Use Only

Date Received:

Interview Date:

Action Taken:

Date Student Notified:

To Be Completed by Applicant:

Name: _____

Student I.D. Number/SS#: _____ Date of Birth: _____

Permanent Address: _____

Permanent Telephone Number: _____

Temporary Address: _____

Temporary Telephone Number: _____

Cell Number: _____

E-mail Address: _____ E-mail Address: _____

Classification: _____ Declared Major: _____

Credit Hours: _____ Cumulative GPA: _____

Introduction to Social Work Professor: _____

1. In **your** opinion is the profession of social work all about?

2. Why did you choose Social Work as your desired profession?

3. On a separate sheet of paper please discuss the following: 1. Your level of in-class participation 2. In-class conduct 3. Quality and ability to consistently complete your class assignments 4. Interaction with your Departmental advisor 5. Involvement in the Social Work Club. Please type!

4. Comment upon your previous experience working in the social service field (e.g. employer, job title, employment/volunteer dates, and responsibilities).

5. Social Workers need to be able to relate to other people, communicate effectively (verbal, nonverbal, and written), and demonstrate responsibility in their professional undertaking. How and on what basis would you judge yourself relative to these areas?

6. Social Workers must be able to accurately analyze themselves and to continually build insight. Through the battery of tests required for acceptance into this department, what have you learned about yourself? (i.e. elaborate upon your strengths and challenges/weaknesses) Please use a separate sheet of paper for your responses.

7. Are there any additional factors that should be considered when making a decision regarding your acceptance into the Oakwood University Social Work Program?

Many state, county, public and/or private agencies require a criminal history background check on all applicants for employment/internship. We ask the following questions to determine if your conviction history may be reasonably related to the practice/profession of social work. We also require that a background check be conducted through the Department of Campus Safety. The cost the background check is \$15.00, and will be added to the student's bill. See attached form.

8. Have you ever been convicted, including a finding of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or no contest plea of a felony, gross misdemeanor, or misdemeanor? (Do not include juvenile convictions.) If yes, please explain on the back of this sheet.

_____ Yes _____ No

9. Have you been convicted, including a finding or verdict of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or a no contest plea, of a crime against a minor? If yes, please explain on the back of this sheet.

_____ Yes _____ No

I hereby affirm that I have read the NASW Code of Ethics, Oakwood University and Social Work Department Handbook and agree to abide by all of these policies. I understand that giving false information or omitting requested information in any part of this application could result in the rejection of my application or discontinuance from the department.

Signature

Date

Appendix B – Entrance Interview Questions and Rubric



Oakwood University
Department of Social Work

Entrance Interview Results

Student: _____ **Date/Time:** _____

1. What process did you go through in choosing social work as a major? What other options did you examine?

| | | | | |
|------------------------------------|--------------------------------|-----------------------------------|--|-----------------------|
| Demonstrated Thorough Thought 5 | Demonstrated Good Thought 4 | Demonstrated Average Thought 3 | Little Thought Given to the Process 2 | No Thought Given 1 |
| | | | | |

2. What qualities or abilities do you have that will enhance your ability to be a social worker?

| | | | | |
|---|--|---|---|--|
| Demonstrated Outstanding Qualities/Abilities 5 | Demonstrated Good Qualities/Abilities 4 | Demonstrated Average Qualities/Abilities 3 | Showed Limited Qualities/Abilities 2 | Demonstrated No Qualities/Abilities 1 |
| | | | | |

3. How do you deal with people who are angry with you? How do you go about dealing with people whom you are angry with?

| | | | | |
|--|---|--|--|---|
| Demonstrated Outstanding Anger Management Abilities 5 | Demonstrated Good Anger Management Abilities 4 | Demonstrated Average Anger Management Abilities 3 | Showed Limited Anger Management Abilities 2 | Demonstrated No Anger Management Abilities 1 |
| | | | | |

