



**ASBURY UNIVERSITY**  
*Academic Excellence & Spiritual Vitality*

**DEPARTMENT OF SOCIAL WORK**

*Bachelor of Social Work Program*

*Student Handbook*



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## **Asbury University Bachelor of Social Work Program Student Handbook**

### **INTRODUCTION**

It is the overall goal of the social work program to prepare students for generalist social work practice. The program supports the mission of Asbury University to “**equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the church.**” A commitment to serving others is vital and continually serves our ethos in our educational programs. Asbury University is a liberal arts university that emphasizes the importance of education for the whole person: spiritual, intellectual, physical, emotional, and social. This handbook provides information about the Social Work Program in both delivery systems: on-campus at Asbury University in Wilmore, Kentucky, and online provided for students in the United States and Canada.

### **ASBURY UNIVERSITY SETTING**

Asbury University is incorporated as a non-profit educational institution by the Commonwealth of Kentucky. Currently, Asbury offers the following degrees: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Within each bachelor’s level program, students will complete a core curriculum of 48-57 semester hours in general study and the remaining hours in specialization studies, for a combined total of 124 semester hours. One field of specialization is Social Work. In addition to the core curriculum requirements, those majoring in Social Work must complete an additional 54 hours of Social Work curriculum courses.

Asbury University is approved by the Kentucky Council on Postsecondary Education to offer master's degrees. The State of Kentucky accredits the Asbury University Department of Education through the Education Professional Standards Board (EPSB). The programs in special education and instructional media to be offered in the graduate program have been approved by the EPSB. Asbury University is accredited by the Commission on Universities of the Southern Association of Universities and Schools (SACS).

At its February 2001 meeting, the Council on Social Work Education (CSWE) Commission on Accreditation (Commission) reviewed the application for candidacy status for the baccalaureate social work program at Asbury University. The review included an assessment of the evaluative criteria document, the commissioner's report, and the program's response. The Commission voted to grant the Asbury University Social Work Program candidacy status, effective February 2001. Candidacy is granted to programs that, in the judgment of the Commission, have the potential to be awarded full accreditation. Candidacy is granted for a maximum period of three years. The social work program received full accreditation as of the October 2004 meeting of the Council on Social Work Education (CSWE) Commission on Accreditation. In 2018 the Online Substantive Change Report was approved by CSWE for Asbury University to offer the social work major in an online delivery system. This delivery system for the major began in the Fall of 2018.

### **ASBURY UNIVERSITY MISSION STATEMENT**

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to **equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, the**

**family, and the church**, thereby preparing them to engage their cultures and advance the cause of Christ around the world.

## **SOCIAL WORK PROGRAM MISSION STATEMENT**

### **BSW Mission Statement:**

The Mission of the Asbury University BSW Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, and social work values and ethics, as preparation for generalist social work practice and as change agents in a variety of diverse populations and settings.

The BSW Program supports the mission of Asbury University “**to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership, and service to the professions, society, family, and the church.**” A commitment to serving others is vital in social work and continually serves as our ethos in our educational programs. Our courses are rooted in the liberal arts perspective that emphasizes the importance of education for the whole person—physical, spiritual, intellectual, and emotional. Our educational programs are founded on the belief that every person has the right to impartial love and assistance in enabling them to overcome personal and environmental obstacles that hinder them from being all that God would have them be.

The department’s social work program is designed to provide foundational courses that each major must take to establish their knowledge base and to offer electives in various courses that will challenge them to think critically about issues affecting diverse population groups. Special attention is given to studying special population groups, including racial and ethnic minorities, those with disabilities, the elderly, children, and victims of oppression and injustice. The application of knowledge is a vital component. All social work students must take two practicums where they will be challenged to integrate classroom knowledge with practical experience.

### **NONDISCRIMINATION**

The Social Work Program is committed to a nondiscrimination policy in all program activities. The program respects and values diversity and does not discriminate on any basis, including the following: race, color, gender, age, creed, religion, ethnic or national origin, disability, political orientation, or sexual orientation.

