

FREED-HARDEMAN UNIVERSITY  

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SOCIAL WORK PROGRAM

STUDENT  
HANDBOOK  
2021-2022

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# SOCIAL WORKERS

By a Graduate of Freed-Hardeman University

**CARLA INMAN BSW**

You fight an ongoing war  
The battles you face are many  
Some are lost  
Some are won  
Yet, you continue to fight.

You are no longer just a person  
You have been transformed into a soldier  
A champion for those who cannot fight for themselves  
A warrior for the greater good.

Like a knight of lore, you are yourself for the fight  
You have armor not of metal but of spirit  
The eyes and ears transfigure into lookouts  
The mouth and voice become shields  
The mind and hands are your weapons.

At times it all seems pointless  
But don't lose heart  
Victories are still sweet even if few  
Remember, the war is smaller because of you.

## **The Profession of Social Work**

*Social workers are people who care about people. They are idealists who do not faint in the face of reality. They come into the lives of sufferers, and they leave them, not always better, but at least with some hope. They believe, as do most helping professionals, in the dignity of others, but they, maybe more than most, search for ways to make that belief a way of life. As followers of Christ we see the image of God in the faces of all people, and we are committed to understanding common human needs – for bearing the burden of commonplace things and for remaining close to people and their experiences.*

*~Vardeman Forrester~*

The mission of social work education, within the scope of a university's mission of integrative Christian faith and practice, is to provide a meaningful and understood relationship between being a professional and higher education. Such a relationship may be evidenced in the design of a program to educate a beginning generalist social work professional.

- A professional who has a liberal education and understanding of the gestalt of human behavior.
- A professional who has a good command of the English language, demonstrating communication skill in writing and speaking.
- A professional who will be sensitive to the needs of all people and commiserate with those whose rightful needs are unmet and become a voice for the promotion of social and economic justice.

- A professional who will seek to prevent and to remediate human and environmental problems through knowledgeable, skillful, and appropriate intervention.
- A professional who understands and appreciates the influence of the Christian faith on the history, philosophy, and values of the social work profession.
- A professional who internalizes a strong Christian concern for fellow human beings and demonstrates that concern through service in the church and community.
- A professional who participates in service programs that enhance family, individual, community, and church welfare by the application of social work ethical practice principles.

The Freed-Hardeman University Social Work Program offers an undergraduate curriculum leading to the Bachelor of Social Work degree. The program provides a basic knowledge of the social welfare system, the social work profession, and the professional knowledge, values, skills, and cognitive/affective processes necessary for beginning social work practice with individuals, families, small groups, organizations, and communities. The program also prepares students to pursue graduate study in social work or in related professions.

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**ACCREDITED  
BY THE  
COUNCIL ON  
SOCIAL WORK  
EDUCATION**

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The Bachelor of Social Work (BSW) degree is accredited by the Council on Social Work Education (CSWE), which is the national standard-setting organization for social work education. This accreditation means that the Social Work Program has met the high standards of CSWE and prepares students for beginning-level careers in the social work field. Completing an undergraduate degree at a CSWE-accredited program also has at least three other advantages:

- (1) Eligibility for advanced placement in many CSWE-accredited master's level programs in the United States
- (2) Eligibility for licensure in states that require licensure for BSW level social workers
- (3) Transferability of many, if not most, of the social work credit hours to other CSWE accredited undergraduate programs.

Accreditation is awarded to undergraduate and graduate social work programs in the United States only after a lengthy period of self-study, an on-site visit by a team of social work educators, and a review by the Commission

on Accreditation in Alexandria, Virginia. The CSWE has recognized the quality of the Social Work Program at FHU since 1981.

With the BSW degree, graduates will be ready to move immediately into the profession. Our graduates begin their work in areas of practice such as family and child welfare, human services, corrections, mental health, gerontology, medical social work, hospital facilities for children and adolescents, chemical dependency centers, and rehabilitation centers for the differently abled.

## SOCIAL WORK FACULTY

**LISA BEENE** serves as an Associate Professor of Social Work and as Chair of the Department of Behavioral Sciences. She joined the faculty of Freed-Hardeman University in 1987. She received an A.A. (1979) and B.S.W. (1981) from Freed-Hardeman University. She received a M.S.S.W. from the University of Tennessee College of Social Work in 1982. She completed her L.C.S.W. in 1994. Her master's work was in the Clinical Track with a concentration in Child Welfare. Her internships in her master's program included Rap House (a Crisis Intervention Center) and Catholic Social Services (adoption and foster care program and school social work). She has worked with the Children and Youth Program at the Jackson-Madison County Mental Health Center and as an Area Coordinator for the Buddies of Nashville program. While in this program she was involved in developing a grant focusing on child abuse prevention programs for at-risk children and adolescents. This program was later selected as a national model for the Big Brothers/Big Sisters organization. Since joining the faculty of Freed-Hardeman, Mrs. Beene has served as a Personal Counselor and as Director of the Social Work Program from 1989 to 1993. Since 1997, Mrs. Beene has served as the Chair of the Department of Behavioral Sciences. Classes she has taught in the Social Work Program and in the Department of Behavioral Sciences and Family Studies include Introduction to Social Work; Social Work Practice I, II, and III; Social Welfare Policies and Services I and II; Ethnic Cultures; Careers in Social Work; Parenting and Family Relations; and General Sociology. She has also taught Clinical Intervention I and II in the Graduate Counseling program. Mrs. Beene is married to Sammy Beene of Montezuma, Tennessee. They have two adult children, Jacob and Lauren. They live on a family farm south of Henderson. In her leisure time, Mrs. Beene enjoys reading, walking, hiking, and traveling.

**NADINE MCNEAL** serves as an Assistant Professor of Social Work and as Director of the Social Work Program. She joined the faculty of Freed-Hardeman University in 1999 as the Director of Field Education. In 2009, she was appointed the role of program director. She received a B.S.W. (1990) from Freed-Hardeman University, a M.S.S.W. (1996) from the University of Tennessee College of Social Work, and a Doctorate in Behavioral Health (2020) from Freed-Hardeman University. In addition, she has obtained a MS in Human Services from Capella University (2016). Dr. McNeal has twenty-nine years of experience in clinical and supervisory roles in the field of social work with proven ability to effectively provide services to children, adults, and the geriatric population. She has held positions with The Exchange Club Center for the Prevention of Child Abuse (child and family services), ProCare of TN (home health and hospice), Bolivar General Hospital (geriatric psychiatric services), Western Mental Health Institute



(psychiatric and forensic services), Catholic Charities (child welfare and family education), and Ascend Innovation Management (behavioral health). She is active in voluntary numerous roles with the Church, community service agencies, and the University. Nadine and her husband Montague live in Henderson. They have two adult children, Monty and Mia. In her leisure time., Dr. McNeal enjoys reading, fishing, and traveling.

**ROY MALECHA** serves as an Assistant Professor of Social Work and as Director of Field Education for the Social Work Program. He joined the faculty of Freed-Hardeman University in 2018. He received a B.S.W. (2009) from Freed-Hardeman University and a M.S.S.W. (2013) from the University of Tennessee College of Social Work. Mr. Malecha has nine years of experience within the field of social work in both clinical and supervisory roles. Mr. Malecha has held positions as a Child Protective Services Assessor and Investigator for the Department of Children’s Services, an in-home therapist for Health Connect America, and a Hospital Liaison Team Leader for Centerstone of Tennessee. Mr. Malecha is actively involved in community outreach and assists with providing congregational care at the church where he attends. Roy and his wife Michelle live in Dickson. They have two small children, Maylee and Myla.

## Program Mission, Goals, and Educational Objectives

*The relationship of the Social Work Program to the Aims of  
Freed-Hardeman University and to the Council on Social  
Work Education*

### PROGRAM MISSION AND UNIVERSITY AIMS

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PROGRAM

MISSION

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The mission of the Freed-Hardeman University Social Work Program, within the scope of the University mission of helping students develop their God-given talents for His glory by empowering them with an education that integrates Christian faith, scholarship, and service, is to educate generalist social workers to integrate professional knowledge, values, skills, and cognitive/affective processes into a holistic and competent entry-level practice.

With a liberal arts foundation, students develop conceptual, theoretical, analytical, and historical perspectives of a profession that emphasizes personal, ethical, moral, and social responsibility. Students, while integrating Christian faith with service, cultivate a “working knowledge” of empowering individuals, families, groups, and communities whose needs are neglected, excluded, or forgotten.

Our social work program received initial accreditation in 1981. Years before accreditation, our faculty and administrators began a dialogue about the mission of social work and the mission of the University. This dialogue continues today and reflects a program that both informs and is informed by the larger university. The social work program at Freed-Hardeman is founded in and supported by the historic mission of the University expressed in the motto: “Teaching How to Live and How to Make a Living.”

In accomplishing its mission, the university pursues the following three aims that are consistent with the Social Work Program mission:

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UNIVERSITY  
AIMS

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1. Freed-Hardeman provides higher education with a Christian perspective.

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Our program mission harmonizes with this university aim by:

- Enabling students to internalize a Christian world-view that supports a strong concern for fellow human beings; (Christian Faith)
- Enhancing an appreciation for diversity; (Christian Faith and Scholarship)
- Developing a sensitivity to socio-cultural risks and opportunities, (Service)
- Working toward the promotion of social justice; (Christian Faith and Scholarship)
- Enhancing healthy social functioning; (Service)
- Responding to people's problems with competence; (Scholarship and Service)
- Challenging discriminations such as sexism, racism, and ageism. (Christian Faith, Scholarship, and Service)

2. Freed-Hardeman provides educational opportunities through excellent undergraduate and graduate programs.

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Our program mission harmonizes with this university aim by:

- Teaching students to be critical thinkers who communicate effectively; (Scholarship)
- Offering a balanced education in the liberal arts and sciences as well as a professional social work education; (Scholarship and Service)
- Offering academic enrichment opportunities to strengthen individual students; (Scholarship)
- Equipping students for advanced study and career challenges; (Scholarship)
- Instilling in students a lasting desire for learning and professional growth. (Scholarship and Service).

3. Freed-Hardeman provides service to the individual, home, church, community, and world.

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Our program mission harmonizes with this university aim by:

- Facilitating spiritual, intellectual, social, and physical growth; (Christian Faith, Scholarship, and Service)
- Recognizing the family and community as basic units of society and helping students develop skills that strengthen and support human well-being within the context of differing cultures (Christian Faith, Scholarship, and Service)
- Encouraging students to engage in church missions and programs that actively promote human welfare and social justice; (Christian Faith and Service)
- Teaching students to be effective citizens of the local and world communities. (Christian Faith and Service)

## PROGRAM GOALS

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PROGRAM

GOALS

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1. To harmonize with the purposes and standards of Freed-Hardeman University which support a context where faith, service, and learning accentuate the purposes and values of the social work profession.

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Our mission supports the integration of Christian faith with service. Therefore, our students are encouraged to:

- Critically examine personal, professional, and Christian values and enhance self-awareness in order to establish a professional social work identity.
- Demonstrate ethnic, race, gender, and religious sensitivity and respect for human diversity and the impact of oppression on those distinguished by age, gender, ability, race, sexual orientation, and culture.
- Demonstrate an understanding and appreciation of the influence of Christian belief on the history, philosophy, and values of the social work profession.