4. While growing up in our families, most of us learn behaviors that help us to thrive or survive. What behaviors have you learned that are considered positive qualities for social workers to possess? What childhood behaviors have you had to unlearn as an adult? What childhood behaviors have, that you learned as a child, have you had to do differently as an adult?

| | | | | |
|--|--|--|---|--|
| Demonstrated a Strong Willingness to Review Past Family Behaviors and the Ability to Apply Concepts Learned to Self 5 | Demonstrated Willingness to Review Past Family Behaviors and the Ability to Apply Concepts Learned to Self (Good) 4 | Demonstrated a Willingness to Review Past Family Behaviors and the Ability to Apply Concepts Learned to Self (Adequate) 3 | Demonstrated Limited Willingness to Review Past Family Behaviors and the Ability to Apply Concepts Learned to Self 2 | Did Not Demonstrate an Ability to Review Past Family Behaviors and Apply Concepts Learned to Self 1 |
| | | | | |

5. How open are you to working with people who are different from you? How well prepared are you to interact effectively with people who are different from you (e.g. race, ethnicity, culture, gender, physical capabilities, age and religion)?

| | | | | |
|---|---|---|--|--|
| Demonstrated a Strong Willingness to Work With Issues of Diversity 5 | Demonstrated a Willingness to Work With Issues of Diversity (Good) 4 | Demonstrated a Willingness to Work With Issues of Diversity (Adequate) 3 | Demonstrated a Limited Willingness to Work With Issues of Diversity 2 | Did Not Demonstrate an Ability to Work With Issues of Diversity 1 |
| | | | | |

6. What social issues would you be willing to advocate for and why?

| | | | | |
|--|---|---|--|--|
| Able to Identify Issues They Were Willing to Advocate For (Outstanding) 5 | Able to Identify Issues They Were Willing to Advocate For (Good) 4 | Able to Identify Issues They Were Willing to Advocate For (Adequate) 3 | Able to Identify Issues They Were Willing to Advocate For (Limited) 2 | Unable to Identify Issues They Were Willing to Advocate For 1 |
| | | | | |

7. Where do you see yourself professionally five years after you graduate from Oakwood College?

| | | | | |
|---|---|---|--|--|
| Able to Articulate Future Career Aspirations (Outstanding) 5 | Able to Articulate Future Aspirations (Good) 4 | Able to Articulate Future Aspirations (Adequate) 3 | Able to Articulate Future Aspirations (Limited) 2 | Unable to Articulate Future Aspirations 1 |
| | | | | |

8. You were required to complete a battery of personality tests with the aim of helping you to better understand yourself. What did you learn about yourself and how will you utilize this information for your own professional and personal growth?

| | | | | |
|---|--|--|---|---|
| Able to Articulate Understanding of Tests & Use of Information (Outstanding) 5 | Able to Articulate Understanding of Tests & Use of Information (Good) 4 | Able to Articulate Understanding of Tests & Use of Information (Adequate) 3 | Able to Articulate Understanding of Tests & Use of Information (Limited) 2 | Unable to Articulate Understanding of Tests & Use of Information 1 |
| | | | | |

9. How do you take care of yourself when many demands are made of you? What kinds of personal support systems do you have? Would consider attending counseling if needed?

| | | | | |
|---|---|--|--|--|
| Demonstrates an Outstanding Ability to Handle Pressure 5 | Demonstrates Good Ability to Handle Pressure 4 | Demonstrates an Outstanding Adequate to Handle Pressure 3 | Demonstrates Limited Ability to Handle Pressure 2 | Handles Pressure Poorly/Unable to Handle Pressure 1 |
| | | | | |
| Excellent Support System 5 | Good Support System 4 | Adequate Support System 3 | Limited Support System 2 | No Support System 1 |
| | | | | |

10. Case Scenario: Student's Ability to Respond to Given Questions (e.g. Identify the problem(s), causes, and suggest possible intervention techniques).

| | | | |
|------------------|-----------|---------------|----------------|
| Outstanding 5 | Good 4 | Adequate 3 | Limited 2-1 |
| | | | |