### **GENERALIST SOCIAL WORK**

Standards for social work programs are established by the Council on Social Work Education (CSWE) and the Commission on Accreditation (COA) in the 2015 Educational Policy and Accreditation Standards. Graduating students competent in generalist social work practice is crucial to fulfilling the Social Work Program's mission. Generalist Social Work Practice applies knowledge, values, and skills within a problem-solving framework to diverse client systems of all sizes, i.e., working with individuals, families, groups, communities, and organizations. This is an important definition for Field Faculty and students to know as the Student Learning Contract is developed.

In knowledge, students must be aware of a broad array of practice fields. “The seven fields of practice currently characterizing the profession include family and children’s services; health; mental health; occupational social work; aging, education; and corrections” (Kirst-Ashman & Hull, 1993).

In addition, the Social Work Program endeavors to follow the requirements set forth by CSWE in the 2015 Education Policy and Accreditation Standards. Students are exposed to course content that includes ethical behavior, diversity, social justice, research, policy, human behavior & the social environment, and practice. All of this is built upon a core curriculum that comprises a liberal arts perspective.

The Asbury University Social Work Program seeks to educate students in competent social work skills. All social work majors must take three practice theory courses concurrently or before their field practicum experiences. The practice courses emphasize the generalist model, i.e., assessment planning, intervention, and evaluation, specifically focusing on micro, mezzo, and macro practice in courses. When students reach their field setting, they should have the knowledge and skills to implement the generalist model with individuals, groups, families, organizations, and communities.

Diversity is a major focus in the curriculum, relevant to the Diversity competency and the Justice competency. Students are introduced to diverse groups of people in the 100 and 200-level courses: SW/SWA 100 Introduction to Social Work, SW/SWA 211 Encountering Poverty, SW/SWA 251 and 252 HBSE I & II. At the 300 and 400 levels, the students become more aware of effectively working with client systems, using a culturally competent approach to social work practice.

Finally, social work values, listed in the NASW Code of Ethics (Appendix F), are first introduced in SW/A 100, and infused throughout the entire curriculum, in addition to a course-specific focus in SW/A 302: Social Work Ethics & Contemporary Practice. All social work students are expected to know and be able to integrate these values within their respective field settings. Emphasis is placed on remaining client-centered, directing and maximizing the client's right to self-determination and confidentiality.

All social work courses are sequenced to ensure coverage of the professional foundation needed. This foundation includes content on social work values and ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. A course sequence sheet, which describes when courses are taken throughout the student's educational experience, is included in this handbook.

### **PHILOSOPHY OF FIELD INSTRUCTION**

The Social Work Program views field instruction as a collaboration between program faculty and social work agencies. The Field Director is responsible for directing the student's total educational program. The guidelines in The Field Manual are intended to be flexible to promote continued growth and development in Field Instruction without compromising the standards set forth by CSWE and Asbury University's Social Work Program.

Since social work is understood as a method of helping people in the social context of their lives, it is recognized that knowledge, values, and skills can only be adequately learned as they are applied. Practice is a major part of the learning experience. Therefore, the main objective of field placement is to provide a student with experience in practicing social work with clients and working with agency staff under professionally trained field instructors.

## **STATEMENT OF STUDENT RIGHTS & RESPONSIBILITIES**

1. Students are expected to actively participate in their own learning experience, develop the capacity for critical judgment, and identify with the ethics and values of the social work profession.
2. Students are encouraged to provide input into the formulation of policy affecting academic and student affairs within the department. Various means of doing this are through communication with the student representatives of the Advisory Board (a junior and senior representative are recommended by social work faculty to serve in this role), officers of Phi Alpha, the social work honor society, via course evaluations, field evaluations, and/or participation in the focus group that is part of the Senior Seminar for both the on-campus and online students.
3. Students who meet the requirements are expected to become actively involved in Phi Alpha. Students who do not qualify academically or have not yet been admitted to the social work program are still invited and encouraged to participate in service opportunities provided through Phi Alpha, the on-campus social work club.
4. Students are protected from prejudicial or capricious evaluation of their academic or field performance by the requirement that faculty make explicit and clarify, at the beginning of the semester, the procedures to be employed in the evaluation process.
5. ON-CAMPUS STUDENTS are also made aware that Asbury University has a Student Congress and Class Cabinet positions in which they can participate and speak into policy areas on a University level. These positions/organizations serve as the voice of the students to upper administration, faculty, and staff.

