Oakwood University

Department of Social Work

Student Handbook

Revised November 28, 2017

Welcome to the Oakwood University Social Work Department

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

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

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

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

Be prepared for a positive and enriching experience as you engage in this dynamic major!

Best wishes,

Octavio Ramirez

Octavio Ramirez, PhD., LICSW, PIP
Social Work Department Chair

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PURPOSE OF THE OAKWOOD UNIVERSITY SOCIAL WORK DEPARTMENT'S STUDENT HANDBOOK

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

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

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

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

RESOURCES FOR SOCIAL WORK MAJORS

Oakwood University Bulletin

Oakwood University Student Handbook

Social Work Student Handbook

Social Work Field Instruction Manual

Portfolio Handbook

Departmental Chairperson

Faculty Advisor

Director of Field Instruction

Social Work/Psychology Resource Center

Social Work Staff

Oakwood University Social Work Club

Oakwood University Eta Pi Chapter of the Phi Alpha National Honor Society

Oakwood University International Social Work Club - UNICEF

Oakwood University Social Work Pre-Alumni Club

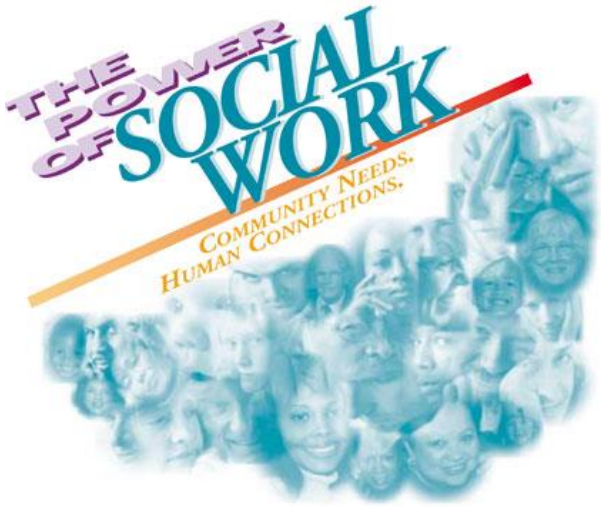
Oakwood University Library

Oakwood University Technology Center

Center for Academic Success

II. Social Work: The Profession

CAREER OPPORTUNITIES



Individuals earning a degree in Social Work may find employment in private and/or public agencies such as correctional facilities, day care programs, hospitals, mental health centers, substance abuse programs, nursing homes, public welfare, employee assistance programs, senior citizens programs, and many others. Also, employment may be found in public relations with public and private organizations, administrative areas where relationship skills are valuable, personnel areas, where knowledge of human relations is essential, and/or research with various organizations. Several joint degree programs are available such as law-social work or public health-social work for those interested in careers requiring this educational background,

e.g., family law or public health. Oakwood University's Social Work Department also offers a Spanish-Social Work option for those interested in international social work or work with the Latino/Latina population.

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

CODE OF ETHICS (DG3 DC3.1)
OF THE
NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual

orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible, before the disclosure is

made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and, as needed, throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

and individual to maintain appropriate professional boundaries.

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

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

(g) Social workers should never design or conduct evaluation or research that does not

use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes, and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

III. Overview of Oakwood University and the Social Work Department

OAKWOOD UNIVERSITY

Oakwood University is a four-year undergraduate, Seventh-day Adventist, liberal arts institution founded in 1896. The University is located five miles northwest of the heart of the city of Huntsville. The metropolitan area of Huntsville/Madison County is located in the north central portion of the state of Alabama, and nestled in the beautiful Tennessee Valley at the foothills of the Appalachian Mountains with a population of approximately 346,892.

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

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

Because of its historic commitment to serve those who exhibit high academic potential but who may have been deprived of education enrichment, the University provides a strong basic

educational and support program through academic advising and counseling. To meet the needs of its gifted and average students, Oakwood University further shares with other institutions the universal concerns of higher education: a teaching function designed to develop highly skilled individuals dedicated to the improvement of life in American society through service to the community. Toward this end, the University seeks to attract qualified and dedicated faculty and encourages through them experimentation with traditional and nontraditional educational methods and instructional strategies to increase the quality and productivity of its educational services.

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

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

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

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

OAKWOOD UNIVERSITY MISSION

The mission of Oakwood University, a historically black, Seventh-day Adventist institution, is to transform students through biblically-based education for service to God and humanity.

OAKWOOD UNIVERSITY SOCIAL WORK DEPARTMENT

The Oakwood University Social Work Department has evolved into the viable program that it currently is as a result of the hard and dedicated work of a few pioneers who had a vision.

Initially, the Department of Behavioral Sciences encompassed the areas of Social Work, Psychology and Sociology. Our first full time faculty for the area of Social Work was Mrs. Juliette Phillips, who also served as the department's chairperson. In 1974, there were only four social work majors in the Department of Behavioral Sciences.

Mrs. Phillips' desire was to enhance the social work major by moving towards offering an accredited degree. In order to reach this goal, it was determined by the current CSWE standards that Oakwood University had to commit to the development of an independent social work department, which would include hiring a chairperson, allowing for office and classroom

space, and instituting an operating budget. With the support of school administration, the new Social Work Department was organized. In 1977, Mr. Gregory Mims became the second full time faculty member in the department and Mrs. Juliette Phillips became the department's first chairperson.

Through the collaborative efforts of Mrs. Phillips and Mr. Mims, a full social work curriculum was instituted, with the development of new course offerings for prospective social work majors.

The CSWE guidelines were utilized during this time of program development with the ultimate continued goal of accreditation. Additionally, consultants were secured as the process of conducting the first self-study commenced.

With the guidance and support of consultants such as Dr. Mary Ann Suppes, Dr. James Wilson, and Dr. Will Scott, the first self-study document was completed. Unfortunately, the social work faculty missed the deadline for submission of their documents, and had to completely re-write their documents as the standards for CSWE had changed! However, this setback did not deter the program from their goal, and in 1989 became a fully accredited BSW program.

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

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

DEPARTMENTAL MISSION

The mission of the social work program at Oakwood University is to prepare students for entry-level generalist practice by using a range of methods that seek to promote human and community wellbeing. These methods are grounded upon biblical foundations, and include the knowledge, values, skills, cognitive and affective processes that encompass a person-in-environment perspective, an appreciation for diversity; social and economic justice for the disadvantaged, and the implementation of research and policy practice.

A CHRISTIAN PERSPECTIVE OF SOCIAL WORK

God created mankind as an expression of His matchless love. Man was given dominion over creation but lost it to Satan through sin. God's plan since the fall has been to restore man to his rightful place by conquering sin and healing the ravages it has wrought upon the earth. Christian social work cooperates with God in this plan of restoration. God's heart towards mankind has not changed despite our rebellion against Him. He passionately loved the world so much that He gave his son, Jesus, risking the possibility of eternal separation from Him. Jesus, the model social worker, healed the brokenhearted, gave insight to those who couldn't see, set free those who were in bondage, and shared the good news of healing with as many as would listen. He stood against injustice and the abuse of power and position. He publicly championed

the cause of women and children. He condemned the prevailing prejudice of His time. He embraced social outcasts: the prostitutes, the addicts, and those with contagious diseases. His focus was not on Himself for He had no home and few earthly possessions. He told his followers to visit those in prison and the sick, to feed the hungry and clothe the naked. He suffered ridicule, betrayal, abandonment, rejection, and ultimately death for the sake of those He loved.