- Critically examine the teachings of Christ concerning oppression and social justice.
  - Demonstrate respect for religious differences and encourage communication among all groups to promote peace and mutual aid across cultures.
2. To maintain the educational standards prescribed by the Council on Social Work Education by providing students an explicit and implicit curricula that contributes to the development of the knowledge, values, skills and cognitive and affective processes necessary for beginning level generalist practice with individuals, families, groups, and communities.
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Our mission supports preparing students for competent beginning generalist social work practice. Therefore, our students are encouraged to:

- Socialize into the profession, to make provisions for knowledge, value, skill, cognitive and affective acquisition, and to receive supervision to assess themselves and their competency development throughout the program.
- Support a strong concern for fellow human beings and an appreciation for diversity, to become sensitive to socio-cultural risks and opportunities, and to work toward the promotion of social justice and the enhancement of healthy social functioning, to respond to people's problems, and to challenge discriminations such as sexism, racism, and ageism.
- Apply the skills, knowledge, values and cognitive and affective processes necessary for culturally competent generalist social work practice with individuals, families, groups, organizations, and communities.
- Engage knowledge of and respect for human diversity, especially diversity regarding race, ethnicity, culture, class, gender, sexual orientation, religion, ability, age, and national origin as sources of strength and as essential resources for creative problem-solving.
- Enhance critical thinking and creative problem-solving skills
- Apply knowledge of theoretical frameworks for understanding the bio-psycho-social-spiritual factors that impact individual development and behavior, and to understand interactions and adaptations between and among individuals and social systems

(families, groups, institutions, organizations, communities) throughout life.

- Enhance the knowledge and understanding of the social welfare institution, its purposes, services, organizational structure and delivery systems, and the ability to critically analyze, influence and formulate social policies.
  - Enhance the knowledge of social and behavioral research, and the implications of research informed social work practice. Students will be educated to be consumers of research as well as utilize research tools in evaluating service delivery, human problems and conditions, and effectiveness of generalist practice.
  - Enhance the understanding of patterns, dynamics and consequences of discrimination and oppression for populations-at-risk and the ability to use a variety of skills for the further achievement of social and economic justice.
  - Engage in practice the values, knowledge, skills and cognitive and affective processes learned in the classroom within the structure of organizations and delivery systems, and apply research to their own practice interventions, and with supervision, inform relevant organizations about implications for change.
3. To ensure mastery of competent social work practice by implementing and regularly evaluating an explicit curriculum that is grounded in the liberal arts and a working knowledge of social work practice behaviors necessary for evidence-based generalist practice.
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Our mission supports the development of an explicit curriculum that helps students develop a professional identity through which they will identify with and practice as:

- A professional who has a liberal education and understanding of the gestalt of human behavior and social functioning.
  - A professional who has good command and usage of language, demonstrating communication skills in writing and speaking.
  - A professional who demonstrates competence in computational and computer skills.
  - A professional who evidences proficiency in basic interviewing skills and is capable of applying interpersonal skills.
  - A professional who will be sensitive to the needs of all people and commiserate with those whose rightful needs are unmet and will become a voice for the promotion of social and economic justice.
-

- A professional who will seek to prevent and to remediate human and environmental problems through knowledgeable, skillful, and appropriate intervention.
  - A professional who is capable of evidence-based practice and self-evaluation, recognizing the mandate for competency in professional services.
4. To give and receive information from individuals, agencies, organizations, and other sources external of the program in order to ensure that the program's mission, goals, and explicit and implicit curricula support social work practice within a variety of diverse contexts.
- 

Our mission supports the development and maintenance of a curricula that is grounded in evidence-based practice. In order to fulfill this mission, each member of the Social Work Department will:

- Create and maintain good communication with the systems in which we transact.
- Use research-informed data to evaluate our program's strengths and weaknesses and to make provisions for planned change.
- Provide opportunities for students, faculty, and practitioners to collaborate and explore ways to mutually support social work practice within a variety of diverse contexts.

## PROGRAM EDUCATIONAL OBJECTIVES

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EDUCATIONAL  
OBJECTIVES

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The mission and goals of the Freed-Hardeman University Social Work Program are consistent with the aims of Freed-Hardeman University and with the basic purposes set by the profession for undergraduate social work education programs. Through the achievement of its mission and goals, the Freed-Hardeman University Social Work Program provides content about generalist social work practice with client systems of various sizes and types. It prepares graduates to practice with diverse populations. It provides content about the social contexts of practice, the changing nature of practice contexts, the behavior of organizations, and the dynamics of change. It integrates throughout its curriculum the values and ethical practice principles that guide professional social work practice. In addition, the program prepares graduates

who are aware of their responsibility for continuing their professional growth and development.

Our faculty designed the objectives of the baccalaureate program in social work to be consistent with the professional goals of social work, including its traditional values and ethics, as well as to meet the Educational Policy and Accreditation Standards as outlined by the Council on Social Work Education.

These objectives are also consistent with the mission of the Freed-Hardeman University Social Work Program and its institutional goals. Students achieve program objectives through successful completion of two major undergraduate experiences: the liberal arts perspective inherent in the university's general education requirements and the professional foundation of the BSW program. The Freed-Hardeman University Social Work Program has adopted nine specific objectives consistent with the nine competencies as outlined by the Council on Social Work Education.

Graduates of the Freed-Hardeman University Social Work Program will:

- 1.) Demonstrate Ethical and Professional Behavior
- 2.) Engage Diversity and Difference in Practice
- 3.) Advance Human Rights and Social, Economic, and Environmental Justice
- 4.) Engage in Practice-informed Research and Research-informed Practice
- 5.) Engage in Policy Practice
- 6.) Engage with Individuals, Families, Groups, Organization, and Communities
- 7.) Assess Individuals, Families, Groups, Organizations, and Communities
- 8.) Intervene with Individuals, Families, Organization, and Communities
- 9.) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities



For more information regarding nine competencies as outlined by the Council on Social Work Education, visit the following CSWE website:

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

## **Liberal Arts and Generalist Social Work Education**

*Affection and kindness unlock many doors, straighten out many complications. But when to affection and kindness we are able to add that knowledge of the workings of the human mind and the knowledge of social resources... we have a new power in the world added to the older power of just loving one another." Mary Richmond (1922)*

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WHAT IS  
GENERALIST  
SOCIAL WORK  
PRACTICE?

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Central to the mission of Freed-Hardeman University is the liberal arts perspective through which students are challenged to develop a fuller understanding of persons, families, groups, organizations, and communities in multiple environments and contexts. The liberal arts perspective that students in the Social Work Program receive is a fundamental and essential component of their education for entry-level generalist social work practice.

Upon completion of the liberal arts core outlined in the liberal arts core curriculum, students are better prepared to think critically about society, about people and their problems, and about representations of society contained in art, literature, science, history, and philosophy.

Through established essential learning outcomes, Freed-Hardeman University desires that students establish the values, knowledge, skills, related to the following areas:

Intellectual and Practical Skills, including:

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Reading

- Written Communication
- Oral communication
- Quantitative literacy
- Information literacy
- Problem solving

Personal and Social Responsibility, including

- Intercultural knowledge and competence
- Ethical reasoning and action based in Biblical content.

(Located in the Freed-Hardeman University Academic Catalog).

Additionally, the College of Education and Behavioral Sciences in which the Social Work Program is housed, reflects the University's commitment to the liberal arts through its involvement in the interdepartmental and liberal arts core required of all students (Freed-Hardeman University Academic Catalog. With the support of the general and specific liberal arts courses required for social work majors, the Freed-Hardeman Social Work Program has an extremely strong liberal arts foundation upon which the professional curriculum is constructed. The liberal arts core, prerequisite courses, and professional social work courses required of all majors create a comprehensive and coherent curriculum. Our program educates students for beginning level generalist practice within the context of agency function. Our students are prepared to practice in a wide variety of settings.

The program of social work has clearly specified requirements leading to expected outcomes. The curriculum is well defined and sequenced. Students must complete the specified liberal arts core requirements totaling 34-35 semester hours. Social work majors must complete 19 social work major requirements totaling 61 semester hours. A total of 126 hours is required for graduation which includes 30-31 hours of electives. For more information regarding graduation requirements, refer to the Freed-Hardeman University Academic Catalog.

LIBERAL ARTS CORE REQUIREMENT

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The following chart outlines the Liberal Arts Core Requirements for all students at Freed-Hardeman University:

<b>LIBERAL ARTS COURSE REQUIREMENTS (34-35 HOURS)</b>	
<b>I. Biblical Values:</b>	
<b>A. Bible</b>	7 hours
BIB 121	The Life of Christ (2)
BIB 122	Acts of Apostles (2)
BIB 346	Foundations of Faith (3) <b>OR</b>
BIB 446	Christian Evidences (3)
<b>II. Basic Skills:</b>	
<b>A. Written Communication</b>	6 hours
ENG 101	English Composition I (3)
ENG 102	English Composition II (3)
<b>B. Oral Communication</b>	3 hours
COM 140	Speech Communication (3)
<b>C. Quantitative Reasoning (minimum of 3 hours)</b>	3-4 hours
MAT 100	Fundamental Concepts of Mathematics (3)
MAT 101	College Algebra (3)
MAT 120	Pre-calculus (4)
MAT 122	Analytics and Calculus I (4)
MAT 235	Introductory Statistics (3)
<b>III. Broadened Perspectives:</b>	
<b>A. Behavioral Sciences</b>	3 hours
BIB/FAM 230	Marriage and the Family (3)
PSY 210	General Psychology (3)
SOC 241	General Sociology (3)
SWK 251	HBSE I: Childhood and Adolescents (3)
<b>B. Natural Sciences (minimum of 3 hours)</b>	3-4 hours
BIO 100	Human Biology (3)
BIO 105	Principles of Conservation Biology (3)
BIO 110	Principles of Biology (3)
BIO 111	General Biology I (4)
BIO 112	General Biology II (4)
BIO 211	Human Anatomy and Physiology I (4)
CHE 121	General Chemistry I <b>WITH</b> (3)
CHE 121L	General Chemistry I Lab (1)
PHS 111	Physical Science I (3)
PHS 112	Physical Science II (3)
PHS 201	General Physics I (4)

PHS 211	Physics for Science and Engineering I (4)	
<b>C. Arts and Humanities</b>		
<b>1. History</b>		<b>3 hours</b>
HIS 111	Survey of Civilization I (3)	
HIS 112	Survey of Civilization II (3)	
HIS 221	American History I (3)	
HIS 222	American History II (3)	
POL 251	Fundamentals of Political Geography (3)	
<b>2. Critical and Creative Works</b>		<b>3 hours</b>
ART 110	Art Appreciation (3)	
ART 234	Introduction to Creativity (3)	
ENG 225	English Literature I (3)	
ENG 226	English Literature II (3)	
ENG 235	American Literature I (3)	
ENG 236	American Literature II (3)	
ENG 245	World Literature I (3)	
ENG 246	World Literature II (3)	
ENG 299A/399A	Special Topics in Literature (3)	
MUS 110	Music Appreciation (3)	
MUS 214	Development of American Music (3)	
PHI 243	Introduction to Philosophy (3)	
PHI 245	History of Philosophy I (3)	
PHI 246	History of Philosophy II (3)	
THE 160	Introduction to Theatre (3)	
THE 265	Acting I (3)	
THE 299A/399A	New York Theatre Survey (3)	
<b>3. Humanities Capstone</b>		<b>3 hours</b>
BIB/HUM 495	Values in Human Thought (3)	

PREREQUISITES AND COREQUISITES

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As previously noted, the social work curriculum requires a number of liberal arts, social work, and professionally related courses. There are prerequisites or corequisites (see table below) for specific social work courses and sequences and for admission to the program.