## **PHI CHI CHAPTER OF PHI ALPHA HONOR SOCIETY**

The Phi Alpha Honor Society is a national honor society for social work that fosters high education standards for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Asbury University social work majors admitted to the social work program and in the top 35% of social work students are encouraged to participate in the Phi Alpha Honor Society. The advantages of joining Phi Alpha include: becoming a member of a national honor society that supports high standards in social work education and values community service, receiving a blue and gold pin at the Induction Ceremony to wear during the graduation ceremony, participating in scholarly activities, community service, and social action events, working together with student colleagues and professors on social issues and creating a scholarly environment, and identification in your curriculum vitae as a Phi Alpha Honor Society member, ensuring acknowledgment of academic excellence and opening doors for professional success.

## **THE SOCIAL WORK MAJOR**

### **BSW Statement of Mission:**

The Mission of the Asbury University BSW Program is to prepare social work graduates who are rooted in the liberal arts, the Christian and Wesleyan perspectives, and social work values and ethics, as preparation for generalist social work practice and as change agents in a variety of diverse populations and settings.

### **Program Goals:**

To provide a quality, generalist social work education, the program's faculty has established the

following goals for beginning generalist practitioners through the curriculum's knowledge, ethics, and practice with diverse populations. The six goals of the Asbury University Social Work program are:

1. Provide the knowledge, values, skills, and ethics to serve diverse client systems of all sizes and types, integrating knowledge about how individuals, families, groups, communities, and organizations grow and change, using a bio-psycho-social-spiritual perspective and how these systems function together within the global context of their environment.
2. Develop generalist social work practitioners who are both knowledgeable and understanding of diverse client systems, including: persons of color and ethnicity, socioeconomic status, women, differently abled, LGBTQ+ populations, and other oppressed populations, whether individuals, families, groups, or communities.
3. Based on the historical context of social welfare rooted in the Judeo-Christian heritage, prepare graduates to work with clients by infusing throughout the curriculum social work values and ethics, as stated in the NASW Code of Ethics, for professional generalist practice.
4. Prepare graduates who think critically about social work knowledge, ethically integrate this knowledge and practice, effectively communicate with clients, colleagues, and supervisors using oral and written skills, and value life-long learning of both personal and professional development throughout their careers.
5. Develop practitioners who will use their generalist knowledge and practice base to work as advocates and change agents within diverse communities and organizations.
6. Within a professional community of academic and professional excellence, prepare graduates for generalist social work practice through supportive and sustaining relationships with fellow students, faculty, and field instructors, which leads to the development of a professional identity.

## **Social Work Program's Competencies & Associated Behaviors**

### **Professional & Ethical Behavior**

- 1) Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context at the micro, mezzo and/or macro levels;
- 2) Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations, recognizing how their personal experiences and affective reactions influence their professional judgment & behavior;
- 3) Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 4) Social workers use supervision and consultation to guide professional judgment and behavior;

### **Diversity & Difference in Practice**

- 5) Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and/or macro levels
- 6) Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences
- 7) Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients, constituencies & vulnerable populations
- 8) Social workers understand that, as a consequence of difference, a person's life experiences may

include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;

### **Advance Human Rights and Social, Economic, and Environmental Justice**

- 9) Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels and/or engage in practices that advance social, economic, & environmental justice.
- 10) Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights;
- 11) Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

### **Practice-informed research & Research-informed practice**

- 12) Social workers use practice experience and theory to inform scientific inquiry and research & use and translate research evidence to inform and improve practice, policy and service delivery.
- 13) Social workers apply critical thinking to engage in & understand analysis of quantitative and qualitative research methods and research findings & their respective roles in advancing a science of social work & in evaluating their practice

### **Policy Practice**

- 14) Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 15) Social workers assess how social welfare and economic policies impact the delivery of and access to social services;
- 16) Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
- 17) Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