Christian social workers follow in the footsteps of the master social worker, Jesus. Like Him, our focus is on selfless service to wherever we are called. Whether working with individuals, families, groups, organizations or communities, our methodology goes beyond knowledge of the GIM, the NASW Code of Ethics, or social work practice skills. Christian social work knowledge, values and skills are fundamentally found in the Holy Bible, taught and empowered by the Spirit, and practiced humbly through a conscious, continual dependence upon God's power and direction.

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

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

DEPARTMENTAL GOALS AND COMPETENCIES

In keeping with the mission statement, the program has identified nine competencies that students must demonstrate through performance descriptors. The following table displays the program's goals, competencies and performance descriptors:

DEPARTMENT GOALS

To prepare generalist practitioners who will respect the principles and values of the social work profession.

To prepare generalist practitioners who will use the knowledge, values, skills, cognitive and affective processes to advocate for human and community wellbeing.

To prepare generalist practitioners who will serve God and humanity by respecting the dignity and worth of all individuals, valuing diversity, and advocating for socio-economic justice.

To prepare generalist practitioners for personal, spiritual, and professional introspection and growth through the integration of faith and learning from a biblically-based foundation.

Department Competencies & Performance Descriptors

DEPARTMENT COMPETENCIES	***PERFORMANCE DESCRIPTORS***
1.0 Demonstrate Ethical and Professional Behavior	**1.1**-Use technology ethically and appropriately
	1.2-Use the NASW code of ethics to make ethical decisions
	1.3-Practice professional demeanor in behavior, appearance, oral and written communication
	1.4-Use critical thinking to reflect and self-regulate personal values in practice situations
2.0 Engage Diversity and Difference in Practice	**2.1**-Describe how diversity and difference shapes life experiences at the micro, mezzo, and macro levels of practice
	2.2-Use critical thinking to become self-aware and self-regulate personal biases and values
	2.3-Define the forms and mechanisms of oppression and discrimination
3.0 Advance Human Rights and Social, Economic, and Environmental Justice	**3.1**-Identify fundamental rights every person has regardless of position in society
	3.2-Engage in practices that advance social, economic, and environmental justice
	3.3-Use critical thinking as a strategy to help eliminate oppressive structural barriers
4.0 Engage in Practice-informed Research and Research-informed Practice	**4.1**-Apply quantitative and qualitative methodology
	4.2-Use practice experience and theory to inform scientific inquiry and research
	4.3-Use critical thinking and ethical approaches to translate research findings into effective practice
5.0 Engage in Policy Practice	**5.1**-Use critical thinking skills to analyze, formulate, implement, and advocate for policies that advance human rights and social justice

	5.2-Identify policies at the local, state and federal levels that impact well-being, service delivery, and access to social services
	5.3-Evaluate how policies impact the delivery of and access to social services
6.0 Engage with individuals, families, groups, organizations and communities	**6.1**-Use theories of human development to facilitate engagement at the micro, mezzo and macro levels
	6.2-Use empathy, reflection, and interpersonal skills to engage diverse clients
	6.3-Use critical thinking skills to engage clients at the micro, mezzo and macro levels
7.0 Assess individuals, families, groups, organizations and communities	**7.1**-Explain how theories of human development facilitate assessment at the micro, mezzo, and macro levels
	7.2-Use critical thinking when collecting, organizing and interpreting information
	7.3-Develop mutually agreed-on intervention goals and objectives based on strengths, needs, and challenges
	7.4-Identify appropriate intervention strategies based on assessment, research knowledge, values and preferences
8.0 Intervene with individuals, families, groups, organizations and communities	**8.1**-Use critical thinking and evidence-informed interventions to help achieve mutually identified goals
	8.2-Use theories of human development to facilitate interventions at the micro, mezzo and macro levels
	8.3-Facilitate effective transitions and endings that advance mutually agreed-on goals
	8.4-Negotiate, mediate, and advocate with and on behalf of diverse clients
9.0 Evaluate practice with individuals, families, groups, organizations and communities	**9.1**-Apply qualitative and quantitative methods for evaluation of outcomes
	9.2-Use theories of human development to facilitate evaluative outcomes at the micro, mezzo, and macro levels
	9.3-Use critical thinking to analyze, monitor, and evaluate interventions and outcomes
	9.4-Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

CURRENT FACULTY AND RESPONSIBILITIES

There are four full-time faculty members with various levels of practice experience. The diversity of background includes administration, school social work, social work education, social policy, group work, casework, substance abuse, abuse and domestic violence, supervision, and psychiatric social work. One faculty member carries responsibility for the field instruction with a reduced teaching load; another has the responsibility for chairing the department, and directorship of the program in addition to teaching a reduced load; and the other two faculty

members carry a full teaching load of social work courses. The Social Work Faculty teach all required social work courses, with the exception of Statistics and Quantitative Research, which is taught through the Psychology Department, and Advanced Composition, which is taught through the English Department.

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

IV. Academic Policies and Requirements

UNIVERSITY ADMISSIONS POLICY

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

Oakwood University is sponsored and financed primarily by the Seventh-day Adventist Church, of which the majority of its students are members. Although religious affiliation is not a requirement for admission, all students are expected to abide by the policies and standards of the university as outlined in the University Bulletin and in the Student Handbook. Applicants are required to sign a pledge agreeing to the Code of Student Conduct prior to completing registration.

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

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

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

SOCIAL WORK DEPARTMENT ADMISSION POLICY

The Social Work Department adheres to the general admission policy for Oakwood University and the requisites of the Council of Social Work Education (CSWE). Students who possess an interest in human wellbeing and who wish to develop specific knowledge, values, skills, cognitive and affective processes related to the profession are invited to major in Social Work. Formal admission into the Social Work Department is acquired after completing an application packet that is reviewed by the departmental faculty. The purpose of this application process is to ensure the viability of the Social Work Department, to consider the needs of each applicant, and to assess the suitability of each applicant for the profession of Social Work. As a part of the admission process, an interview with Social Work faculty is required. Application information for admission to the Department is primarily disseminated in SW 202: Introduction

to Social Work as a class requirement; however, application information is available from the Social Work office and is included in the social work website.

Students are encouraged to apply during their sophomore year. Students who apply for admission to the social work program must meet the following criteria, which are simplified in three phases:

Phase I

Students must obtain admittance to Oakwood University and declare Social Work as a major. Applications will not be considered unless students have formally completed this process.