11. Student's written skills as observed by current or past social work instructors.

| | | | |
|------------------|--|-------------------|-----------------------|
| Outstanding 5 | | Satisfactory 3 | Unsatisfactory 2-1 |
| | | | |

12. Student's auto-biography (writing skills).

| | | | |
|------------------|-----------|-------------------|------------------------|
| Outstanding 5 | Good 4 | Satisfactory 3 | Unsatisfactory 2 -1 |
| | | | |

13. Student's auto-biography (content).

| | | | |
|------------------|-----------|---------------|-----------------|
| Outstanding 5 | Good 4 | Adequate 3 | Limited 2 -1 |
| | | | |

14. Student's general disposition based on the Self Assessment Instrument (student).

| | | | |
|------------------|-----------|-------------------|------------------------|
| Outstanding 5 | Good 4 | Satisfactory 3 | Unsatisfactory 2 -1 |
| | | | |

15. Student's general disposition based on the Self-Assessment Instrument (faculty). This includes in class disposition and conduct.

| | | | |
|-------------------|-----------|---------------------|-----------------------|
| Excellent 10-9 | Good 8 | Satisfactory 7-6 | Unsatisfactory 5-1 |
| | | | |

16. Student's verbal skills as observed by current or past social work instructors.

| | | | |
|------------------|-----------|---------------|-----------------|
| Outstanding 5 | Good 4 | Adequate 3 | Limited 2 -1 |
| | | | |

17. Completion of social work class assignments.

| | | | |
|------------------|-----------|-------------------|------------------------|
| Outstanding 5 | Good 4 | Satisfactory 3 | Unsatisfactory 2 -1 |
| | | | |

18. Involvement in leadership skills development (i.e. Social Work Club).

| | | | |
|---------------------|-----------|---------------------|-----------------------|
| Outstanding 10-9 | Good 8 | Satisfactory 7-6 | Unsatisfactory 5-1 |
| | | | |

19. Would Consider Counseling

| |
|---|
| 10 = Definitely yes; 0 = Definitely not (Score represents students willingness to go to counseling) |
| |
| |

20. Professional Recommendations

| | | | |
|-------------------|-----------|---------------------|-----------------------|
| Excellent 10-9 | Good 8 | Satisfactory 7-6 | Unsatisfactory 5-1 |
| | | | |

21. Introduction to Social Work Instructor Recommendation

| | | | |
|-------------------|-----------|---------------------|-----------------------|
| Excellent 10-9 | Good 8 | Satisfactory 7-6 | Unsatisfactory 5-1 |
| | | | |

22. Appearance at the Interview

| | | | |
|-------------------|-----------|---------------------|-----------------------|
| Excellent 10-9 | Good 8 | Satisfactory 7-6 | Unsatisfactory 5-1 |
| | | | |

Total Score = /150

Student's Readiness for the Social Work Program

| | |
|-------------------------------|---------------------|
| Accepted | 150 - 80 |
| Provisional Acceptance | 70 - 79 |
| Denied | 69 and below |

Comments:

Faculty in Attendance

| | | | |
|----|-------|----|-------|
| 1. | _____ | 3. | _____ |
| 2. | _____ | 4. | _____ |

Appendix C – Abbreviated Version of CSWE’s Educational Policy Accreditation Standards

Educational Policy and Accreditation Standards

Educational Policy and Accreditations Standards

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

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

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. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment.

1. Program Mission and Goals

Educational Policy 1.0-Program Mission and Goals

Educational Policy 1.1-Values

Educational Policy 1.2-Program Context

2. Explicit Curriculum

Exceptional Policy 2.0-The Social Work Curriculum and Professional Practice

Educational Policy 2.1-Core Competencies

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

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

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

Educational Policy 2.1.4-Engage diversity and difference in practice.

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

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

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

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

Educational Policy 2.1.9-Respond to contexts that shape practice.