<b>Prerequisites And Co requisites</b>		
<b>Social Work Course</b>	<b>Co Requisite</b>	<b>Prerequisite</b>
<ul style="list-style-type: none"> <li>• SWK 150: Introduction to Social Work</li> </ul>		
<ul style="list-style-type: none"> <li>• SWK 250: Foundations of Social Work Practice</li> </ul>		<ul style="list-style-type: none"> <li>• SWK: 150 Introduction to Social Work</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 251: HBSE I: Childhood &amp; Adolescence</li> </ul>		
<ul style="list-style-type: none"> <li>• SWK 252: HBSE II: Adulthood &amp; Aging</li> </ul>		<ul style="list-style-type: none"> <li>• SWK 251: HBSE I: Childhood and Adolescents</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 260: Careers in Social Work</li> </ul>		
<ul style="list-style-type: none"> <li>• SWK 265: Professional Communication in Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• SWK 250: Foundations of Social Work Practice</li> </ul>	<ul style="list-style-type: none"> <li>• SWK 150: Introduction to Social Work</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 351: Social Work Practice with Individuals and Families</li> </ul>		<ul style="list-style-type: none"> <li>• SWK 250: Foundations of Social Work Practice</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 352: Social Work Practice with Groups, Organizations, and Communities</li> </ul>		<ul style="list-style-type: none"> <li>• SWK 351: Social Work Practice with Individuals and Families</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 361: Social Welfare Policies and Services I</li> </ul>		
<ul style="list-style-type: none"> <li>• SWK 362: Social Welfare Policies and Services II</li> </ul>		<ul style="list-style-type: none"> <li>• SWK 361: Social Welfare Policies and Services I</li> </ul>
<ul style="list-style-type: none"> <li>• SWK 405: Methods of Social &amp; Behavioral Research I</li> </ul>		

Social Work Course	Co Requisite	Prerequisite
<ul style="list-style-type: none"> <li>SWK 406: Methods of Social &amp; Behavioral Research II</li> </ul>		<ul style="list-style-type: none"> <li>SWK 405: Methods of Social &amp; Behavioral Research I</li> </ul>
<ul style="list-style-type: none"> <li>SWK 450: Intervention with Populations-at-Risk</li> </ul>		<ul style="list-style-type: none"> <li>SWK 250: Foundations of Social Work Practice</li> <li>SWK 351: Social Work Practice with Individuals and Families</li> <li>SWK 352: Social Work Practice with Groups, Organizations, and Communities</li> </ul>
<ul style="list-style-type: none"> <li>SWK 454: Seminar in Social Work Practice</li> </ul>		<ul style="list-style-type: none"> <li>SWK 352: Social Work Practice with Groups, Organizations, and Communities</li> <li>SWK 362: Social Welfare Policies and Services II</li> <li>WSK 406: Methods of Social &amp; Behavioral Research II</li> </ul>
<ul style="list-style-type: none"> <li>SWK 497: Social Work Practicum</li> </ul>		<ul style="list-style-type: none"> <li>All other required social work courses and admission to the practicum program</li> </ul>

**CURRICULUM DESIGN FOR SOCIAL WORK MAJOR**

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**Henderson**

First Year- Freshman							
Fall Semester				Spring Semester			
Dept	Crse #	Course Name	Hrs	Dept	Crse #	Course Name	Hrs
BIB	121	Life of Christ <sup>1</sup>	2	BIB	122	Acts of the Apostles <sup>1</sup>	2
ENG	101	English Comp I <sup>1</sup>	3	COM	140	Speech Comm <sup>1</sup>	3
MAT		Mathematics <sup>1</sup>	3	ENG	102	English Comp II <sup>1</sup>	3
SOC	241	Gen Sociology <sup>2</sup>	3	PSY	210	General Psychology	3
SWK	150	Intro to SWK	3	SWK	260	Careers in Social Work	1
		Elective	3			Critical and Creative Works	3
			<b>17</b>				<b>15</b>
Second Year-Sophomore							
Fall Semester				Spring Semester			
Dept	Crse #	Course Name	Hrs	Dept	Crse #	Course Name	Hrs
BIB		Bible	2	BIB		Bible	2
BIO	101	Human Biology or A&P I <sup>2</sup>	4	Pol	231	American Government I	3
HIS	221/ 222	American History I or II <sup>2</sup>	3	SWK	252	HBSE II	3
SWK	251	HBSE I	3	SWK	250	General Psychology	3
		Electives	3	SWK	265	Prof Communication in SWK	3



						Electives	3
			<b>15</b>				<b>17</b>
Third Year- Junior							
Fall Semester				Spring Semester			
Dept	Crse #	Course Name	Hrs	Dept	Crse #	Course Name	Hrs
BIB		Bible	2	BIB	346	Foundations of Faith <sup>1</sup>	3
SWK	351	SWP with Individuals and Families	3	SWK	352	SWP with Groups, Orgs, and Communities	3
SWK	361	Social Welfare Policies I	3	SWK	362	Social Welfare Policies II	3
SWK	405	Methods of Research I	3	SWK	406	Methods of Research II	3
		Electives	6			Electives	5
			<b>17</b>				<b>17</b>
Fourth Year- Senior							
Fall Semester				Spring Semester			
Dept	Crse #	Course Name	Hrs	Dept	Crse #	Course Name	Hrs
BIB	121	Life of Christ	2	BIB/HUM	495	Values in Human Thought <sup>1</sup>	3
SOC	445	Ethnic Cultures	3	SWK	497	Senior Practicum	9
SWK	450	Interventions with Populations-at-Risk	3				
SWK	454	Senior Seminar	3				
		Electives	5				
			<b>16</b>				<b>12</b>

<sup>1</sup> Liberal Arts Core Requirement

<sup>2</sup> Liberal Arts Core Requirements in *Undergraduate Catalog*

<sup>3</sup> Course has prerequisite. See corresponding *Undergraduate Catalog*

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F R E E D - H A R D E M A N   S O C I A L   W O R K   C L A S S E S

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The program presents generalist practice throughout the professional foundation curriculum and offers content from general and basic to specific and more complex. This process begins with the student's freshman year with a generic foundation composed of liberal arts courses, such as English Composition, Speech Communication, General Sociology, General Psychology, and **Introduction to Social Work (SWK 150)**, which is designed to introduce students to the profession of social work and generalist practice. It explores the historical and philosophical base of the profession and examines how they relate to social work practice in various fields. The purpose of the course is to acquaint students with the general nature of the social work field and to survey social service programs and opportunities for social work practice.

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S W K 1 5 0 :  
I N T R O D U C T I O N  
T O  
S O C I A L   W O R K

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As the beginning course in the B.S.W. program, **Introduction to Social Work** establishes a basic foundation for the liberal arts perspective in social work education. The orientation to the entire social work program provided in this course increases the student's awareness and understanding of the personal and academic expectations required of a B.S.W. graduate. In examining the professional knowledge, skills, values, and cognitive/affective processes required of a social worker, the course identifies the linkages of liberal arts education to professional preparation. Linkages with liberal arts courses in the sciences and humanities are particularly emphasized.

Liberal arts outcomes are supported through assignments which require:

- 1) the ability to think clearly and communicate effectively both in writing and verbally
- 2) knowledge of the biological, social, and behavioral sciences
- 3) knowledge of history
- 4) an understanding of values

The student's fundamental understanding of the social work profession and the function of the profession in society is the focus of this course. The course emphasizes the knowledge, processes, skills, and value base of the social work profession. An examination of the National Association of Social Workers Code of Ethics forms the basis for a discussion of professional values. The course examines societal values and their relationship and conflicts with

professional values. The student is encouraged to explore his/her personal values and develop an awareness of the relationship of these personal values to professional and societal values. The knowledge and exploration of values that occurs in this course form the foundation for the social work courses that follow and encourage the examination of values from a holistic perspective.

Content in this course emphasizes services to special populations from several perspectives:

1. Historical and philosophical influences on inequality
2. Social work practice with special populations
3. The relationships between significant social problems and special populations (i.e., poverty)
4. Professional values in regard to social work advocacy for the powerless and disadvantaged. One of the course assignments requires readings on special populations and the student's summary and analysis.

The introductory nature of this course provides the student with a broad overview of the social work profession.

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SWK 265:  
PROFESSIONAL  
COMMUNICATION  
IN  
SOCIAL WORK

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During the *sophomore year* students continue to build upon the liberal arts foundation by taking such courses as American Government/History, Literature, Human Biology, Mathematics or Computer Science, and Art/Music/or Drama. An understanding of generalist practice and the Social Work Professional Foundation is enhanced by **Professional Communication in Social Work (SWK 265)**, which has a strong connection to English Composition and Speech Communication. This course teaches communication and generalist practice with special attention to written and verbal skills.

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SWK 250:  
FOUNDATIONS OF  
SOCIAL WORK  
PRACTICE

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**Foundations of Social Work Practice (SWK 250)** is a study of generalist social work practice as a creative blending of values, knowledge, and skills. This course introduces the generalist intervention model for practice with individuals, families, groups, organizations, and communities and emphasizes a theoretical and conceptual understanding of generalist social work practice. This course recognizes the diversity of individuals, families, groups, organizations, and communities, due, in part, to the differences in values, cultural backgrounds, and socio-cultural risks and opportunities. It also recognizes that individuals and the systems of which they are a part relate in ways that provide the context for growth and problem solving. **Foundations of**

**Social Work Practice** is designed to prepare students for further development in special areas of knowledge and competence in generalist social work practice.

**Foundations of Social Work Practice** is designed and taught within the context of professional knowledge, values, skills, and cognitive/affective processes. The course is guided by the profession's concern with the interactions between people and their environment. This focus requires that professional purposes be directed toward:

- ✓ Enhancing the problem-solving and coping capacities of people;
- ✓ Linking people with systems that provide them with resources, services, and opportunities;
- ✓ Promoting the effectiveness and humane operations of these systems; and
- ✓ Contributing to the development and improvement of social policy.

Within the context of actualizing professional purposes, the social worker is constantly negotiating value conflicts and ethical dilemmas generated by societal values, personal values, and client values, as well as the values and ethics adopted by the profession.

**Foundations of Social Work Practice** not only emphasizes the importance of and need for students to develop an awareness of the impact of their own uniqueness and accountability, but also to understand persons, individually and collectively, in terms of their unique qualities – especially as they relate to race, ethnicity, gender, age, disability, and general life circumstances. The term “human diversity” is used to embody a positive stance toward differences and their potential impact on practice.

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SWK 290:  
CAREERS IN  
SOCIAL WORK

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**Careers in Social Work (SWK 290)** gives the student an opportunity to critically assess his/her interest in and level of understanding of generalist social work practice by visiting agencies and listening to practitioners talk about their work and how they integrate the knowledge, values, processes, and skills into their agency function.

**Human Behavior in the Social Environment I: Childhood and Adolescents (SWK 251) and Human Behavior in the Social Environment II: Adulthood and Aging (SWK 252)** help the student acquire a working knowledge of the processes of human development, change, and adaptation throughout the life cycle, with an examination of developmental stages, transitions, and problems inclusive of social, biological, cognitive, emotional, and behavioral aspects of human functioning. The person-in-environment focus generates the framework for the dissemination of knowledge and information about the individual in transaction with multiple systems, as well as the systems in transaction with each other. The student will be introduced to concepts that will enable heuristic thinking about human development through life cycles, and that will be usable in understanding, analyzing, and intervening in human problems as they are encountered in social work practice. Consequently, this course content contributes significantly to foundation knowledge students draw upon to assess human behavior in social situations, to plan appropriate problem-solving interventions, to carry out intervention strategies, and to evaluate effectiveness. Students are introduced to developmental theories, organizational theories, theories of social interaction, and equity theory and the meaning of distributive justice.

Students in this course are expected to have some background in the liberal arts, especially the biological and social sciences. Students are also expected to use knowledge and skills from English and Communication courses in order to express themselves effectively both in written and oral form. Students are taught that variations in human development and behavior are expectable and normal, and they study human development using knowledge from the liberal arts. Issues of human diversity, such as gender, race, and class, affect the person's cognitive, social, biological, emotional, spiritual, and psychological development. Conditions that limit optimal development are taught in beginning psychology and sociology courses.

The people-in-systems theoretical orientation is the basic framework for presenting content in this course. Students are expected to develop knowledge and understanding of human problems as a function of relationship with the environment. This perspective will help to mediate an exclusive focus on either the individual or the environment and contribute to a broad assessment of concerns. Understanding human problems from this perspective will help social workers to be sensitive to the issues of social justice, individual rights, and freedom, as well as issues of personal breakdown and family disruption. Issues related to human diversity are introduced and discussed throughout this study. Cultural teachings that maintain attitudes of racism, sexism, and ageism are explored along with implications for healthy social, economic, and

behavioral development. Issues of diversity are also discussed in the developmental stages.