Phase II

1. Students are required to read the Oakwood University Social Work Admission's Handbook and the Student Handbook. A copy of the admission handbook is available to students enrolled in the Introduction to Social Work course (SW 202) via D2L and is online at the Oakwood University Social Work Department's website under the Social Work Resources and Links. (After reading the manual, students must sign the "Agreement Form of Acknowledgement and Compliance" and give the signed form to the *SW202 faculty instructor* Students are formally oriented about the Social Work Department's admission's process through the SW202 course. The Social Work Student Handbook, and all related forms will be reviewed in the SW202 course (Introduction to Social Work). This course provides students with all the required information concerning the expectations and requirements of a Social Work major.
2. Students must have attained a minimum cumulative Grade Point Average (GPA) of 2.0 by the conclusion of the Spring semester of their freshman year.
3. Students must have completed the Student Self-Assessment. The assessment results are to be included as a part of the departmental entrance forms. The assessment is designed to help students develop introspection into their personal values, ethics and competence as it relates to the field of social work. The assessment is also used to aid in the determination of the student's suitability for the profession of social work. It is anticipated that students will use this assessment as a means for personal evaluation and professional growth.
4. Have demonstrated a commitment to the profession as reflected in participation in Social Work class discussions, class assignments (i.e., SW201 and SW202), the application material, and participation in the various clubs available within the Department of Social Work.
5. Have demonstrated written and verbal skills that are commensurate with collegiate level expectations.

Phase III

Each student is required to complete 15 hours of service learning as a part of the SW202 course. The instructor conducts a formal evaluation of the student's performance in their service learning assignment. As part of the course, student will interview with the faculty and members of the advisory board. During the interview, a series of questions are asked in order to ascertain

the student's motivation for and readiness for admission to the department. The second component of this interview process consists of the student's response to a short case scenario. The basis of using this technique is to uncover the student's thoughts, attitudes, and introductory skills around a social work issue. Students are informed that the purpose of using this exercise is to illustrate the kind of situations that they may encounter in social work practice. There are no right or wrong answers. A time limit of 10 minutes is given to each student, after which the student is told to return to the interviewing room to discuss thoughts in relation to the case scenario. The faculty provides the student with feedback on the scenario and on the interview. The student is invited to ask questions of the faculty concerning the Social Work Department or any questions that they may have. Finally, the student is briefed on the process from this point forward. The faculty, utilizing the Admission Interview Evaluation Rubric, generates a score for the student.

ASSESSMENT

From the time of admission until the day of graduation and beyond, social work majors will be involved in a process of assessment in order to evaluate the effectiveness of both the explicit and implicit curriculum of the social work department. Assessment is not only mandated by the Southern Association of Colleges and Schools (SACS), the University's curriculum committee, the program's assessment committee, but also the Council on Social Work Education (CSWE). The department faculty is committed to the assessment process in order to assure that the educational experience of students will be of the highest quality possible. Assessment includes the following areas: curriculum, students, faculty, and resources. The department uses LiveText, an assessment system purposefully designed to capture moments in the learning process so that faculty members and students can see growth, reflect on experiences, and improve outcomes. LiveText assist in the organizational, computation and management of the data. In addition, the system helps students develop, store and manage their senior portfolio.

SENIOR PORTFOLIO

All Social Work majors are required to develop, maintain, and complete a professional portfolio (known as the senior exit exam). This portfolio is designed to measure their progress in achieving the program competencies and disposition expectations. The portfolio serves as a key instrument used to assess the student's progress in their personal character, professional growth within the program, and demonstration of the performance descriptors that define each of the program's competencies. Students will present their portfolio before a committee consisting of faculty and Social Work Advisory Board practice professionals. This committee will also review the completed portfolio and give a recommended grade. The portfolio process is outlined in the Portfolio Handbook, and is available to students online.

GRADUATION POLICY

Degree Candidacy:

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

1. Approval of an Application for Graduation is processed through the major advisor to the department chair by September 15 and to the Registrar's Office by October 1 for seniors enrolled during the fall semester.
2. Payment of the required graduation fee of $239 and an additional $100 for regalia by October 15 of the academic year in which graduation is anticipated.
3. Payment of an extra $35 for each additional degree, beyond the first degree, by October 15 of the academic year in which graduation is anticipated.
4. CLEP, incompletes, and transfer credit results, including Griggs University credits, must be in the Registrar's Office by April 1 or the first business day in April for participation in spring graduation.
5. Enrollment in Home Study courses must be completed by the end of regular registration for the graduation term.

   *Please see the University Bulletin or the Records Office for latest details.
   No application for Spring graduation will be accepted after February 1st.

Graduation with Distinction

Students are graduated with honors under the following conditions:

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

CODE OF CONDUCT

General Regulations on Student Conduct:

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

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

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

SOCIAL WORK ACADEMIC HONOR CODE

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

ACADEMIC EXPECTATIONS

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

Class Absences:
All social work students are expected to attend classes. Missing four or more classes is considered excessive and will not be tolerated by the social work department. If for any reason the total number of absences exceeds six (6) per semester, credit may, at the discretion of the instructor, be forfeited and a grade of FA be recorded. Authorized leaves of absence from campus do not excuse the student from required class work. For authorized absences (i.e., illness, school authorized field trip), it is the student's responsibility to contact the instructor and make arrangements to complete all missed assignments, tests, examinations and any other class requirements. Students with excused absences must submit all assignments at a time determined by the instructor.

Tardiness:
Tardiness to class does not reflect academic responsibility or professional values and is strongly discouraged in the social work department. Faculty members are authorized to use appropriate discipline actions at their own discretion. When students are late for class twice, it will equal one absence; 6 absences will equal a grade of FA (Failure due to Attendance).

Guests in Attendance:
Every student must be registered for the class in order to attend the class.

Students with Special Needs Policy:
It is the policy of the Social Work Department to accommodate students with disabilities, pursuant to federal and state law. Students must self-identify with the Disabilities' Department, which is located in the Health Services office. Any student registered with the University with a

disability who needs accommodation should inform the instructor at the beginning of the course, pursuant to federal and state law. The instructor will make reasonable modification of instructional and/or testing content to accommodate students with disabilities.

Classroom Propriety*:*

1. It is expected that students will respect the values, beliefs, and rights of others in the classroom by paying attention to the person speaking in class, avoiding interruptions, inappropriate outbursts, and side conversations.
2. In order to maintain a professional decorum for learning, except for bottled water, students are not to bring food or drinks into the classroom at any time.
3. Students are to turn off ALL CELL PHONES (INCLUDING VIBRATE), or any other communication devices that would form a distraction to the class. CELL PHONE USAGE IS FORBIDDEN IN THE CLASS. VIOLATERS WILL BE PENALIZED IN THEIR FINAL PARTICIPATION AND DISPOSITION GRADE.
4. Students are not to walk in and out the classroom consistently; this is distracting. They are to use the bathroom prior to coming to class and ask their friends to meet them after class rather than coming to the classroom door and disturbing the class.
5. Students are not to put their feet on the chairs.
6. If a student arrives late to class, he or she is to do so quietly and DO NOT make a scene that detracts attention away from the class presentation.
7. Students are expected to actively contribute to the course both in class and outside of class. Participation consists of student verbally contributing to the in-class discussions, reading the outside required readings and coming to class or on-line, with the knowledge and willingness to share scholarly insights concerning the assigned topic. Individual level of participation and completion of team assignments will also be considered in the participation grade. Students who fail to cooperate fully with other team members will receive a reduced participation grade.