### **Engage – micro/mezzo/macro**

- 18) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- 19) Social workers use empathy, reflection, and interpersonal skills to effectively and appropriately engage diverse clients and constituencies

### **Assess – micro/mezzo/macro**

- 20) Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 21) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 22) Social workers develop mutually agreed-on intervention goals and objectives based on the

critical assessment of strengths, needs, and challenges within clients and constituencies

- 23) Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Intervene – micro/mezzo/macro**

- 24) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 25) Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 26) Social workers negotiate, mediate, and advocate with and on behalf of diverse clients, constituencies, and vulnerable populations;
- 27) Social workers facilitate effective transitions and endings that advance mutually agreed-on goals

**Evaluate Practice with micro/mezzo/macro**

- 28) Social workers select, analyze, monitor, evaluate and use appropriate methods for evaluation of program processes & outcomes;
- 29) Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 30) Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and/or macro levels

## SOCIAL WORK MAJOR REQUIREMENTS

(58-hour major + 42-60 general education + electives needed for the 124-hour degree requirement)  
SW 100, 211, 251, 252, 302, 310, 331, 340, 390, 402, 410, 440, 475, BIO 100/101, PSY 315; plus 6 hours from elective options indicated in this handbook.

### Social Work Required Courses

**SW/A 100 (3) Introduction to Social Work** This course is designed to introduce the social work profession to students already interested and majoring in social work, as well as students from other departments interested in exploring the helping professions. The course will examine different levels of practice (micro, mezzo & macro), and explore social work roles among diverse populations. More specifically, students will be introduced to a wide array of topics, such as the history of the profession, fields of practice with diverse groups such as disabled, children, families, LGBTQ, minorities; and social issues such as poverty, racism, substance abuse, and challenges in service delivery (mental health/medical, criminal justice systems). Additionally, students will learn about aspects of the social work profession, such as the ethics/values guiding the profession, the use of self-reflection, and different career and professionalization routes.

**SW/A 211 (3) Encountering Poverty** This course examines the causes and consequences of poverty, as well as exploring theory, policy strategies for its amelioration, and practice implications. Students will learn terminology and analyze the philosophical, spiritual, conceptual, and theoretical frameworks utilized by diverse agents to understand and address poverty. The course investigates the impact of poverty on individuals, families, minorities, and vulnerable populations, and considers theorized/proposed interventions. The social work profession, specifically the NASW Code of Ethics, in relation to poverty are to be discussed and applied. The course emphasizes poverty in a US context, but poverty internationally will be touched on too.

**SW/A 251 (3) Human Behavior and the Social Environment I: Birth to Adolescence** This course examines the major social science theories that inform the generalist social work student's understanding of human behavior in the social environment. An ecological/systems framework, together with a developmental approach is used to provide an interactional understanding of human behavior from conception to the end of adolescence. Social systems are examined by looking at individuals, families, groups, communities, and organizations within traditional and alternative theoretical perspectives. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psychological risks influence individual resiliency and environmental competence. A bio-psycho-social-spiritual perspective is used throughout the course to inform and examine the interaction between biological, social, psychological, spiritual and cultural systems.

**SW/A 252 (3) Human Behavior in the Social Environment II: Adolescence through Adulthood and Aging** This course examines the major social science theories that inform the generalist social work student's understanding of human behavior in the social environment. An ecological/systems framework, together with a developmental approach is used to provide an interactional understanding of human behavior from young to later adulthood. Social systems are examined looking at individuals,

families, groups, communities, and organizations within traditional and alternative theoretical perspectives. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psychological risks influence individual resiliency and environmental competence. A bio-psycho-social-spiritual perspective is used throughout the course to inform and examine the interaction between biological, psychological, social, spiritual, and cultural systems.  
Prerequisite: SW 251

**SW/A 302 (3) Social Work Ethics & Contemporary Practice** This course is a study of contemporary issues and trends in social work set within a historical context of the development of the social work field. Emphasis is placed on value and ethical dilemmas of practice and policy issues encountered by the social worker. Attention is given to problem and policy analysis and to a wide range of activities and events that influence the quality of life for individuals, groups and society. Thoughtful consideration is given to application of theory in issues and ethics as they intersect practice situations. Students are encouraged to develop their own critical thinking skills within the context of their faith, so that they are able to effectively make ethical decisions in social work practice.  
Prerequisite: SW100 and 211