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S W K  
3 5 1 & 3 5 2 :  
S O C I A L W O R K  
P R A C T I C E  
W I T H  
I N D I V I D U A L S  
A N D F A M I L I E S  
A N D S O C I A L  
W O R K  
P R A C T I C E  
W I T H G R O U P S ,  
O R G A N I Z A T I O  
N S , A N D  
C O M M U N I T I E S

In the *junior year*, the student progresses in professional development by taking **Social Work Practice with Individuals and Families (SWK 351)** and **Social Work Practice with Groups, Organizations, and Communities (SWK 352)**. The social work practice content is based on practice competencies as they relate to beginning generalist social work practice. The emphasis in these courses is on the practice skills necessary to develop relationships with a variety of vulnerable clients. In an effort to achieve this goal, the social worker must be able to employ various methods of intervention simultaneously and sequentially and possess a systems perspective. These courses take the student's understanding of generalist practice skills and apply them to existing social work intervention strategies appropriate to various levels of intervention, including individual, family, group, organization, and community. Students will carefully examine the processes of practice in order to understand them on their own merits and identify their relationship to generalist social work practice. The purposes of these courses are to prepare social workers to make conscious choices about intervention, to prepare competent professionals, and to support the problem-solving, coping, and developmental capacities of individuals, families, groups, and communities.

Each practice course emphasizes the development of the students' capacities to conceptualize clearly, concisely, and constructively, as well as to articulate these abilities orally and in writing. Further, these courses call on the students to identify, understand, integrate, and use the materials from the humanities, social, and natural sciences that underpin the social work processes that are presented in this course. Only by achieving these aims can the student develop the capacity to use generalist practice to achieve the professional purposes inherent in social work practice.

Social Work Practice adds to the development of a knowledge-guided practitioner by providing students with a systems orientation as they move through assessment, planning, intervention, evaluation, termination, and follow-up. These courses are designed to provide students with the means to analyze a range of strategies that could be used to achieve helpful and successful outcomes for clients.

These courses introduce significant material regarding human diversity and teach the student to incorporate the knowledge he or she has already acquired with respect of special populations.

Also in the *junior year* students engage in a focused study of **Social Welfare Policies and Services I and II (SWK 361 & 362)**. Course content is designed to enhance the student's understanding of generalist practice by examining how the historical, social, cultural, economic, and political aspects of a society's response to human needs impact the development of social welfare policies and services. The course builds on the student's prior knowledge of political, behavioral, and social sciences in developing a contextual understanding of social welfare policies and services. Course content and requirements support the liberal arts expectations of the student's ability to read, write, speak, and listen effectively. Assignments require students to demonstrate critical thinking in their written and oral communication. The course focuses on the variety of dynamics that influence social policies and services, pushes the student to develop the analytic skills necessary to understand linkages, to make assessments in view of social, cultural, historical, and economical context, and to share these thoughts orally in class discussions and written assignments.

In examining the forces that influence a society's response to people in need, the critical impact of values on social welfare policies and services becomes a dominant theme. The sequence helps the student to understand how constraints imposed by cultural values shape policies and services for people in need. The student's understanding of the impact of policies and services on the quality of life for individual and family systems is seen as essential for his or her professional preparation.

The basic values of the social work profession are examined in connection with their specific relevance for policy formulation, analysis, and implementation. Particular emphasis is given to the values of self-determination, social justice, and advocacy for the powerless as professional concerns in social welfare policy development. Students are encouraged to acquire a greater level of awareness of their own values in relation to social problems. The recognition of the influence of one's own values is critical in a profession where value dilemmas and conflicts are often inherent in policy choices and administrative decisions that form the base for service delivery.

In the examination of the nature and context of the American social welfare system, the presence and impact of social inequality with respect to particular groups becomes readily apparent. Class discussion focuses on the differential nature of the social problems, policies, and programs for special populations, including women, ethnic minorities, the elderly, the disabled, and sexual preference groups. The persistence of institutional racism is explored as

a means of understanding the continuing impact of oppression on minority groups.

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S W K

4 0 5 & 4 0 6 :  
M E T H O D S O F  
S O C I A L A N D  
B E H A V I O R A L  
R E S E A R C H

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Progressive thinking about social work practice and research is supported in the junior year by **Methods of Social and Behavioral Research I and II (SWK 405 & 406)**. At the heart of the liberal arts process is a spirit of inquiry, critical thinking, and logical analysis. The primary focus of this course is an understanding of the ways in which knowledge is gained and applied. These skills are further enhanced through the reading of several research reports and writing a critical analysis of each report. Attention is given to the need to control biases and other social and personal factors that would invalidate the research process. Stress is also placed on the importance of the inclusion of racial, ethnic, economic, age, gender, and cultural subgroups in the data collection process. In addition, emphasis is given to special populations and other factors listed above by using research examples in class as appropriate.

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S O C 4 4 5 :

E T H N I C  
C U L T U R E S

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During the *senior year* students focus on critical issues essential for effective social work practice. In **Ethnic Cultures (SOC 445)** the student enhances her/his awareness and professional commitment to prevent and change social and economic injustice relative to oppression and discrimination. The objective of this course is to provide an academic background for understanding the history, culture, and social relationships that constitute the day-to-day life in ethnic communities. While the genesis of this course is the sociological tradition and therefore sociological theory and methodology serve as its academic superstructure, the scope and orientation of this course are based on the multicultural perspective and therefore will reflect a strong interdisciplinary approach. As a result of the interdisciplinary approach, students hopefully will learn to appreciate the work and research findings of scholars from various academic backgrounds.



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SWK 450:  
INTERVENTION  
WITH  
POPULATIONS -  
AT-RISK

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In **Intervention with Populations-at-Risk (SWK 450)** students examine the knowledge, values, and skills for working with variations among human beings, such as those special populations suffering from physical, mental, economic, religious, or social problems. The course emphasizes sensitivity to human diversity and ways to promote social and economic justice for populations-at-risk for discrimination, oppression, or abuse. The course emphasizes the importance of and need for students to develop an awareness of their own social identity in social work practice and to understand persons, individually and collectively, in terms of their unique qualities, especially as they relate to culture, race, ethnicity, gender, age, sexuality, disablement, and general life circumstances. The term *human diversity* is used to embody a positive stance toward differences and their potential impact on practice. Students will be challenged to understand how categorizing individuals or groups, through negative stereotypes and prejudicial attitudes, places them outside the rules of fairness. This course recognizes that diversity among individuals, families, groups, organizations, and communities is due, in part, to the differences in values, cultural backgrounds, and socio-cultural risks and opportunities. It also recognizes that individuals and the systems of which they are a part relate in ways that provide the context for growth and problem solving.

To enhance generalist practice, students focus on an understanding of justice, civil rights, and oppression. Emphasis is given to the effects of discrimination on human growth and development, forms of oppression, and strategies to promote social and economic justice. Students are challenged to examine themselves and their Christian faith in reference to issues of equality, inclusion/exclusion, appreciation for others who are different, and commitment to planned change within systems.

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SWK 454:  
SEMINAR IN  
SOCIAL WORK  
PRACTICE

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The **Seminar in Social Work Practice (SWK 454)** is a capstone course for students and prepares them for the practicum. The seminar offers an opportunity, in a relaxed setting, to informally discuss and debate the practical realities of delivering social welfare services to individuals, groups, or communities. Despite its informality, the seminar is not designed as a free-floating, open-ended discussion group. There is a certain amount of material the student is required to master in terms of significantly broadening his or her understanding of the social work process within the context of liberal education. Students have the opportunity to think through value and conceptual material previously covered in the classroom and to draw together diverse experiences into a coherent framework of social work knowledge, values, practice, and philosophy.

Students are further prepared for the field practicum experience through a comprehensive review of relevant social work concepts and issues. In a seminar setting students are encouraged to develop a positive attitude towards working with individuals from diverse backgrounds. The NASW Code of Ethics is the framework used to evoke self-critical and accountable use of social work knowledge.

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SWK 497:  
SENIOR  
SOCIAL WORK  
PRACTICUM

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The **Senior Social Work Practicum (SWK 497)** provides the student an opportunity to integrate previous classroom learning with supervised experiential involvement. One semester of the senior year, each major is required to complete 400 clock hours (10 weeks) in the field for 9 semester hours of credit. While the student is taking **SWK 454 Seminar in Social Work Practice**, a conference will be scheduled with the program faculty. At this time the student's strengths and weaknesses relating to the understanding of skills, knowledge, values, and cognitive/affective processes will be discussed, as well as the student's interest in the social work practicum. Should the student be lacking proficiency in some of these areas, he or she may be encouraged to do further course work or become engaged in personal counseling before doing the practicum.

The practicum enables the student to put into practice the skills learned in the classroom (interpersonal, interviewing, assessment, and problem-solving skills). The student should integrate skills, knowledge, theory, and values into consistent, ethical practice principles. The student should recognize strengths and weaknesses as practice competencies are assessed and explored through supervision. A consistent evaluation process should help the student be aware of areas of proficiency and give direction to planned change where growth is needed. It also enables the student to work in a community where knowledge of the network of human services is necessary and to learn how these human services are designed to meet individual, group, family, and community needs. The student should assess the role of the supervising agency within the community and evidence understanding of its purpose and function. The student should articulate the individuality of the supervising agency and the social work profession while working cooperatively as a member of an interdisciplinary team. Additionally, the student relates to various clientele and the types of problems each brings to the agency. The student should relate cross-culturally, accept and allow difference, and be capable of sharing self without alienating others. The student should recognize the impact of such problems as delinquency, poor housing, family disintegration, and mental and physical illness upon individuals and families. As a consequence of these activities the student is able to explore, become aware of, and analyze personal value orientations and to understand how these orientations affect feelings about people and the problems they bring to the agency.

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SOCIAL WORK PROGRAM GRADING PROCEDURES

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GRADING  
PROCDEURES

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The Social Work Program utilizes a standard grading scale for all its courses (A = 100-94, B = 93-86, C = 85-75, D = 74-65, F = < 65). Matrices are utilized to help students visualize what is expected of them for each assignment and how the score for the assignment will be computed. Students receive syllabi each semester that share the expectations for the class including the grading scales, assignments with instructions, and value for each activity required in the class. In addition, matrices are provided in writing or via learning management system. Activities in the classroom are graded generally within two weeks of their completion. Student grades are displayed on assignments returned to them and on the learning management system. Students receive midterm grades (for 16 week courses) and final grades via the myfhu.edu portal. Students have full access to their grades throughout their tenure at the university. Students may receive a grade of I (Incomplete) only when, in the judgment of the instructor, circumstances prevent students from completing a course. Incomplete grades are not assigned simply for the convenience of students who wish more time than their classmates. The incomplete grade is calculated as failing grades unless removed. A student who has an incomplete must complete the work by mid-term of the following semester. A student who has an incomplete must complete the work by mid-term of the following semester (*for more information about incomplete grades, refer to the FHU Student Handbook*).

***Calculating Grade Point Average:***

As mentioned in the previous paragraph, the Social Work Program utilizes the following grading scale:

A = 100-94	D = 74-65
B = 93-86	F < 65
C = 85-75	

Each of the letter grades is assigned a certain number of quality points:

A = 4	D = 1
B = 3	F = 0
C = 2	

Each student's grade point average is calculated by taking the quality point assigned per letter grade and multiplying that number by the number of credit hours. The resulting number is then divided by the number of credit hours to calculate each student's grade point average:

Example: Johnny is taking SWK 250 (Foundations of Social Work Practice), SWK 251 (Human Behavior in the Social Environment I), and SWK 260 (Careers in Social Work) and earns the following grades:

<u>Class</u>	<u>Grade</u>	<u>Credits</u>	<u>Quality Points</u>
SWK 250	A	3	4
SWK 251	B	3	3
SWK 260	C	1	2

Johnny has earned 23 quality points (12 for Foundations, 9 for HBSE, and 2 for Careers) which will be divided by the number of credits for the three classes (7 credit hours). The resulting number is Johnny's GPA for these three classes (3.29).