Class Presentations:

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

Late Assignments:

1 Unless specified by the instructor, ALL assignments must be dropped off in the D2L "Dropbox" and are due by 11:59 p.m. on the date listed on the course syllabus. All work submitted after this time will be considered **late**.

2. If there is a written component that students are to hand in and they come in late (after the papers have been collected and class has officially started), they are to take a seat and hand in their paper at the end of class.
3. Again, presentation assignments and requested written hardcopy assignments are due at the beginning of the class or at the time allocated by the instructor in the assignment handout (not during or after the class). No excuses will be accepted (including printer or disk problems). Assignments may be turned in early.

4. PLEASE BACK UP YOUR WORK TO AVOID UNFORESEEN PROBLEMS. ALWAYS HAVE ANOTHER COPY OF WHAT YOU HAVE WORKED ON SO DILIGENTLY.
5. Students who are away on field trips or other school related events must make prior arrangements with the instructor regarding how their papers will be submitted to the instructor (e.g., e-mail papers to instructor by the due date, have a fellow classmate hand in the paper, or hand in the paper early).

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

Assignments:

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

1. All assignments must visually look professional.
2. For requested printed assignments, they MUST be printed using a **laser printer**, and **writing must be clearly visible**.
3. When typing papers, students must use font size 12
    a. Times New Roman
    b. Double-spaced
4. A **complete cover page** that includes:
    a. The course name
    b. The course number
    c. Student's name
    d. Instructor's name
    e. Name of the assignment
    f. Date of assignment
    g. See the appendix section of the syllabus for a sample
5. **APA style IS A REQUIREMENT** for this course (see sample reference page on-line).
6. Points will also be removed for any of the other infractions cited above. If the length of the paper is given, this forms the minimum required pages. Assignments with less than the minimum required pages point deduction for each missing page or portion.
    a. This same principle will hold for discussion board assignments in which a minimum number of words are required.
    b. Students who choose not to write the minimum requirements (i.e., 250 word requirements) will receive a one point deduction for every word below the minimum.

7. All hardcopy assignments MUST be handed in stapled. (Unstapled work will receive a grade of zero).

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

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

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

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

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

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

Grading:

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

Listed below are the grade ranges and assignments for our program.

Grade Distribution for Social Work

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

Basic Abilities Necessary to Acquire Professional Skills:

Advisors will assist students with professional advising. The aspiring professional social work student in this program will possess the following skills:

Writing Skills:

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

Oral Skills:

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

Interpersonal Skills:

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

Cognitive Skills:

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it in the classroom and in field experiences. Demonstrates an understanding and integration of relevant social, behavioral and biological science knowledge and research, including knowledge and skills in relationship-building, data-gathering, assessment, intervention, and evaluation of practice. Exhibits the ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

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

a. Stress Management

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

b. Emotional and Mental Capacities

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

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

TRANSFER AND TRANSIENT STUDENTS/CREDITS

Students wishing to transfer to Oakwood University from another college or university must follow the same application procedure as first-year students. That is, transfer students must formally apply to the program, be interviewed by the faculty, undergo a certified background check, and obtain liability insurance.

In addition, transfer students are required to submit an official transcript to the record's office. Transfer credits may be applied toward the requirements for a degree when the student has satisfactorily completed a minimum of twelve (12) semester hours at Oakwood University. A maximum of 64 semester hours may be accepted from a junior college. A student transferring work from another college will be given credit only for work completed with grades of C or above.

In adhering to CSWE guidelines, the program does not accept social work course credit from unaccredited social work schools. Students who transfer from an unaccredited program will be required to repeat courses.

The program's chairperson advises all transfer students. Once the faculty evaluates all submissions and discusses the results of the interview, the faculty makes a decision and the program's chairperson notifies the student through correspondence of the decision.

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

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

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

LIFE EXPERIENCE CREDIT

The social work program does not grant social work course credit for life experience or previous work experience.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

All students whose cumulative GPA is less than 2.0 are placed on academic probation. This status requires all academic probationary students to take part in the academic improvement program conducted by the Center for Academic Success (CAS). Failure of an academic probation student to take part in this program may result in dismissal from the University. Students who fail to make acceptable academic progress in view of the established policies and procedures of the institution will be suspended. A first suspension because of poor academic performance will result in the student being ineligible for readmission or reacceptance consideration for a period of one semester from the date of suspension. If suspended a second time, students become eligible for readmission or reacceptance after one calendar year from the suspension date, providing that during that time they have attended another accredited college for at least one semester, carrying a minimum of 12 semester hours with no grade lower that C. In both cases, to be so considered, the student must apply for readmission through the Registrar's Office.

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

Students recommended for suspension will receive from the Academic Administration Office an official notification of dismissal that includes an Academic Suspension Appeal Form. Once the student is notified, the following guidelines apply:

1. The form must be completed and returned to the Academic Risk Management Office (ARM) of CAS/Freshman Studies within one week of receiving the notification.

2. A copy of either the Appeal Approval Form or Appeal Denial Form signed by the chairperson will be forwarded to the student within two weeks after receipt of the appeal form.

*Note that academic approval for readmission does not mean that a student meets financial aid guidelines. (Contact the Financial Aid Office for assistance).

A student whose cumulative GPA is below 2.00 will not be able to register for upper division classes (SW300s/SW400s); in addition the student is denied the opportunity and permission to represent the University in any official capacity, or to hold office in any student organization, or to be employed in any academic administrative area involving records and confidentiality. Some social restrictions involving leave requests may also apply.

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

1. Limit registration to class load of 13 hours per semester.
2. Must be advised by the CAS academic advisors for class schedule approval during registration.
3. Include in class load courses for which the student received a D or F.
4. Must register for remedial courses when the following conditions exist: ACT English score is less than 16 or SAT English score is less than 410; student must register for EN095 and EN099. ACT Mathematics score is less than 16 or SAT Mathematics score is less than 440; students must register for MA095. ACT composite is less than 17 or SAT composite is less than 804; students must take OU097.
5. Must successfully pass remedial courses with at least a C before registering for classes in English or Mathematics.
6. Must receive weekly tutorial assistance at the CAS.
7. Must attend weekly advising sessions with the CAS academic advisor.

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

POLICY FOR TERMINATING STUDENTS FROM THE SOCIAL WORK DEPARTMENT

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

However, should a student be found to be non-compliant with the program's guidelines, regulations and standards, they may be terminated from the program. Although it is not possible to provide an exhaustive list of all types of violations, the following are some examples:

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

In addition, continuation in the program requires a demonstration of academic ability:

1. A student must maintain a "C" average in all course work and maintain a "C" or higher in required social work courses.