**SW/A 310 (3) Social Work Practice with Individuals and Families** Students are expected to demonstrate integration and utilization of the knowledge base developed in the 100 and 200 level social work courses. Interviewing and counseling techniques for working with individual clients are emphasized through videotaped sessions and/or role-play activities. The second half of the course focuses on skills in working with families. This course is taken prior to or concurrent with Practicum I and addresses CSWE competencies and practice behaviors.  
Pre-requisite: SW 211

**SW/A 331 (3) Introduction to Research Methods** (Same as SOC 331) This course introduces the students to the basic research process, research design, data collection procedures, analysis and interpretation of data, and the preparation of an APA formatted research proposal or report. This course is taught through a combination of methods including readings, in-class discussion/discussion forums, and hands on practice and application of research skills through various assignments/labs. Interaction in-class or during synchronous sessions is an important part of the class's development and learning.  
Prerequisite, or concurrent with, PSY 315

**SW/A 340 (5) Practicum I** Students will apply social work values, knowledge and skills from prerequisite courses to actual client situations within a social service agency. Practicum I students must complete no less than 175 hours (12.5 hr/wk for 14 weeks) of practice experience within the designated agency. Driving time to or from the agency does not count towards hours completed. Students are responsible for arranging transportations to and from their practicum agency. Additionally, students are required to participate in a practicum seminar, complete monthly time logs, and related learning experiences beneficial to their agency.  
Prerequisite: SW 310 or concurrently. Junior or senior social work majors only.

**SW/A 390 (3) Social Work Practice with Groups** This course provides the student with the opportunity to develop an understanding of theories, methods and skills in relation to generalist practice with social work groups. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on the group process. Emphasis will be

placed on the importance of being a culturally sensitive group leader.  
Prerequisite: SW 310.

**SW/A 402 (3) Social Welfare Policies** The purpose of this course is to develop an understanding of the history, concepts and consequences of social welfare policies of national, state, local and agency organizations. The course provides content on how to analyze the effects on functioning of social workers at various agency and governmental levels. The course examines methods of achieving change in social policy, as well as policy implementation and values influencing policy development.  
Prerequisite: SW 100, 211 or SOC major.

**SW/A 410 (3) Social Work Practice with Communities and Organizations** This course in the social work practice sequence focuses on content and macro skill development in three focus areas: organizations, community practice, and administration/leadership. In line with the generalist problem solving method, students will learn about broader social, economic and political trends and contexts at work in community and organizational settings, while also acquiring and applying social work skills and the NASW *Code of Ethics* related to engagement, assessment, intervention and evaluation across all system levels (micro/mezzo/macro).  
Pre-requisites: SW 310, 340.

**SW/A 440 (8) Practicum II** Students will apply social work values, knowledge and skills from prerequisite courses to actual clients' situations, within a social service agency, under the supervision of a professional social worker. Practicum II students must complete no less than 280 hours (20 hr/wk for 14 weeks) of practice experience within the designated agency. Driving time to or from the agency does not count towards hours completed. Additionally, students are required to participate in a practicum seminar, complete monthly time logs, and related learning experiences beneficial to their agency. Students are responsible for arranging transportation to and from their practice agency.  
Prerequisite: SW 410 or concurrently. Senior social work majors only.

**SW/A 475 (2) Senior Seminar** The Senior Seminar serves as the capstone course for the social work program for the integration of theory, knowledge, skills, values, liberal learning and Christian faith commitments and perspectives. The seminar also serves to assist students in personal professional development and planning. Readings, written essays, an integrative paper, case studies, Internet investigation, class discussion are among the tools used for learning.