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S O C I A L   W O R K  
P R O G R A M  
P R O F E S S I O N A L  
P O R T F O L I O

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The purpose of the Social Work Program Professional Portfolio is for students to integrate the major components of their required coursework, practicum, service learning involvements, specialized research, accomplishments and achievements, and other scholarly activities into one comprehensive electronic document. This document provides evidence of professional growth related to social work knowledge, skills, values, cognitive and affective processes and behaviors for generalist social work practice from the initial acceptance into the social work program through the completion of the program.

Please note the Professional Portfolio is a compilation of items gathered from courses completed throughout the entire program and it is highly recommended that all items be saved immediately in a secure location following the completion of each course to ensure the item's availability at the required time of submission which is at the end of the Senior Social Work Practicum.

The portfolio will include the following items from the listed courses:

**A. Foundations of Social Work Practice**

- a. Acceptance letter to the Social Work Program
- b. Values Autobiography Paper

**B. Careers in Social Work**

- a. Resume

**C. Professional Communications in SWK Practice**

- a. Role-Play Project

**D. Human Behavioral in the Social Environment I**

- a. Ethnographic Family-of-Origin Research Paper

**E. Social Work Policy and Services II**

- a. Policy Analysis

**F. Methods of Behavioral Research I**

- a. Literature Review

**G. Methods of Behavioral Research II**

- a. Research Paper

**H. Social Work with Individuals and Families**

- a. Assessment and Treatment Plan Project

**I. Social Work with Groups, Orgs, and Communities**

- a. Community Enhancement Project
- b. Community Advocacy Project

**J. Interventions with Populations at Risk**

- a. Empathy Activities Reflection Journal
- b. Diversity Awareness Research Project

**K. Senior Seminar in Social Work Practice**

- a. Ethical Dilemmas Project
- b. Integrated Intervention Project

**L. Senior Social Work Practicum**

- a. Case Presentation
- b. Student Self-Assessment (Post-Practicum)
- c. BSW Field Learning Plan with Midterm & Final Evaluation Form
- d. Score on Senior Exit Exam

## CAREERS IN SOCIAL WORK

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SOCIAL WORK  
CAREER  
OPPORTUNITIES

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BSW graduates are employed in many different work settings under public and private auspices that may include (taken from BSW, a brochure published by the National Association of Social Workers):

- ▶ Nursing homes
- ▶ Hospices
- ▶ Hospitals
- ▶ Home care agencies
- ▶ Substance abuse programs
- ▶ Mental health services
- ▶ Mental retardation programs
- ▶ Vocational rehabilitation services
- ▶ Public health agencies
- ▶ Developmental disabilities services
- ▶ Community action agencies
- ▶ Family service agencies
- ▶ Children and youth services
- ▶ Aging services
- ▶ Residential treatment programs
- ▶ Child and adult day care centers
- ▶ Domestic violence programs
- ▶ Homeless shelters
- ▶ Criminal justice agencies
- ▶ Schools (elementary and secondary)
- ▶ Income maintenance programs
- ▶ Legal services agencies

## Admissions and Retention Policies and Procedures

### INTRODUCTION

Social work is a profession whose primary concerns are people and their relationships within society. The ultimate value of the profession is its ability to help people realize their own potential. As a profession, social work is based on the belief of the worth and dignity of all persons and the positive value of cultural, gender, and experiential differences. The values and needs of the professional social worker shape the mission and outcome objectives of the Social Work Program.

Social work is a difficult, challenging, and rewarding profession for those willing to give of themselves. It requires a wealth of emotional and intellectual resources, as well as an acceptance of the values and ethics of the profession. Many students find themselves initially attracted to social work for a number of reasons. Later, they may come to realize that they are unsuited because of their own values, academic ability, or emotional strength to undertake such a demanding career. Such a decision demonstrates wisdom and a real caring for potential clients, and the social work faculty members are always ready to assist students in considering their best academic alternatives in such situations.

## SUITABILITY REQUIREMENTS

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### **Academic performance**

Consistent class attendance and the ability to meet deadlines are considered to be positive indicators of a student's effort to meet program standards.

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### **Professional performance**

Essential knowledge, values, skills, and standards of professional conduct are vital as social work students prepare to enter the field of practice. The program has cognitive, emotional, and character requirements necessary for students to participate fully in all aspects of social work education and the practice of social work.

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### **Relationship skills**

Social work requires the ability to relate to persons with problems non-judgmentally – with warmth and genuineness. The ultimate test of the student's interpersonal skills is in relationship to clients. However, observed positive relationships with faculty and students serve as reinforcements to suitability and future professional development.

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### **Emotional stability**

Although no one is free of personal problems, students should be able to cope and function in a way that fosters continued self-awareness and growth necessary for professional social work practice.

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## POLICIES AND PROCEDURES FOR ADMISSION TO THE SOCIAL WORK PROGRAM

The social work program has an admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, to assure availability of quality internship placements, and to ensure a qualified and ethical workforce.

1. Completion of SWK 150 Introduction of Social Work and three additional hours of social work major courses (SWK designation) which can include PSY 210, POL 231, SOC 241, or SOC 445.



2. Recommendations completed by three teachers other than Social Work faculty and returned to the Director of Field Education.
3. Identified potential and suitability for the social work profession, including relationship skills and emotional stability.
4. Completion of a written application for admission accompanied by a short autobiography to the Director of Field Education.
5. Admission into the Social Work Program requires a minimum overall grade point average of 2.0 in all completed courses as well as a minimum grade point average of 2.0 average in all completed social work major courses at the time of admittance.

Please note that a minimum grade point average of 2.5 in professional social work courses is required for acceptance into Senior Social Work Practicum Program at the end of the Social Work Program.

### ***Decision Regarding Social Work Program Application***

The decision reached may be one of the following:

- Approval as a social work major: These students have an overall GPA of 2.0, letters of reference that commend their character, academic potential, and a demonstrated understanding of social work knowledge and values.
- Nonapproval as a social work major: A decision of nonacceptance will be based upon an inadequate grade point average, letters of reference that reflect serious concerns about the applicant's academic or professional potential, or any concerns by the committee regarding the applicant's potential for successful social work practice.
- Approval on condition: These students have less than an overall GPA of 2.0 but have other outstanding attributes that indicate the potential for a successful social work career. Committee members will interview the student each semester to assess progress and to make decisions concerning retention status. Students will move to unconditional status when their overall GPA rises to 2.0.

- Decision deferred for further consideration: These students require additional information in order to render a decision.

The student will be notified in writing about the decision of the Social Work faculty.

Students who are not satisfied with a decision may appeal in writing, within 10 days of notification, to the Director of the Social Work program who will reconvene a meeting with the Social Work faculty to re-evaluate the recommendation. If not satisfied, the student may appeal in accordance with the university grievance procedure as outlined in the Freed-Hardeman University Academic Catalog.

## **CONTINUATION IN THE SOCIAL WORK PROGRAM**

It is expected that once a student is accepted into the BSW program, academic requirements and standards will be maintained as the BSW degree is reserved for students who have demonstrated a high level of competence. Academic performance in the BSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients, faculty, students, the department, the university, and the community. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics.

As a professional program, continuance in the social work program depends on progress toward a professional level of performance and is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, demonstrated knowledge of social work, and performance in real or simulated professional situations.

### ***ACADEMIC AND PROFESSIONAL STANDARDS***

The list below contains professional standards with areas of concern, which may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the Social Work Program, the class syllabi, or class protocol. Failure to complete these criteria puts the student at risk for academic or professional failure which may lead to dismissal from the program. This list has been adapted from various sources, and it is not intended to be all-inclusive and may be amended by faculty.

## **Academic Performance**

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### **Standards**

- Plans and organizes work effectively
  - Turns in assignments completed on time
  - Makes arrangements for his/her special needs
  - Attends class regularly
  - Maintains a 2.5 cumulative GPA or higher in all Social Work related classes
- 

### **Indicators of Concern**

- Is continually unprepared for class; makes excessive requests for extensions on assignments and exams
- Frequently turns in assignments late and/or incomplete
- Accumulates multiple absences from class (as defined in the syllabus)
- Accumulates multiple absences from field placement

## **Professional Performance**

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### **Standards**

- Displays professional behavior to include time management, proper attire, preparation, ethical standards, and competence in practice.
  - Displays awareness of self and appropriate use thereof.
  - Demonstrates an understanding and mastery of the knowledge, values, skills, and cognitive/affective processes necessary to work within the field as a social work professional
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### Indicators of Concern

- Displays unprofessional behavior that includes repeated instances of tardiness, unreliable behavior, working beyond realm of competence, and/or unprofessional dress
- Allows use of self to negatively impact client-worker relationship or client progress
- Lacks an understanding or mastery of the knowledge, values, skills, and/or cognitive affective processes necessary to work within the field as a social work professional

## Conduct/Behavior

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### Standards

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions and is open to feedback from peers/faculty/field supervisor
- Forms positive, constructive relationships with clients
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, socioeconomic status, or at-risk status.
- Conducts him/herself according to the NASW Code of Ethics

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### Indicators of Concern

- Demonstrates classroom behavior that impedes learning and/or building effective relationships

- Consistently arrives late for class or leaves class early unless otherwise arranged with the professor
- Consistently arrives late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks or gestures
- Appears unwilling/unable to accept feedback
- Cannot form positive, constructive relationships with clients
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Demonstrates discriminatory behavior or harassment towards others on the basis of race, color, stature, religion, political affiliation, gender, age, sexual orientation, disability, etc.
- Demonstrates unethical professional behavior, including:
  - ✓ Dishonesty – cheating on test, papers, attendance, or group work
  - ✓ Breaking into computers, calculated code breaking, trying to determine others' grades, falsifying documents, or falsifying excuses for absences of class or field placements
  - ✓ Disclosure of confidential/private information
  - ✓ Forced or coerced sexual behavior or harassment
  - ✓ Sexual activity, whether forced, coerced, or consensual, with clients, including, but not limited to, kissing, fondling, or sexual intercourse

- ✓ Physical or emotional threats directed towards clients, students, faculty, or staff
- ✓ Any physical or emotional threat or negative response or action directed toward anyone due to race, color, culture, ethnic background, socioeconomic status, religion, gender, sexual orientation, age, or disability
- ✓ The acceptance of gifts or money from clients that is not considered standard payment for services received on behalf of the student's agency or field setting (in accordance with the NASW Code of Ethics Guidelines); students should not ask for or expect gifts from clients
- ✓ Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students
- ✓ Plagiarism and other forms of academic dishonesty
- ✓ Other violations of the NASW Code of Ethics

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## **Self-Disclosure/Self Awareness**

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### **Standard**

- Uses self-disclosure appropriately
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues that arouse emotions
- Demonstrates an awareness of his or her behavior on others

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### **Indicators of Concern**

- Appears to overreact to, or resent, feedback when engaged in self-disclosure (e.g. takes it personally)

- Appears unable/unwilling to control emotional reactions
- Arouses faculty concern regarding possible alcohol/drug abuse, emotional problems
- Makes verbal threats directed at clients, faculty, staff, or students
- Demonstrates poor judgment, decision-making, or problem-solving skills
- Does not form effective client/social worker relationship (e.g., shows a judgmental attitude)

## **Communication Skills (Written)**

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### **Standard (Written)**

- Shows consistency in written communication. Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, logical sequence
- Demonstrates proper documentation of sources and citations
- Follows written guidelines and formats of instruction
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (plagiarism)
- Demonstrates use of critical thinking skills

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### **Indicators of Concern**

- Shows difficulty in expressing ideas clearly and concisely; writing is vague.