2. The admission status of a student who fails a social work course twice may be reconsidered for possible termination from the program.

3. Successfully complete all field practicum courses.

4. Successfully complete all the required field hours in practicum courses (SW350, SW454, and SW455)

5. The receipt of a failing grade in any field practicum course can result in dismissal from the program. The decision concerning whether or not the student will be allowed to remain in the Social Work Program will rest with the Social Work faculty.

PROCEDURE FOR PROBATION AND TERMINATION FROM SOCIAL WORK DEPARTMENT

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

PROCEDURE FOR REVIEW OF ACADEMIC OR PROFESSIONAL PERFORMANCE OF STUDENTS

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

Once the Department Chair has received the written allegation(s), the Department Chair will notify the parties involved that a written concern has been raised, and will provide all parties with a copy of the written allegation as written by the person(s) making the complaint. The Chair's letter will include notification to the parties involved that a meeting will convene within 10 calendar days with the student(s) and the Social Work Department faculty. The parties involved will be given an opportunity to respond to the allegation(s) set forth. If the resolution specifies the need for remediation/and or correction, a written plan of remediation and/or correction will be prepared by the Department Chair and signed by the student (if the student agrees), and the Department Chair. A plan of remediation or correction must be explicit with stated criteria for determining the success or failure of the plan. Compliance to the plan will be monitored by the Department Chair or his/her designee.

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

Grievance Procedure

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

Student Appeals

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

Academic Grievance Policy

Any student who desires to express concern regarding instructional matters such as perceived unfairness, grading methodology, or some other misunderstanding in or out of the classroom is encouraged to confer verbally and in writing, first with the instructor of the class and, if deemed necessary, with the Department Chair. Most problems can be resolved quickly through an open dialogue between student and professor following the principles found in Matthew 18:15-17. For this reason, the social work department has developed a Problem Solving Form (see Appendix A). Should the matter need to be referred to the department chair, the student will receive an appropriate response within ten (10) business days. If the matter is not resolved satisfactorily at the first two levels, the Department Chair will contact the Dean of the School of Education and Social Sciences.

The Dean of the School of Education and Social Sciences will review the matter to (a) make a final determination of the matter, or (b) refer the matter to the Assistant Vice President of Academic Administration for further review and recommendation. The Assistant Vice President of Academic Administration can make a final decision or refer the matter to the Academic Appeals Committee. The Academic Appeals Committee receives referrals directly from the Assistant Vice President for Academic Affairs. Cases are referred to this committee if the Assistant Vice President for Academic Affairs determines more information is needed to make an equitable decision. The process is as follows: (a) the Assistant Vice President for Academic Affairs notifies the chair of the Academic Appeals Committee of the student's concern, (b) the aggrieved student submits a written report of the complaint to the chair of the Academic Appeals Committee, and (c) a recommendation is made to the Vice President for Academic Affairs.

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

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

Religious Institution Exemption

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

V. CURRICULUM

CURRICULUM OVERVIEW

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

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

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

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

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

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

REQUIREMENTS FOR BACCALAUREATE DEGREE

Rationale

The General Education program of Oakwood University equips students with a broad, informed, Christ-centered understanding of his/her service in the world. Through an integrative and cross-disciplinary course of study, the General Education program provides the foundation for students to develop intellectually, spiritually, physically, and professionally. It also prepares students for the rigors of inquiry and praxis required for courses in their majors. Ultimately, the General Education program prepares students for responsible leadership and service in communities at home and abroad. The General Education curriculum accomplishes this primarily through the active development of six critical competencies—broadening cultural awareness,

applying biblical foundations for moral decision-making, using effective oral and written communication, demonstrating critical thinking, applying quantitative and scientific reasoning, and utilizing technology and information literacy appropriately. The final outcome of this integrative and transformative educational process will be seen in the University's unique product—the Oakwood Man and the Oakwood Woman.

General

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

Quantitative

1. The satisfactory completion of required remedial courses and removal of admission deficiencies. This may add to the total hours required to complete the degree.
2. The satisfactory completion of the general education requirements.
3. The satisfactory completion of a major of at least 36 hours, including a minimum of 16 hours of upper division courses, except in Interdisciplinary Studies.
4. The satisfactory completion of a minor, if required (see individual departments). A minor must be between 18-21 hours, of which 8 hours must be upper division.
5. The satisfactory completion of the oral and written proficiency requirements (English Proficiency Examination and CO 201 Fundamentals of Public Speaking).
6. The satisfactory completion of two upper division writing emphasis courses of at least two (2) hours each, one of which must be in the major. A (W) after a course title designates a writing course. EN112 is a prerequisite for all courses with the (W) designation.
7. The satisfactory completion of a minimum of 128 semester hours (remedial credits not included in total credits), including 40 hours at the upper division level.
8. The satisfactory completion of the major departmental exit examination.

Qualitative

1. The attainment of a minimum cumulative GPA of 2.00
2. The attainment of a minimum overall GPA of 2.25 in the major and 2.00 in the minor fields.
3. No grade below C (2.00) may apply toward the major or minor.

4. No grade below D (1.00) or C- (1.70) for EN 111 and EN 112, may apply toward the general education requirements.

Residence

At least 25% of the credit hours required for a degree must be earned through instruction offered by Oakwood University, and include:

1. Satisfactory completion of at least 24 semester hours earned during the senior year.
2. Satisfactory completion of at least 20 semester hours at the upper division level.
3. Satisfactory completion of at least eight (8) upper division hours in the major field.
4. Satisfactory completion of at least three (3) upper division hours in the minor field, if a minor is selected or required.

GENERAL EDUCATION REQUIREMENTS FOR ALL BACHELORS DEGREES

All Bachelor's degrees require a minimum of 128 semester hours composed of: general education requirements (50-60 hours), major requirements, and electives. In those instances where the credits for general education, the major, and electives within the major are less than 128 hours, additional electives outside the major are required. Variations in the total hours required for degree completion or in the selection of general education courses are noted in the bulletin sections of the appropriate departments. Please consult the appropriate academic advisor for details.

General Education Curriculum

The following courses satisfy the general education requirements:

BIBLICAL STUDIES, HEALTH AND WELLNESS: Students entering as **freshmen** are required to complete all religion requirements before graduation. **Dual degree** students are required to complete RG102, RG202 and RG301. **Transfer students,** who are sophomores, are required to complete RG102, RG202 and RG301; juniors and seniors are required to complete RG202 and RG301.