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

Educational Policy 2.1.10(a)-Engagement

Educational Policy 2.1.10(b)-Assessment
Educational Policy 2.1.10©-Intervention
Educational Policy 2.1.10(d)-Evaluation
Educational Policy B2.2-Generalist Practice
Educational Policy 2.3-Signature Pedagogy: Field Education

Accreditation Standard B2.0-Curriculum

The 10 core competencies are used to design the professional curriculum.

Accreditation Standard 2.1-Field Education

3. Implicit Curriculum

Educational Policy 3.0-Implicit Curriculum: The Learning Environment

Educational Policy 3.2-Student Development

Accreditation Standard 3.2-Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Educational Policy 3.3-Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ration are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers.

Educational Policy 3.4-Administrative Structure

Educational Policy 3.5-Resources

4. Assessment

Educational Policy 4.0-Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education.

Appendix D – Problems Solving Form



**OAKWOOD UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

Professional Problem-Solving Form

From time to time differences will occur even in the best of relationships. The Social Work Department has developed a process for faculty involvement when such situations occur. This process is based on biblical process discussed in Matthew 18:15. This form is to be used when you need a “Third Party” involved in a dispute (i.e. Chair, Field Director, faculty member to be involved in a problem solving meeting issue over a grade, dispute over a group project, field issue with field instructor etc.)

Student - please complete the form and include:

- Subject Matter - State what the problem is
- Your role in the matter
- Specific strategies YOU have tried to resolve the issue
- The result of these strategies YOU have tried
- Please attach supporting documentation

| | |
|---|------------|
| Student: _____ | OID: _____ |
| Date Filed: _____ | |
| Is problem related to a specific social work course? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, list SW Course: _____ | |
| Is problem related to field education: <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| If yes, name of field instructor: _____ | |
| If none of the above, state how this problem or concern is directly related to your academic experience: _____ | |
| Please provide an explanation of any strategies you have utilized to address this problem or concern and attach supporting documentation: _____ | |

1. Description of Problem/Concern:

2. Describe your role in this matter or concern (be specific):

3. Describe the steps you have taken to address this concern (be specific with each step and attach supporting documentation):

1.

2.

3.

4. What are two suggestions or strategies you could use to resolve this concern?

a.

b.

Faculty Assessment and Recommendations:

Please indicate by initialing below if you are in agreement with the faculty recommendations for the resolution of this process or if you have attached a supplemental statement.

_____ In agreement _____ Not in agreement; supplemental statement attached.

Follow-Up Plans (if needed):

 Matter Resolved Matter NOT Resolved; Referred to Chair or Social Work Academic and Professional Performance Committee for review
DATE REFERRED: _____

Chair or Social Work Professional Performance Cte. Assessment and Recommendations:

STUDENT SIGNATURE:

By signing below, you indicate you have had the opportunity for full participation in this problem-solving process.

Signature

Date

Cc: Copy placed in student's program file
 Copy given to student
 Copy given to student's academic advisor

(NOTE: This form will not be submitted to the faculty for consideration unless the document is COMPLETELY filled out and documentation attached). The form must be typed, no handwritten forms accepted for consideration.

INTERNAL DEPARTMENT USE ONLY (FACULTY)

Date Received in Dept: _____
Verification of Completed Form with Supporting Documentation: _____

If form/documentation verified, list individuals (in addition to student) who will be invited to participate in problem-solving meeting:

| | |
|-------------|--------------|
| Name: _____ | Title: _____ |
| Name: _____ | Title: _____ |
| Name: _____ | Title: _____ |
| Name: _____ | Title: _____ |

Date of scheduled meeting: _____
Date all individuals notified via email of scheduled meeting: _____ (attach emails)



Adapted from the University of Chattanooga, Social Work Department and used with permission

Appendix E – Failure Report Form

Oakwood University
Department of Social Work
Course Failure Report Form

Faculty Member: _____ Semester: _____

Alert! The following students have failed the course(s) listed below and may therefore not have the prerequisites necessary for more advanced study in the department:

| <u>Student(s)</u> | <u>Course(s) Failed</u> |
|-------------------|-------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Faculty Signature

Date