- Makes excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve
- Consistently fails to adhere to guidelines for written assignments

## **Communication Skills (Verbal)**

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### **Standard (Verbal)**

- Is able to clearly articulate ideas, thoughts, concepts, etc.
  - Communicates clearly
  - Has working proficiency of the English language even when English is not the student's primary language
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### **Indicators of Concern**

- Does not clearly articulate ideas, thoughts, and/or concepts
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients
- Has inadequate communication/language skills to effectively interact with clients and in class



## **CORRECTIVE ACTION WITHIN THE SOCIAL WORK PROGRAM**

In the event of a negative faculty evaluation from observation in the classroom, campus or departmental interaction, and/or field practicum regarding a student's academic and/or professional performance within the Social Work Program, the student's assigned advisor will submit a written remedial action plan (see appendix 5) to the Director of the Social Work Program which will include specific guidelines and university recommendations or referrals to allow for continuation in the program. The student's advisor and the Director of the Social Work program will then meet with the student to review the written remedial action plan. Upon review of the plan, the student and the advisor will sign the written remedial action plan. A copy of the signed written remedial action plan will be given to the student as well as copy being placed in the student's file

If these guidelines are not completed, if negative academic or unethical, illegal personal activity continues, or if the student refuses to meet and/or agree to follow the guidelines established in the written remedial action plan, the advisor may counsel the student out of the BSW program.

## **DISMISSIAL FROM THE SOCIAL WORK PROGRAM**

Occasionally, it is determined that a student in the BSW program may not be suited for the field of social work based on observation in the classroom, campus or departmental interaction, and/or field practicum. In such an occurrence, the student will be notified both in person and in writing of the Social Work Program's decision to dismiss the student from the program. The student's advisor will meet with the student to discuss other academic and professional options

When withdrawal from the program is recommended, the student may appeal that decision to the Director of the Social Work Program. If not satisfied, the student may register a complaint with the associate vice president for instruction within 10 school days of the alleged incident (*for more information regarding FHU policy on the student academic grievance procedure, reference the FHU Academic Catalog.*)

## **Student Rights, Responsibilities, and Related Services**

Your rights and responsibilities as a student are very important. In order to become familiar with some of the basic student rights and responsibilities, a brief list of some more predominant rights and responsibilities are listed below. Please note that the information listed below is not an exhaustive list of each student's rights and responsibilities. Each student is recommended to review the FHU Student handbook and the FHU Academic Catalog which includes important information regarding your rights and responsibilities as an FHU student. From it, you will learn more about procedures for grade and other appeals policies, sexual harassment complaints, University discipline, and a host of other policies vital to student rights and responsibilities. The handbook and the catalog are available online using the following links:

- <https://www.fhu.edu/campuslife/student-services/student-handbook>
- <https://www.fhu.edu/academics/catalog>

### **STUDENT RIGHTS**

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#### **Student Academic & Professional Performance Grievance Procedure:**

In the event a student wishes to voice a concern or file a complaint specific to the Social Work Program regarding grades, competencies, course syllabi, class absences, or other matters related to academic and/or professional performance within the Social Work program, the student should first

informally discuss the concern with the involved Social Work professor, if appropriate.

If the grievance is not resolved in this fashion or if the student does not feel comfortable discussing the grievance with the involved Social Work professor, the student should discuss their concern with the Director of the Social Work Program.

If the grievance is not resolved in this fashion or if the student does not feel comfortable discussing the grievance with members of the Social Work faculty, the student may register a complaint with the associate vice president for instruction within 10 school days of the alleged incident (*for more information regarding FHU policy on the student academic grievance procedure, reference the FHU Academic Catalog.*)

**Voluntary University Withdrawal Procedure:**

To withdraw from the University, a student should contact the academic retention coordinator who is located in the Gardner Center.

**Voluntary University Medical Withdrawal Procedure:**

A student may petition the associate vice president for instruction to be considered for a medical withdrawal when extraordinary circumstances, such as a serious illness or injury, prevent the student from continuing classes. The medical withdrawal covers both physical and psychological health difficulties. The student requesting a medical withdrawal must submit with the petition official documentation from a healthcare provider showing the following information: the date of onset of illness, the dates the student was under professional care, the general nature of the student's medical condition, why or how it is preventing or prevented the student from completing the semester, and the last date the student was able to attend classes. Requests for less than a complete withdrawal must also be well documented to justify the selective nature of the medical withdrawal. Students receiving financial aid, loans, or veterans' benefits are required to have an exit interview with the director of student financial services. For additional information about a medical withdrawal, please contact the associate vice president for instruction.

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**STUDENT RESPONSIBILITIES**

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**Class Attendance:**

The University has established there is a strong correlation between class attendance and academic success as measured by semester grade point averages. Therefore, students are expected to attend class daily. Students must attend at least 75 percent of all scheduled class meetings in order to receive

academic credit for completing a class. Students who do not complete 75 percent of all scheduled class meetings will be dropped from that class and receive a grade of “WA.” Every absence, whether excused or unexcused, will count when determining whether students have missed more than 25 percent of all scheduled class meetings. Absences due to late registration or change of class prior to the drop/add period will be included in the above percentage (*for more information regarding FHU policy on class attendance, reference the FHU Academic Catalog which also include an explanation of excused versus unexcused absences*).

### **Academic Dishonesty**

Academic dishonesty violates the Christian principles and standards of Freed–Hardeman University. The following are examples of intentional academic dishonesty:

- Cheating – using or attempting to use unauthorized materials, information, or study aids in an academic exercise. The term “academic exercise” includes all forms of work submitted for credit.
- Fabrication – falsifying or inventing any material in an academic exercise.
- Facilitating academic dishonesty – helping or attempting to help another to violate academic integrity.
- Plagiarism – adopting or reproducing another person’s words or ideas without acknowledgement.

The minimum penalty for an obvious violation of academic integrity is a failing grade on the assignment. In addition, at the discretion of the instructor, the student may receive a failing grade for the course and be dropped from the class. Academic dishonesty at the undergraduate level should be reported to the associate vice president for instruction. Academic dishonesty at the graduate level should be reported to the appropriate director or dean of the respective college. No student may avoid receiving a failing grade for academic dishonesty by subsequently withdrawing from the course (*for more information about Academic Dishonesty, reference the FHU Academic Catalog*).

## **STUDENT-RELATED SERVICES**

Freed-Hardeman University offers many services to aid students in both personal as well as professional development. Such services include:

## **DISABILITY SERVICES**

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Freed-Hardeman University is committed to providing equal opportunity in education to qualified students. The University looks to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 for standards. Those with a disability who are prevented from meeting course requirements in the way the course is regularly taught should contact the Office of Accessibility by phone (731) 989-6029 or by email [mellis@fhu.edu](mailto:mellis@fhu.edu). Students are required to provide documentation from an acceptable evaluator in order to receive accommodations. Freed-Hardeman University will assist an individual who has a documented disability with appropriate accommodations and modifications; but does not, however, guarantee successful completion of a course or a program. Students must cooperate with the University and take responsibility for learning.

For more information regarding Accessibility Services, refer to the Freed-Hardeman University Academic Catalog

## **ADVISEMENT**

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Advisement, both academic and professional, is essential in social work education. Therefore, advisement is required of all social work majors throughout their period of study.

Each student will be assigned a faculty advisor. The student may continue with the initial advisor or select an advisor whose knowledge and expertise are consistent with the student's academic and professional interests and goals.

## **ACADEMIC ADVISEMENT**

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The advisee/advisor relationship is extremely important in a professional social work program. Advisory contacts occur throughout a student's academic career at FHU and often go beyond routine academic advisement.

Once you have declared social work as your major, you will meet with a social work faculty member for an initial advising session that will include a discussion of social work as a career choice and evaluation of any transfer or earlier FHU credits and how these fit into the social work curriculum. When

possible, students create, with the advisor, a plan to finish the degree— exactly when and how if all the information is available. Students at this time should read the Student Handbook online if they have not already done so. After this initial advising session, a student is assigned a permanent social work advisor.

Students are invited to meet with their social work advisors at least once each semester for pre-registration advising. This occurs in October for spring semesters and in March for fall and summer semesters. Students are always encouraged to pre-register and to make full use of this regular visit with their advisor. Students are welcome to meet with their advisor at any time and are encouraged to do so over career questions, academic problems and opportunities, questions about college or social work requirements, graduation requirements, potential field placements, potential graduate school opportunities, and personal issues.

Something unique to the Social Work Major at FHU is our special admissions and screening criteria in addition to those required for all students for admission to the University. Be sure to read about these procedures in Chapter 4 of this handbook.

Academic advisement is designed to enable students to schedule general education core requirements in a logical sequence. The advisor will guide the student in determining the number of course hours per semester that is most appropriate to each student's individual needs. Also, students will be advised to select elective courses consistent with their career objectives.

**Transfer Courses:** Social Work Courses will be accepted for transfer if:

(1) The courses were taken at another institution accredited by the Council on Social Work Education, \* AND

(2) The catalog description or syllabus is consistent with the Freed-Hardeman syllabus.

*\*Senior practice courses and the internship must be taken at Freed-Hardeman University.*

SWK 150: Introduction to Social Work may be transferred from community colleges or other regionally accredited institutions, provided the course syllabus is consistent with the Freed-Hardeman syllabus. The articulation agreement between the Institutions of Higher Learning (College and Universities Board) and the System of Community Colleges requires that certain courses, including Introduction to Social Work, be accepted for transfer.

**Permission to Take Courses at Other Universities:** Students who wish to take courses at other schools should discuss with the academic advisor as to whether

specific social work courses can be accepted for transfer. Actual permission to take these and other courses must be obtained from the College of Education and Behavioral Sciences WITHOUT SUCH APPROVAL, TRANSFERRED HOURS MAY NOT BE ACCEPTED.

**Credit for Life Experiences:** In keeping with the Freed-Hardeman University policy, there is no academic credit given for life or work experiences.

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#### **P R O F E S S I O N A L   A D V I S E M E N T**

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Professional advisement is designed to enable students to: (1) determine their suitability for the social work profession; (2) advise students of changing employment patterns and career opportunities in social work, including information about specific job vacancies and civil service examinations; (3) provide guidance and information on the possibilities of graduate study in the profession; (4) help students resolve problems related to the pursuance of their educational goals in social work; and (5) review with students the nature of and desires for field experience.

## **STUDENT VOLUNTEER AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

The University offers many many volunteer and leadership opportunities for students to include the following:

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#### **S T U D E N T   P A R T I C I P A T I O N   O N   D E P A R T M E N T C O M M I T T E E S**

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In addition to the opportunities for active participation through the student association, all of the standing committees in the department include and encourage student representation. Also departmental faculty meetings, which are held once a month, are open to officers of the student association or their designees. Student representatives on committees will be selected according to the procedure developed by the Student Social Workers Association. The committees, which provide for student representation, are as follows:

#### **CURRICULUM COMMITTEE**

The objectives are: To develop, monitor, and review all matters relating to the department curriculum in relation to accreditation standards and practice needs and make recommendations subject to departmental approval.

#### **COMMUNITY ADVISORY BOARD**

The objectives are: To contribute to the ongoing evaluation of the total curriculum and advise the department about curricular and program planning as it relates to current needs of the professional community for social work practitioners. This exchange should help to maintain educators' awareness of the complexity of the tasks facing those in social practice; racial, political, and economic changes that may affect service delivery; and emerging trends that may influence staffing patterns and practice needs.

Another important objective is to participate in the ongoing evaluation of the field instruction program in order to keep the program current and consistent with the needs of field students and their preparation for generalist social work practice. In order to achieve committee objectives, this committee is comprised of faculty, student practitioners, alumni, field instructors, and administrators of social agencies.

#### **STUDENT PARTICIPATION IN PROFESSIONAL ORGANIZATIONS**

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**SOCIAL WORK STUDENTS IN ACTION (SWSA)** is a volunteer group that enables students to develop a network of peers, skills in organization, leadership, and volunteerism, and provides social work visibility in the counties surround Freed-Hardeman University.

The purpose of the student organization is to promote interest in social work and social work issues through association with other interested students; to support supplemental educational experiences for students; to act as an advocate for students in academic and administrative matters; and to promote social interaction among the membership. Students may also initiate projects to help disadvantaged persons in the local community.