- RG 102 Life and Teachings of Jesus
- RG202 Fundamentals of SDA Beliefs
- RG301 The Gift of Prophecy
- Select one Religion course from: RG101, RG203 or RG321
- Select PE211 Health Principles or ND131 Nutrition
- Select two PE activity courses from: PE101, PE102, PE120, PE122, PE126, PE128, PE150, PE155, PE207, PE215, PE222, PE224, PE245, PE247, PE249, PE260, PE261, PE275 or PE280

HUMANITIES AND FINE ARTS

• EN111, EN112 Freshman Composition I, II (minimum grade of C-)
• CO201 Public Speaking
• Select one course from: EN201, EN213, EN221, EN303, EN305, EN313, AR111, AR217, AR241, MU200 or MU323
• Foreign Language (see additional requirements)

SOCIAL AND BEHAVIORAL SCIENCES

• OU101 Freshman Seminar
• ED250 Fundamentals of Christian Education
• Select one History course from: HI103, HI104, HI211, HI212, HI265, HI267 or HI268
• Select one Psychology, Sociology or Social Work course from: PY101, SO101or SW201

SCIENCE AND MATHEMATICS

• Select one Biological Science course from: BI 101, BI102, BI111 or BI131
• Select one Physical Science course from: CH100, CH101, CH141, PH101, PH103 or PH121
• Select one Mathematics course from: MA101, MA108, MA121, MA123 or MA171

TECHNOLOGY

• Select one Technological Skills course from: IS120 or CM210

ADDITIONAL REQUIREMENTS

Select one African-American culture course from: HI267, HI268, EN221, EN313 or MU 323 (also meets a requirement above)

- Two semesters (6 hours) of the same foreign language is required for all B.A. degrees
- Any student who has not taken at least two full years of a single foreign language at the high school level is required to take at least one full year of a single foreign language at the college level

Total required for B.A. Degrees is 56-60 hours

Total required for other Baccalaureate Degrees is 50-54 hours

COURSE SEQUENCING

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

Course Failures

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

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

Requirements for the Bachelor of Social Work Degree

Social work majors are required to complete internships essential for integrating knowledge, values, and skills. In SW454 and SW455 Field Instruction and Seminar I and II, students are required to complete a total of 450 hours (225 hours in each class) in an assigned social service agency. *Transportation is the student's responsibility*. While engaged in the senior field component, the student is limited to three 3-hour courses of additional class work; any additional hours require prior approval.

In addition, students are required to participate in 15 Service Learning hours while taking SW350. The projects for service learning may be student-initiated or initiated by the instructor. These hours provide opportunity for students to give freely to others, at times, in areas of their special interest. Service learning opportunities may include projects with the elderly, in schools, with the Downtown Rescue Mission (Homeless Shelter) or other mutually agreed-upon venues.

Major Course Requirements:

SW201 Introduction to Social Welfare **3 hours**

SW202 Introduction to Social Work **3 hours**

SW330 Human Behavior and Social Environment I **3 hours**

SW331 Human Behavior and Social Environment II **3 hours**

SW334 Understanding Diversity and Oppression **3 hours**

SW340 Modern Social Work Theories and Practice **3 hours**

SW350 Pre-field Orientation **1 hour**

SW380 Welfare Policies **3 hours**

SW400 Generalist Skills and Practice **3 hours**

SW420 Research in Social Work **3 hours**

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

SW452 General Methods of Mezzo Social Work **3 hours**

SW453 General Methods of Macro Social Work **3 hours**

SW454 Field Instruction and Seminar I **7 hours**

SW455 Field Instruction and Seminar II **6 hours**

SW480 Career Preparation **2 hours**

BI102 Life Sciences **3 hours**

EN304 Advanced Composition **3 hours**

HI212 US History II **3 hours**

Select from the following:

PS120 Introduction to Political Science, PS200 Comparative Governments & Laws or PS211 American Government **3 hours**

PY307 Statistical Methods **3 hours**

PY411 Principles of Research **3 hours**

RG390 Ethics in the Profession **3 hours**

SO 101 Principles of Sociology **3 hours**

Total .....76 hours

General Education.....50 hours

Free Electives.....2 hours

Total required for degree .....128 hours

DESCRIPTION OF COURSES

SW201 Introduction to Social Welfare 3 hours

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

SW202 Introduction to Social Work 3 hours

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

SW307 International Social Work 3 hours

This course focuses on the key economic, political, and social issues that shape human welfare and social development, and the role that social work plays in addressing these issues in an international context. Open to non-majors. Offered alternative years. Prerequisite: PY101 or SO101.

SW330 Human Behavior and Social Environment (W) 3 hours

The first component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter and how this encounter may enhance or impede their health and well-being. The course explores a wide breadth of developmental theories including but not limited to bio-psycho-social-cultural-spiritual, racial,

and identity formation development and theory as the context for individual, family, and group development from infancy to adolescence. Prerequisites: BI101, PY101 or SO101.

SW331 Human Behavior and Social Environment (W) 3 hours
The second component of a two-part series study of human development across the lifespan. The course examines the variety of social systems that people encounter that may enhance or impede their health and well-being. The course continues the exploration of developmental theories including but not limited to: bio-psycho-social-cultural-spiritual, racial, and identity formation development theory as the context for individual, family, and group development from young adulthood to old age. Prerequisites: SW330 or consent of instructor.

SW334 Understanding Diversity and Oppression 3 hours
An analysis of the nature of oppression from a historical and social structural perspective. The social and interpersonal contexts of oppression, identity formation issues, racism and discrimination, and powerlessness among diverse groups will be explored. Implications for social work practice on the micro, mezzo, and macro levels will be examined and analyzed for effective practice intervention and contemporary analysis and study of social services for children. Open to non-majors. Prerequisites: SW330 and SW331.

SW340 Modern Social Work Theories and Practice 3 hours
This course provides students with opportunities to examine and assess theories for social work practice. These theories are used as lenses when analyzing client interactions and aid student understand of how social work theory and practice can inform one another in an integrated fashion. Prerequisites: SW202 and SW330.

SW 350 Pre-fi eld Orientation 1 hour This course is designed to orient and prepare students for the senior fi eld practicum experience. Students will learn about agency expectations and procedures, and complete the administrative documentation, agency and fi eld preparation interviews, course work and a 50 hour internship (with 10 hours of service learning) necessary to enter their fi eld agency. Students are required to do a criminal background check and purchase liability insurance. Students are responsible for transportation. Prerequisite: junior standing

SW380 Welfare Policies 3 hours
An introduction to the study of social welfare policy including its purpose and how policy is formulated, implemented, and its impact at the local, state, federal and global levels. The course will examine the link between welfare policy and social work practice with individuals, groups, families and communities. The course will review relationships between social policies, human rights and issues of social and economic justice. The course will also provide students with an opportunity for mock policy development and critical analysis. Finally, this course will promote the development of the leadership skills needed to be proactive in the design and implementation of policies within various systems. Prerequisites: SW201 and PS120 or PS211, HI 211 and HI212.

SW382 Human Sexuality 3 hours

This course will study and analyze selected areas of human sexuality in order to equip students with a broader understanding of the personal, social, emotional and physical nature of this complex and sensitive area. The course will also provide insight into spiritual and psychological components of sexuality. The latitude of human sexual behavior and sexual dysfunctions will also be discussed. Open to non-majors. Prerequisites: BI101, PY101 or SO101.