**PSY 315 (3) Statistics for Behavioral Science** An introduction to descriptive statistics, inferential statistics, and probability with emphasis on the application of these statistical procedures to experimentation. Prerequisite: MAT 120 or equivalent

**BIO 100 (3) Biological Science** Specifically designed, in conjunction with BIO 101, to satisfy the natural science foundations requirement for non-science majors. Emphasis is placed on the nature, methodology, and limitations of biological scientific investigation, as well as on selected topics relevant to humans, including cell biology, genetics, evolution, and ecology. Co-requisite: BIO 101

**BIO 101 (1) Biological Science Lab** In conjunction with BIO 100, satisfies the natural science foundations requirement for non-science majors. Emphasis is placed on using the methodologies of science for problem solving, and on distinguishing among pure, applied, and technological aspects of

biological science. Specific labs highlight concepts presented in BIO 100 and cover cell biology, genetics, evolution, and ecology. Three-hour lab per week. Co-requisite: BIO 100. Fee.

## **THE SOCIAL WORK ELECTIVES**

Students in the Social Work Major are required to take at least 6 hours from the following list of Social Work Electives or others approved by the Department Chairperson:

**BTH 300 (3) Bible/Culture/Justice** This course will explore the biblical mandate to love our neighbors as ourselves (Lev 19:18; Mark 12:31). Drawing from all parts of Scripture, students will study biblical passages relating to some of the pressing issues Christians face in contemporary society such as human trafficking, poverty and economic justice, abortion and child welfare, discrimination, gender roles and sexual identity. The goal of the course is not to provide students with a pat answer for each issue, but to equip students with tools to evaluate and respond in Christian ways to these concerns. Prerequisites: OT 100 & NT 100.

**BU/A 211 (3) Principles of Management** The topic of management is introduced from a business leadership perspective. Students will be exposed to methods of motivation, group management and how to work in virtual teams. The topics of innovation and entrepreneurship are also explored to understand how each person can have impact on the world. Learning about how to implement successful change and the ideas of corporate social responsibility conclude the study of management.

**EC/A 272 (3) Intro to Microeconomics** This course will explore questions such as “How do people make decisions?”, “Do businesses maximize profits?”, “Do markets work?”, and “What role should the government have in the economy?” The workhorse model of microeconomics, supply and demand, will be used to analyze consumer decisions, minimum wage laws, price controls, taxes and numerous other economic scenarios.

**EC/A 273 (3) Intro to Macroeconomics** This course is a study of the big-picture national outcomes such as economic growth, inflation, unemployment and the national debt. Major public programs such as Social Security, Medicare and taxes will be evaluated, including their future viability. The roles of Congress and the Federal Reserve in shaping the economy will be analyzed from both Keynesian and Classical perspectives.

**HIS 202 (3) History of the U.S. since 1876** A continuation of HIS 201 from 1876 to the present

**ICS 201 (3) Christianity & World Religions** A critical analysis of the belief systems and behavioral practices of contemporary religious systems. Special attention is given to the development of effective missionary strategies for reaching those people groups who practice such religious systems with the message of the Gospel.

**ICS 210 (3) Cross-Cultural Life & Work** Presents readings and research into the organizational and practical aspects of missions, including selection of candidates, funding, interpersonal relationships, and family versus-ministry tensions. The course focuses on the work and ministry of the cross-cultural minister on the field.

**ICS 322 (3) Contextualization: Christianity and Culture** Examines the impact of culture upon Christianity in all cultures, including our own, and the need for effective contextualization of the Gospel in every culture in order to establish an indigenous church. This course is best taken by students in their last year of a degree program who have foundations in theology/Bible and culture as they prepare to be leaders and innovators in their churches and mission fields. Prerequisite: TH 250.

**ICS 330 (3) The Church in Context** A course offered in conjunction with a visit to a context outside North America with significant interaction with church leaders and/or missionaries learning how the church is contextualizing the Christian Gospel or is hoping to appropriately reach a population. Travel Course.

**PHL 343 (3) Political & Social Philosophy** Surveys the nature and development of political and social theories with special interest in those factors which give cohesion to human community. Ideas pertaining to humanity, justice, law, and the social good are addressed. Prerequisite: PHL 200 or PHL 231.

**PS 300 (3) Washington Federal Seminar** A study of the actual and potential role of evangelical Christians in elected, appointed and career positions in the federal government. Includes approximately two weeks of formal classroom time for a survey of American national government and a one-week intensive intercollegiate Federal Seminar in Washington, D.C. Travel and on-site costs in Washington are in addition to tuition. A GPA of 2.50 or better is required. Fee.