Membership is open to any social work major, and the organization is funded through membership dues and fundraising projects. The department provides some funds.



Meetings are arranged to allow all students to participate within varied academic, work, and commuting schedules. The group decides on academic enrichment and social, fundraising, and service events. Some previous activities have included engaging in activities with the Carl Perkins Center, Healing Hearts camp, Henderson Heath and Rehabilitation Center, and the Homicide Walk. Students also participated in training sessions conducted by the Chester County Juvenile Court and serve as mentors for young boys and girls at Youth Town of Tennessee.

**NATIONAL ASSOCIATION OF SOCIAL WORKERS** is the recognized professional group for social workers. Its primary functions include professional development and promotion and advocacy for sound social policies and programs.

**NASW Code of Ethics:** The NASW Delegate Assembly of 1996 approved a code of ethics to serve as a guide to the everyday professional conduct of social workers.

This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

A complete version of the NASW Code of Ethics can be located at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**NASW Membership:** Students receive substantial reductions in membership fees. Membership provides subscriptions to *Social Work Journal* and *NASW News*, and reduced cost subscriptions to other books and periodicals. Membership applications are available in the main office of the Social Work Program. The discounted rate may be continued for two years past graduation, provided there has been no disruption in membership. NASW membership also

provides research assistance and literature reviews through the National Policy Center, which may be reached at the address and toll-free number below or online. There is a charge for the research service.

An application can be completed through the NASW website at [www.socialworkers.org](http://www.socialworkers.org)

The West Tennessee Chapter of NASW encourages student participation in board, committee, and legislative activity. Students usually attend the annual spring meeting in Jackson to gain valuable educational and networking opportunities.

**COUNCIL ON SOCIAL WORK EDUCATION** is the national organization for social work educators in this country. It is made up of constituent groups (such as students, faculty, deans and directors, practicum instructors, etc.) Each constituency votes for representatives to the House of Delegates and the Board of Directors. It is the CSWE House that makes policies guiding the accreditation process.

**CSWE membership:** Students are eligible to join under the following circumstances:

- ✓ As a BSW student
- ✓ As an MSW student
- ✓ As a practicum instructor for a school of social work
- ✓ As a provider of any kind of in-service training for social work
- ✓ As an administrator in an agency providing practicum instruction or service training for social workers
- ✓ As a full- or part-time member of an accredited BSW or MSW social work program.

As members, students receive news about developments in social work education, the Annual Program Meeting, and other opportunities for professional development.

An application can be submitted through the CSWE website at [www.CSWE.org](http://www.CSWE.org)

## **STUDENT VOLUNTEER OPPORTUNITIES**

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**VOLUNTEER AND COMMUNITY SERVICE OPPORTUNITIES ARE AVAILABLE.** At least two social work courses require community service as part of the learning experience. All students are urged to seek some form of volunteer experience. The following is a partial list of opportunities that aid in professional development, whether accessed through an academic course or independently:

- Assisting teachers and students at area schools
- Volunteer efforts at area nursing homes
- Tutoring and mentoring with the local school system
- Conversation/friendship with International Students
- Volunteer service at Department of Human Services
- Hospice Volunteers
- Hospital Volunteer at various hospitals in the area

## **STUDENT HONORS AND AWARDS OPPORTUNITIES**

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**AWARDS FOR STUDENT ACHIEVEMENT ARE GIVEN EACH YEAR.** At the University Honors Day each spring, a social work student is recognized as the Outstanding Social Work Senior Student for the year based upon academic achievement and professional commitment.

**PHI ALPHA HONOR SOCIETY** is a national honor society for social work students who have attained excellence in scholarship and achievement in social work. Formal invitations are sent to juniors and seniors with a G.P.A. of 3.4 overall and 3.6 within the major informing them of their eligibility to apply to the Omicron Psi Chapter of the National Honor Society for Social Workers. Students are encouraged to maintain excellent academic standards and leadership within the Program (and University), and this honor is proudly bestowed upon those meeting the following guidelines:

- Be enrolled in the institution represented by the chapter
- Have declared a major in social work
- Have completed 9 semester hours of required social work courses or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved
- Rank in the top 35% of their class.

For more information about the Phi Alpha Honor Society in Tennessee, visit [www.phialpha.org](http://www.phialpha.org) or contact Nadine McNeal at [nmcneal@fhu.edu](mailto:nmcneal@fhu.edu).

## **Social Work Student Organization**

The social work majors have developed an organization called Social Work Students in Action (SWSA). This organization is functional at several important levels: (1) offering education and information services to students within the program, such as a library of current materials on the issues of social work, a tutoring service for students, and a file surrounding social service agencies with the potential training events for students; (2) offering service to the University and community, such as volunteer and counseling services; (3) offering advisement to the social work faculty regarding policies affecting academic and student affairs within the program; (4) offering recruitment services to programs and arranging special events and seeking out special populations, such as minority students. The following is the Constitution adopted by SWSA:

### **PREAMBLE**

We the members of the Social Work Students in Action of Freed-Hardeman University seek to provide the students, faculty, and administration of this school a better understanding of the principles, values, and ethics of the social work profession. We seek to enhance educational advancement through providing services for the student, the university, and the community. Therefore, we do ordain and establish this constitution of the Social Work Students in Action.

#### **Article I: NAME**

The name of the organization will be Social Work Students in Action.

#### **Article II: ORGANIZATION**

Section 1:

- a. The SWSA will be composed of students majoring and/or minoring in social work.
- b. In order to obtain membership, members must pay dues and attend all meetings.

Section 2: The offices of President, Vice-President, Secretary, Treasurer, and Community Liaison will be selected each semester.

Section 3: The sponsor will be Director of the Social Work Program.

#### Article III: MEETINGS

Section 1:

- a. Meetings will occur on the second Thursday of each month.

Section 2: Excessive absences will be brought before the Social Work faculty. Absences must be excused by the sponsor or by one of the officers.

Section 3: The sponsor for SWSA must attend each meeting unless otherwise agreed.

#### Article IV: BY-LAWS AND AMENDMENTS TO THE CONSTITUTION

Section 1: The by-laws may be amended at any business meeting with a majority vote and approval of the Social Work faculty.

Section 2: Amendments to the constitution may be made on the first regularly scheduled meeting during the months of November and March.

Section 3: Proposed amendments to the constitution should be submitted in written form to the SWSA at least two weeks prior to the first regularly scheduled meeting during the months of November and March.

- Section 4: All amendments to be voted on in the November or March meetings should be published and distributed to each SWSA member at least four days before the meeting.
- Section 5: Amendments to the constitution may be passed with a majority vote of the students and approval of the Social Work faculty during the meetings designated in Section 2 of this article.
- Section 6: No amendment may go into effect until the first day of the immediately following semester.
- Section 7: If this constitution is found to be inadequate by a majority vote of SWSA, the SWSA President then assumes the responsibility of heading a constitution committee, whose purpose is to write an acceptable constitution that must be published and distributed to each SWSA member at least seven days before the designated meetings in November and March.

Article V: EFFECTIVE DATE

This constitution will go into effect immediately upon ratification by the members.

**BY-LAWS**

Article I: OFFICERS

Section 1:

- a. Candidates for offices will be selected by the current officers and the Social Work faculty each semester.
- b. The officers and the Social Work faculty will review the applications made by members nominating individuals for specific offices.

- Section 2: The President shall preside/guide executive and club meetings, finalize agenda for meetings (executive and club), head events, make Facebook announcements (unrelated to other officers roles), and complete additional executive duties as assigned.
- Section 3: The Vice-President shall reserve meeting spaces, oversee the efficiency of club (current tasks, documentation, functioning of other offices, etc.), facilitate communication between club and University/other university offices, and preside over meetings or events in President's absence.
- Section 4: The Treasurer is responsible for depositing/requesting funds from the University (working in close contact the Department of Behavioral Science's administrative assistant), keep a record of finances, maintain a Membership Dues record (works closely with Secretary to ensure roster is up-to-date), complete a Semester Financial Report, manage t-shirt money, and oversee the budget.
- Section 5: The Secretary is responsible for maintaining accurate minutes from all meetings, maintain record of Social Work students (working in close contact the Department of Behavioral Science's administrative assistant), maintain club roster/ participation (works with Treasurer), conducting e-mail communications (will be tasked with sending pertinent emails, but writing emails will be a shared responsibility among officers when applicable), and present minutes from last club meeting.
- Section 6: The Community Liaison is responsible for facilitating communication between the club and **outside** organizations regarding service opportunities, communicating important outside information with club

sponsors and President, has significant involvement in planning/promoting SWSA events, and is responsible for making Facebook posts related to club events. This role requires the ability to communicate professionally, both verbally as well as in writing, on behalf of the club.

Section 7: The candidates for President, Vice-President, and Community Liaison must be upper level (junior or senior) social work students. The Secretary and Treasurer roles may be a sophomore or higher.

\*Exceptions will be considered at the discretion of the Director of the Social Work program



## **Social Work Program Policies on Honesty, Attendance, Grading, and Written Work**

**Honesty** - As a social work student, you are training for a very important role in this society. Social workers are often called upon to make critical decisions in the lives of the people they work with, and they are frequently entrusted, as part of their jobs, with confidential information that could well destroy lives if it were to be revealed. For these and other reasons, the faculty considers honesty as one of the most crucial qualities students can possess. Earning the good will and respect of the faculty is vital to your future career. Students who cheat or lie will at the very least lose the respect of the faculty and, depending on the severity of the offense, could be dismissed from the program and possibly from the University itself. Our clear expectation is that all social work majors will deal honestly with faculty, coursework, other students, client contacts, and all other aspects of their social work educational experience.

**Attendance** - Since so much of the skills and knowledge base that you must possess must be acquired experientially from interactions with faculty and other students, attendance is a very important issue. Any absences for unexcused reasons are subject to critical review by the faculty.

**Grading** - Grading for each course is discussed in the individual course syllabus. You have the right to request to see your grades and discuss them with your instructor. Students are encouraged to keep their own record of their grades in each course and to calculate their grades occasionally through the semester according to the grading system set forth in the syllabus. Grades may be appealed through the academic appeals process.

**Written Work** - This program emphasizes good writing ability as a vital skill that social workers must possess. Accordingly, there are many written assignments, and students are held to high standards in terms of proper grammar, structure, and punctuation. It is also the expectation of the program that students complete all written work in a neat and timely manner. Students should consult individual instructors in regard to style and form for particular class assignments if they are unclear about these issues.