SW390 Christian Philosophy of Social Work 3 hours

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

SW400 Generalist Skills and Practice 3 hours

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

SW420 Research in Social Work 3 hours

This course is designed to enable students to learn and develop critical thinking skills required in scientific inquiry. Students are expected to utilize principles of logic, scientific inquiry, social work ethics, and judgment to: distinguish and appraise problems; utilize scholarly literature to understand and direct their study; devise and employ an appropriate research strategy; organize, evaluate, and integrate relevant research data; and develop relevant resolutions to presented problems for the client systems being studied. The course curriculum includes an overview of the basic social research methodologies utilized within the social sciences. Students are required to complete research projects with systems of varying sizes. Students will also be better able to recognize the impact that diversity (i.e. race, culture, gender etc.) has on the research process as well as identify the rationale for advancing human rights and social economic justice within their practice based on their own research observations. Prerequisites: PY 307 and PY411, which is a course that must be taken in conjunction with SW454.

SW451 General Methods of Micro Social Work Practice 3 hours

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

assignments, role-play, and simulation activities. Prerequisites: SW331, SW340 and SW380, or consent of instructor.

SW452 General Methods of Mezzo Social Work Practice 3 hours

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

SW453 General Methods of Macro Social Work Practice 3 hours

This course is the third and final segment of a three-part series of practice courses. The course utilizes the GIM, theories, principles, skills and techniques necessary to engage, assess, intervene, and evaluate effectiveness in working with organizations and communities. Students are required to engage in a variety of macro level projects that are designed to: demonstrate their understanding of macro practice; exhibit leadership and competence in initiating positive change at the macro level of practice using evidence based interventions; and demonstrate how their intervention can promote social and economic justice. Students will work in groups to develop grant-writing skills and complete a community project based on an organizational/community needs assessment. Students will also engage in resource development skill activities. Prerequisites: SW451 and SW452.

SW454 Field Instruction and Seminar 7 hours

The first of the two-part field practicum course series. This is the department's signature pedagogy course that is designed to help students integrate into the professional role of being a social work practitioner. The course allows students to connect social work theory, knowledge, values and skills acquired throughout the social work curriculum with actual practice within an agency setting. Along with assigned coursework, students receive supervised field practice within an approved agency selected by the department. Students are expected to demonstrate growth in their progress towards the achievement of the course competencies, which are based on the program goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisites: SW400 and SW451, SW452 and SW453 (SW420 and SW454 must be taken concurrently).

SW455 Field Instruction and Seminar 6 hours

A continuation of SW454, the department's signature pedagogy course designed to aide students' integration into the role of professional generalist practitioners. The course allows students to connect social work theory, knowledge, values and skills learned within the

classroom environment with actual practice within an agency setting. Students will continue to receive assigned coursework designed to aid their understanding of the connection between social work theories, knowledge, values and skills learned in the classroom and actual social work practice. Students continue to receive supervised field practice within their approved agency. Students are expected to demonstrate achievement of the course competencies, which are based on the departmental goals. Students are required to complete 200 field practicum hours, along with 15 service-learning hours. Prerequisites: SW451, SW452, SW453 and SW454.

SW480 Career Preparation 2 hours

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

SW490 Research and Independent Study 1-3 hours

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

Course Loads

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

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

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

SERVICE LEARNING

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

GATE KEEPING

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

VI. Student Rights and Responsibilities

EQUAL OPPORTUNITY COMMITMENT

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

SEXUAL HARASSMENT POLICY

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

Definition of Terms

Sexual offenses are classified as sexual harassment or sexual assault.

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

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

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

DISABILITY ACCOMMODATIONS

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

DRUG-FREE ENVIRONMENT

Oakwood University is committed to providing a drug-free workplace for its faculty, staff, and students. The Drug-Free Act of 1988 requires Oakwood University in Huntsville, Alabama, to provide the following statement of the University's drug-free workplace policy to all persons employed by the University.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

information relating to the students' educational records upon request. A copy of the act is on file in the Records Office.

ADVISEMENT POLICIES AND PROCEDURES

The advising process is essential to the student's understanding of the professional and academic expectations of the program as it provides students with a specific resource in which they can discuss concerns, have questions answered, or simply receive information concerning how the program functions. Students are informed of the purpose of advising in the courses OU 101 Freshmen Orientation and SW202 Introduction to Social Work.

Policies for academic and professional advising:

1. Each student accepted into the social work program will be assigned an advisor for professional and academic advising by the department chairperson.
2. Only social work faculty, staff or both will serve as advisors.
3. Advisors will assign a minimum of 10 hours for advising purposes per week.
4. Students will be notified of the advising schedule via a) the course syllabus b) a schedule posted outside of the advisor's office.
5. Advisors will assist students in initial exploration of long-range occupational and professional plans, referring them to sources for specialized assistance such as the Center for Career Services. Advisors will also help students with letters of recommendations, connecting them to post-graduate possibilities such as graduate school, the State's Board of Social Work licensing, and the job market.
6. The Chairperson will assign advisees to specific advisors.
7. All social work majors are expected to meet with their advisor at least twice each semester.

Procedures for professional and academic advising:

The Social Work Department supports the University's advisement policies, and has outlined the following formal advisement procedures for all Social Work Majors:

The Registrar's office will forward a list of students declaring social work as their major. The Chairperson of the program will take the list and assign students an advisor based on the first letter of their last name. If students are transferring from another institution, the department's Chairperson will serve as their initial advisor. All students will remain with their advisors until their senior year at which time they will be advised by the department's chairperson. The chairperson serves as the senior advisor for graduating seniors. During the Spring semester of the student's junior year, all files are transferred to the chairperson for review. The chairperson meets with each individual student to formalize their academic plans for graduation and their post-graduation plans. The chairperson also meets with each senior during the semester at regular intervals to monitor their progress until the completion of the program.

With consent from the Chairperson, a student may change advisor if he/she feels that the advice being rendered is not conducive to his/her goals. Advisors are required to maintain a

comprehensive record of contacts made in the advisement process. These records are contained in an academic folder for each student. Advising includes academic courses, professional and career interests and development, and field education preparation. Advisors are required to formulate a four-year plan for completion of the program, and monitor the student's progress each semester.

The Field Education program is another important part of the advising process. The Field Education Director provides general orientation sessions for prospective senior field education students, followed by individual interviews with students. Students are required to demonstrate their readiness for field based on these interviews based on a specified pre-field presentation format. The Field Director also utilizes this time to advise prospective field education students concerning field issues, or specific questions from students regarding the field education program.

FACULTY EVALUATIONS

In addition to the following formal grievance procedure, students also have a right to submit recommendations and concerns to the Office of the Academic Vice-President at the end of each semester via a confidential teacher evaluation form that students complete online.