**PSY 210 (3) Social Psychology** A study of the ways in which individuals think about, influence, and relate to other people. A scientific analysis of human social behavior. Recommended first: PSY 101 or SOC 101.

**PSY 340 (3) Forensic Psychology** An introduction to the major theories and issues related to the practice of forensic psychology. Emphasis is placed on the application and practice of psychology in both the civil and criminal justice systems exploring police and investigative psychology, crime and delinquency, the criminal mind, victimology legal psychology, and correctional psychology. Prerequisites: PSY 101 or SOC 100.

**PSY 351 (3) Counseling and Psychotherapy I** An introduction to the various theories, techniques and issues related to the practice of counseling and psychotherapy. Integration of applied psychology, Wesleyan theology, and Christian spirituality are emphasized. Prerequisite: PSY 101.

**PSY 360 (3) Abnormal Psychology** An examination of the various psychological disorders as well as theoretical, clinical, experiential, and theological perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Prerequisite: PSY 101.

**SOC 201 (3) Inequalities in Society** Globalization is the process by which social realities increasingly extend beyond the confines of one's own societal context and gives rise to new interdependencies, implications, and challenges on a global scale. This course takes a sociological perspective on

globalization and current social problems, in which attention is given to the 21<sup>st</sup> century “flat” world.

**SOC 311 (3) Sociology of Religion** Cross-cultural analysis of religion as a social institution as it relates to culture, society, and the individual. Prerequisite: SOC 100 or 112.

**SOC 341 (3) Marriage & Family Studies** Development of the family as a social institution with emphasis on the contemporary American family its structure and interaction. Emphasis will also be placed on family organization, interaction, and communication in the parental and post-parental family. Courtship and marriage given special emphasis. Mate selection problems, adjustments in marriage, communication, human sexuality, finances, and other important factors included. Prerequisite: Junior standing or permission of the professor.

**SOC 350 (3) Race and Ethnicity** Both race and ethnicity are ubiquitous categories that shape our life experiences and influence how we interpret and interact with the world. This class explores where those categories come from, how we learn about them, and how they contribute to race-based differences and inequalities in society.

**SOC 353 (3) International Social Issues** Examines international social problems. Social problems are defined as issues that affect many people and require collective action. The course is designed to study social problems that affect the lives of inhabitants in several countries and require international action to bring their resolution.

**SOC 355 (3) Gender and Society** This course introduces key topics related to gender such as work, family, violence, and social inequality. In addition to exploring cultural constructions of masculinity and femininity, it will consider the intersection of gender with structural forces, cultures, and social institutions.

**SW/A 311 (3) Social Services for Children and Families** A study of the various social services for children. This will include a historical perspective of child welfare and an awareness of societal problems which creates a need for social services to children and their families. Alternative placements outside the home, such as adoption, foster care, and institutionalization will be discussed as well as the supportive services offered to intact families and children. Prerequisite: SW 100, 211 or permission of professor.

**SW/A 393 (1-3) Seminar** Seminars will be offered in specific subject matters as necessary to further prepare students in the social work field. These courses could be independent study or a regular class format. Course will be an elective unless stipulated for a specific option in social work.

**SW/A 435 (2-3) Senior Social Work Practicum** Practicum in an area of special interest and opportunity to increase skills and knowledge. Open only to seniors who have completed SW/A 340 and SW/A 440. Details are to be coordinated carefully with the supervising instructor and field placement supervisor. (Contract course)

## ADMISSION/CONFIRMATION REQUIREMENTS

Professional education in social work ideally begins in the first semester of the sophomore year. Students may select social work as a major before official admission/confirmation into the social work program. Students are advised of the process by their academic advisor.