## **Social Work Journals**

*Below is a list of some of the leading journals in the field*

*Advocate for Human Services*

*Administration in Social Work*

*Affilia: Journal of Women and Social Work*

*Aids and Ethics*

*Aging*

*Alabama Social Welfare*

*American Journal of Family Therapy*

*American Journal of Orthopsychiatry*

*American Rehabilitation*

*Annals of the American Academy of Political and Social Science*

*Black Caucus Journal*

*British Journal of Psychiatry*

*Child and Adolescent Social Work*

*Child and Youth Services*

*Journal of Gerontological Social Work*

*Journal of Homosexuality*

*Journal of Human Resources*

*Journal of Intergroup Relations*

*Journal of Marriage and the Family*

*Journal of Psychiatric Social Work*

*Journal of Rehabilitation*

*Journal of Social Issues*

*Journal of Social Service Research*

*Journal of Social Work Education*

*Journal of Social History*

*Journal of Sociology and Social Work*

*Marriage and Family Living*

*Mental Retardation*

<i>Child Development</i>	<i>NASW News</i>
<i>Child Welfare</i>	<i>Practice Digest</i>
<i>Children and Youth Services Review</i>	<i>Public Welfare Record</i>
<i>Children Today</i>	<i>Sage Family Studies Abstracts</i>
<i>Clinical Social Work Journal</i>	<i>School of Social Work Journal</i>
<i>Community Mental Health Journal</i>	<i>Sex Roles: A Journal of Research</i>
<i>Corrections Magazine</i>	<i>Sexuality and Disability</i>
<i>Counseling Education and Supervision</i>	<i>Signs: A Journal of Women in Culture and Society</i>
<i>Crime and Delinquency</i>	<i>Small Group Behavior</i>
<i>Crime and Social Justice</i>	<i>Social and Rehabilitation Record</i>
<i>Criminology: An Inter-disciplinary Journal</i>	<i>Social Development Issues</i>
<i>Daedalus</i>	<i>Social Forces</i>
<i>Death Education, Pedagogy, Counseling and Care</i>	<i>Social Perspectives</i>
<i>Education and Training of the Mentally Retarded</i>	<i>Social Policy</i>
<i>Exceptional Children</i>	<i>Social Problems</i>
<i>Families in Society: Journal of Contemporary Human Services</i>	<i>Social Security Bulletin</i>
<i>Family Coordinator</i>	<i>Social Service Review</i>
<i>Family Law Quarterly</i>	<i>Social Studies</i>
<i>Family Relations</i>	<i>Social Work</i>
<i>Federal Probation</i>	<i>Social Work and Christianity</i>
<i>From the State Capitals: Juvenile Delinquency and Family Relations</i>	<i>Social Work in Health Care</i>
	<i>Social Work Journal</i>

*Gerontologist*

*Group for the Advancement of Psychiatry -  
Reports*

*Health and Social Work*

*Hispanic Today*

*Hospital and Community Psychiatry*

*Human Relations*

*Human Services in the Rural Environment*

*International Journal of Family Counseling*

*Iowa Journal of Social Work*

*Journal of Baccalaureate Social Work*

*Journal of Drug Education*

*Journal of Drug Issues*

*Journal of Education for Social Work*

*Journal of Gerontology*

*Social Work Research and Abstracts*

*Social Work Today*

*Social Work with Groups*

*Sociology of Work and Occupations*

*Studies in Family Planning*

*Survey Mid monthly*

*The Indian Journal of Social Work*

*The Indigenous Non-Professional*

*The New Social Worker*

*The Newsletter of the American Association*

*The Family*

*Urban Studies*

*Welfare in Review*

## **Program Application**

**SOCIAL WORK PROGRAM  
DEPARTMENT OF BEHAVIORAL SCIENCES  
FREED-HARDEMAN UNIVERSITY**

### **APPLICATION FOR ADMISSION**

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

Date: \_\_\_\_\_

Current Classification: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Local Address: \_\_\_\_\_

Local Telephone Number: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Current Major: \_\_\_\_\_

GPA: \_\_\_\_\_

Transfer Student? \_\_\_\_\_ YES \_\_\_\_\_ NO

If Yes, From Where? \_\_\_\_\_

Date Entered Freed-Hardeman University: \_\_\_\_\_

Anticipated Date of Graduation: \_\_\_\_\_

Write a 1-2-page autobiographical sketch and attach it to this form. Include your motivations for becoming a social worker and your career goals. Discuss any relevant work, volunteer work, and life experiences that you believe will help you in the field of social work.

Also include three references utilizing the recommendation form listed below. The references need to be professional (which may include volunteer work or sports teams) or academic (excluding members of the FHU Social Work Faculty). Please return the completed application packet to the Director of Field Placement.

The Social Work Faculty will review your application packet and notify you in writing regarding your application status.

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I have read the material contained in the Freed-Hardeman University Social Work Program Student Handbook and agree to follow the policies and procedures described therein.

\_\_\_\_\_  
Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

RECOMMENDATION FOR ADMISSION TO THE SOCIAL WORK  
PROGRAM FREED-HARDEMAN UNIVERSITY

\_\_\_\_\_ has made application to the Social  
Work Program.

How long and in what capacity have you known the applicant?

\_\_\_\_\_

\_\_\_\_\_

Please circle the number in each of the categories below that best describe your perception of the applicant:

Key:            1 = extremely low  
                  2 = below average  
                  3 = average  
                  4 = above average  
                  5 = extremely high

1. Intellectual Ability  
1 2 3 4 5
2. Maturity and Emotional Stability  
1 2 3 4 5
3. Motivation and Initiative  
1 2 3 4 5
4. Ability to Express Ideas and Feelings Orally  
1 2 3 4 5
5. Ability to Communicate in Writing  
1 2 3 4 5
6. Ability to Accept Constructive Feedback  
1 2 3 4 5
7. Ability to Respect Differences in Other People  
1 2 3 4 5
8. Ability to Work with Others  
1 2 3 4 5
9. Ability to Plan for the Future  
1 2 3 4 5
10. Dependability  
1 2 3 4 5



What is your overall evaluation of the applicant as a candidate for the Social Work Program?

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Your recommendation will be very helpful in screening and assessing students planning to enter the Social Work Program. Please attach a letter, or add comments on the reverse side of this form if you possess information that will assist in evaluating the applicant's potential for the field of social work.

Name of reference writer (please print):

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Please return this recommendation to the Director of Field Education at [remalecha@fhu.edu](mailto:remalecha@fhu.edu).

I sincerely appreciate your time and assistance.

Roy Malecha  
Director of Field Education

## **Remedial Action Plan**

It is expected that once a student is accepted into the BSW program, academic requirements and standards will be maintained. As a professional program, continuation in the social work major is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, demonstrated knowledge of social work, and performance in real or simulated professional situations.

In the event a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the Social Work Program, the class syllabi, or class protocol, a written remedial action plan will be developed by the student's advisor with specific guidelines and university recommendations or referrals to allow for continuation in the program

If these guidelines are not completed, if negative academic or unethical, illegal personal activity continues, or if the student refuses to meet and/or agree to follow the guidelines established in the written remedial action plan, the advisor may counsel the student out of the BSW program.

When withdrawal from the program is recommended, the student may appeal that decision to the Director of the Social Work Program. If not satisfied, the student may appeal in accordance with the University grievance procedure as outlined in the academic catalog.

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If a faculty member deems it necessary to require corrective action of a student, the primary advisor for the student will be notified of the situation. The advisor will then complete the Remedial Action Plan shown below, indicating the specific correction actions needed. A signed copy of this form will be given to the student as well as a copy being placed in the student's file within the Social Work Program.

**Name of Student:** \_\_\_\_\_

**Professional Disposition Evaluation Being Corrected:** The advisor should check all of the category areas below that apply. For a more in-depth explanation of these category areas, refer to Appendix I at the end of this document:

_____ Academic Performance	_____ Self-Disclosure/Self-
_____ Professional Performance	Assessment
_____ Conduct/Behavior	_____ Communication Skills

**Reason(s) for the corrective action** (to be completed by the advisor).

I acknowledge that the above descriptors of the candidate's behaviors are accurate and that a remedial action plan is needed.

**Advisor's Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

I agree to complete the activities listed below, by the specified date.

**Student's Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Remedial Action Plan:**

**Corrective Activities with Due Date(s)**

### **Acknowledgement of Completion Signatures**

We acknowledge that the student has successfully completed all corrective action activities listed above.

Date: \_\_\_\_\_

Advisor: \_\_\_\_\_

Social Work Program Director: \_\_\_\_\_

Director of Field Education: \_\_\_\_\_

Behavior Sciences Chair: \_\_\_\_\_

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

## Academic Performance

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### Standards

- Plans and organizes work effectively
- Turns in assignments completed on time
- Makes arrangements for his/her special needs
- Attends class regularly
- Maintains a 2.5 cumulative GPA or higher in all Social Work related classes

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### Indicators of Concern

- Is continually unprepared for class; makes excessive requests for extensions on assignments and exams
- Frequently turns in assignments late and/or incomplete
- Accumulates multiple absences from class (as defined in the syllabus)
- Accumulates multiple absences from field placement

## Professional Performance

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### Standards

- Displays professional behavior to include time management, proper attire, preparation, ethical standards, and competence in practice.
- Displays awareness of self and appropriate use thereof.

- Demonstrates an understanding and mastery of the knowledge, values, skills, and cognitive/affective processes necessary to work within the field as a social work professional
- 

#### **Indicators of Concern**

- Displays unprofessional behavior that includes repeated instances of tardiness, unreliable behavior, working beyond realm of competence, and/or unprofessional dress
- Allows use of self to negatively impact client-worker relationship or client progress
- Lacks an understanding or mastery of the knowledge, values, skills, and/or cognitive affective processes necessary to work within the field as a social work professional

## **Conduct/Behavior**

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#### **Standards**

- Demonstrates ability to work cooperatively with others
  - Actively participates in class discussion groups/role plays
  - Shows respect for others' opinions and is open to feedback from peers/faculty/field supervisor
  - Forms positive, constructive relationships with clients
  - Demonstrates a willingness to understand diversity in people regarding race, color, gender, creed, ethnic or national origin, disability, political affiliation, sexual orientation, religion, socioeconomic status, or at-risk status.
  - Conducts him/herself according to the NASW Code of Ethics
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#### **Indicators of Concern**

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- Demonstrates classroom behavior that impedes learning and/or building effective relationships
- Consistently arrives late for class or leaves class early unless otherwise arranged with the professor
- Consistently arrives late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks or gestures
- Appears unwilling/unable to accept feedback
- Cannot form positive, constructive relationships with clients
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Demonstrates discriminatory behavior or harassment towards others on the basis of race, color, stature, religion, political affiliation, gender, age, sexual orientation, disability, etc.
- Demonstrates unethical professional behavior, including:
  - ✓ Dishonesty – cheating on test, papers, attendance, or group work
  - ✓ Breaking into computers, calculated code breaking, trying to determine others' grades, falsifying documents, or falsifying excuses for absences of class or field placements
  - ✓ Disclosure of confidential/private information
  - ✓ Forced or coerced sexual behavior or harassment

- ✓ Sexual activity, whether forced, coerced, or consensual, with clients, including, but not limited to, kissing, fondling, or sexual intercourse
- ✓ Physical or emotional threats directed towards clients, students, faculty, or staff
- ✓ Any physical or emotional threat or negative response or action directed toward anyone due to race, color, culture, ethnic background, socioeconomic status, religion, gender, sexual orientation, age, or disability
- ✓ The acceptance of gifts or money from clients that is not considered standard payment for services received on behalf of the student's agency or field setting (in accordance with the NASW Code of Ethics Guidelines); students should not ask for or expect gifts from clients
- ✓ Illegal or unethical behavior that limits or takes away clients' rights or results in financial, material, or emotional loss for clients or gain for social work students
- ✓ Plagiarism and other forms of academic dishonesty
- ✓ Other violations of the NASW Code of Ethics

## **Self-Disclosure/Self Awareness**

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### **Standard**

- Uses self-disclosure appropriately
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues that arouse emotions
- Demonstrates an awareness of his or her behavior on others



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### Indicators of Concern

- Appears to overreact to, or resent, feedback when engaged in self-disclosure (e.g. takes it personally)
- Appears unable/unwilling to control emotional reactions
- Arouses faculty concern regarding possible alcohol/drug abuse, emotional problems
- Makes verbal threats directed at clients, faculty, staff, or students
- Demonstrates poor judgment, decision-making, or problem-solving skills
- Does not form effective client/social worker relationship (e.g., shows a judgmental attitude)

### Communication Skills (Written)

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#### Standard (Written)

- Shows consistency in written communication. Written assignments demonstrate good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, logical sequence
- Demonstrates proper documentation of sources and citations
- Follows written guidelines and formats of instruction
- Demonstrates ability to write effectively in records
- Shows command of the English language
- Abides by University standards (plagiarism)
- Demonstrates use of critical thinking skills

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### **Indicators of Concern**

- Shows difficulty in expressing ideas clearly and concisely; writing is vague.
- Makes excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve
- Consistently fails to adhere to guidelines for written assignments

## **Communication Skills (Verbal)**

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### **Standard (Verbal)**

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Communicates clearly
- Has working proficiency of the English language even when English is not the student's primary language

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### **Indicators of Concern**

- Does not clearly articulate ideas, thoughts, and/or concepts
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients
- Has inadequate communication/language skills to effectively interact with clients and in class