STUDENT INVOLVEMENT IN CAMPUS ORGANIZATIONS

General Policies

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

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

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

Organizations are expected to render programs and services that contribute to the social, recreational, spiritual, and cultural life of the university community. Any organization which promotes clandestine relationships, immoral practices, or encourages violation of the school regulations will be reviewed, and if found out of compliance will forfeit the right to function on the college campus. Further, the officers of such organizations in violation of Oakwood University and the Seventh-day Adventist principles will be open to immediate disciplinary action by the university. The university reserves the right to withdraw its approval of any campus organization when the well-being of the university requires such action. All organizations, with the help of their advisors, are asked to give an end-of-the-year report on their organization's activities. This should include supporting documentation. Failure to do this could cause some restrictions for the coming year. (This report should be submitted to the Director of Student Activities no later than April 15 of each calendar year.)

Academic Qualifications of Officers and Members

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

STUDENT LEADERSHIP

As future professional social workers, the ability to lead others is essential. Therefore, Oakwood University and the department of social work have built into its structure opportunities to develop leadership ability. These opportunities include those that are campus-wide such as the United Student Movement (USM) as well as department-based opportunities such as the Social Work Club, the Eta Pi Chapter of the Phi Alpha Honor Society, the UNICEF Club, and the Pre-Alumni Club. More informal leadership can be demonstrated and observed in the classroom, by serving on department committees, and at gatherings of students and faculty (e.g., department chapel, socials or other meetings). It is expected that all social work majors actively engage in leadership development activities, and that they are able to demonstrate leadership activity when submitting their portfolio in the Senior year.

The United Student Movement

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

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

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

As long as a person is a student of Oakwood University, his/her name is inextricably associated with the university. Since the University's name is not to be used without permission,

students are to make satisfactory arrangements with the Office of Public Relations before releasing for publication or broadcast any statement regarding themselves, the University, or any student activity.

The USM also serves as a liaison between the university administration and the student body, addressing problems and needs of the students at large. The officers are organized into two main groups, the executive officers and the senate. The executive officers are elected at the end of the previous school year into the positions specified in the constitution. The senate is elected at the beginning of each school year and consists of student representatives from each of the dormitories and the off-campus population. That is the time to take advantage of the many fulfilling opportunities to serve within the USM, and become an active member of their student government.

The Social Work Club

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

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

1. Building Homes with "Habitat for Humanity"
2. Assisting in the Downtown Rescue Mission
3. Developing a Mentorship Program with local schools and agencies
4. Coordinating activities at local programs for the elderly
5. Conducting Community Empowerment and Awareness Programs
6. Planning and coordinating College Days "Oakwood Live" for the Social Work Department

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

1. Welcome back activities
2. Social Work Sabbath Programs
3. Service Learning Activities
4. New Student Receptions

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

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

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

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

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

Phi Alpha National Honor Society – Eta Pi Chapter

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

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

1. Declared Social Work as a major
2. Achieve sophomore status
3. Completed 9 semester hours of required social work courses
4. Achieve an overall grade point average of 3.0 (on a 4.0 scale)
5. Achieved a 3.25 grade point average in required social work courses.

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

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

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

The Phi Alpha Constitution gives greater detail regarding organizational operations

The Pre-Alumni Club

Each year, the pool of Oakwood University Social Work graduates grows larger. Our social work alumni consist of a diverse field of Christian social work practitioners, educators,

counselors, administrators and global leaders for change around the world. We encourage our alumni to stay involved with our Social Work Department as we rely on our fellow alumni to work with us to transform lives and positively impact our world.

The purpose of the Oakwood University Pre-Alumni Association is to enhance the professional, educational, and social interests of the Oakwood University Social Work Department and its alumni, individually and collectively. The Association is a ***student run*** entity designed to promote student leadership skill.

You are part of the vast alumni network in the world. We invite you to get involved and connect now with our alumni in order to leverage your assets to:

- Develop and apply your networking skills;
- Build your network for future career opportunities;
- Be an active participant in the Oakwood University Social Work Department story;
- Learn from those who came before you, lead for those who will come after you; and
- Stay engaged with the Oakwood University Social Work Department.

Requirements for Pre-Alumni Association Membership

- Minimum GPA of 2.0
- Be accepted into the Oakwood University Social Work Program

Qualifications for Pre-Alumni Association Officers

- Persons who enjoy service, working with people and have a pleasant disposition (based on the Disposition Assessment).
- Self-starters *who will* take the initiative to make things happen.
- Persons of high integrity, who are trustworthy.
- Students who have been accepted into the Oakwood University Social Work Program.
- Students who are clear of any disciplinary action by the school or Department.
- Students who have served a minimum of one year as an active member

.The International Social Work Club (UNICEF)

The International Social Work Club (UNICEF) is part of a campus initiative that is part of a growing movement of student-led groups that partner with the U.S. Fund for UNICEF to educate, advocate and fundraise on behalf of children and in support of UNICEF's lifesaving work. College students have a powerful role to play in helping the world's children survive. There are over 120 active Campus Initiative Clubs around the country, and members donate over 65,000 hours of service to UNICEF each semester. The clubs are supported by U.S. Fund for UNICEF staff and by a student-led Campus Initiative National Council. Education, advocacy and fundraising projects are at the heart of the UNICEF Campus Initiative's invaluable work.

Students initiate and conduct a wide range of activities that include:

- Participating in the UNICEF Tap Project.
- Hosting globally themed dinners.
- Setting up booths on campuses and at festivals to promote children's issues.
- Advocating by contacting elected officials.
- Writing campus newspaper editorials about UNICEF's work.
- Fundraising online via the Campus Challenge. n Initiating other events and activities on campus and in the local

STUDENT INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

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

- National Association of Social Workers
- National Association of Black Social Workers
- North American Association of Christians in Social Work
- International Association of Adventist Social Workers

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

VII. Support Services

THE EVA B. DYKES LIBRARY AND MEDIA SERVICES

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

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

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

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

SOCIAL WORK LAB SERVICES

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

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

OAKWOOD PURCHASING AND COPY CENTER

The Oakwood Purchasing and Copy Center has many services that can benefit you students. Poster making, blow-ups, mass photocopying, color photos, enlarging pictures and design/printing jobs and many other services offered at reasonable prices. The copy center is located on the first floor of the library.

SPECIAL SERVICES

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

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

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

SERVICES FOR THE PHYSICALLY CHALLENGED

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

Testing Services

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

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

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

CAREER SERVICES

The office of Career Services offers a comprehensive program that assists students in developing work skills and ethics as well as providing financial assistance for educational costs. In addition, it assists students and alumni from all academic areas in attaining their career objectives. Job opportunities are available in most areas on campus. Students should contact the Career Services for additional information. The office seeks to provide career opportunities for students and alumni through programs which will enhance their professional competencies and increase their marketability. Several services and programs are available to students during the school year, including assistance with résumé writing and career placement.

SCHOLARSHIPS

Scholarships are available through the Financial Aid Office of Oakwood University. The Financial Aid Office has several scholarships available from various organizations as well as the Federal Student Financial Assistance program (Title IV). There are also many other scholarships available through their home page at the Oakwood University website. A competitive scholarship is also available to social work majors each year. The McFarlane-Hedman Scholarship is funded by two alumni of the Social Work Program. Students are asked to write a brief essay outlining their commitment to the field of social work. The essays are reviewed and a decision is made regarding the award.