1. Any student who wishes to enter the social work program will be impartially considered. Students interested in the social work major should declare their interest by the spring semester of their sophomore year and no later than the fall semester of their junior year, so they can be assigned a social work advisor. Students should apply for admission/confirmation to the program in their sophomore year or, at the latest, by the fall semester of their junior year. Admission/confirmation to the social work program is required for students to enroll in their first practicum course, SW 340. Readiness for practicum is assessed/discussed as part of the admissions process to the program. The assigned Social Work faculty advisor will guide the student through the admission/confirmation process. The advisor is the first resource and support.
2. Students who wish to transfer credits from other another social work program must meet the following criteria:
  - a. transfer credits from a CSWE-accredited program
  - b. have the approval of the Registrar & Social Work Department Chairperson
  - c. meet the requirements of the Asbury University Catalog at the time of enrollment
  - d. Credit for life experience or prior work experience is not granted
3. To begin the formal admission/confirmation to the major process, the student obtains and completes an application from the Social Work Department. When students are eligible for this process, they will receive information from the Department with all necessary forms to be completed. The criteria for eligibility are a minimum GPA of 2.5 overall or higher, completion of SW/A 100, 211, 251, and 252, and completion or in-process of a minimum of 45 credit hours. Students should consult with their social work faculty advisor while completing this process, and all paperwork is submitted to the Social Work Department Office. The paperwork to be completed is as follows:
  - Social Work Program Confirmation application form
  - Recommendations by three persons familiar with the applicants, one of which must be a faculty member outside the Department of Social Work (for online students, this can be a faculty member from the student's associate degree program or from courses that were transferred into Asbury University)
  - Submission of unofficial transcript
  - Submission of social work essay
  - Submission of a resume (the Career and Calling Office can assist in completing a resume)

Once the paperwork is submitted, the student is interviewed by one or more social work faculty members and rated on criteria established by the Social Work Department. Based on ratings from the paperwork review and interview process, students can be admitted/confirmed, provisionally admitted/confirmed with information in a letter about the provisional admissions/confirmation or denied admission/confirmation.

4. Students will be considered admitted/confirmed to the social work program when they

have completed the application process and have received a formal letter of acceptance from the BSW Program Director that will be emailed to the student.

5. Continuance in the social work program is not guaranteed. Students must maintain an acceptable level of performance according to community, academic, and professional social work standards. Reviews of student performance in coursework and practicum can be held before SW/A 340 Field Practicum I, SW/A 440 Field Practicum II, at other times as required by specific circumstances, or before Graduation. Students are responsible for completing forms and scheduling performance reviews through their faculty advisors. Probationary status or program termination may be assigned to students not meeting program or practicum criteria. (See Appendix C for additional information)

The academic criteria that must be met for continuance in the social work program are as follows:

1. Maintain academic standing according to the academic progress scale of category (2) under the academic progress scales listed under the policies section of the *Asbury University Catalog*.
2. Maintain a cumulative GPA of 2.5. The semester's GPA and cumulative grade are examined at the end of each semester. Even though the cumulative GPA is 2.5, if the semester's GPA drops below 2.5, the student may be put on departmental probation after consultation with the academic advisor and the department chairperson. Both the *Catalog* guidelines for academic standing and departmental guidelines apply to the student's standing.
3. Complete all SW/A courses with a minimum grade of C-. A review will occur of all students at the end of each semester. Any student that has an SW/A course grade below C- may be put on departmental probation after consultation with the course professor, academic advisor, and department chairperson.
4. At any point, if a faculty member believes a student is having difficulty with course content or requirements, the faculty member may refer the student to the department chairperson. A consultation will be held with the student to determine causes and/or remediation for the problem. Social work students should understand that the professors' goal is to work with each student to be knowledgeable, skilled, and competent students and emerging professionals.
5. Violating basic rules of integrity, such as academic cheating, lying, or plagiarism, may result in the assignment or class failure according to the professor's standards. Egregious violations or failure to resolve the problem will result in dismissal from the social work program and possibly from the University.
6. Remain in good standing in Field Practicum Placements.

The Asbury University Social Work Department maintains the following criteria for meeting professional standards:

1. Knowledge of and adhering to the NASW Code of Ethics, which is introduced in the initial social work courses
2. Demonstrate personal and professional qualities consistent with working with people. Qualities, which will be assessed upon entry into the program, through references and interviews, and before the first practicum, will include, but are not limited to:
  - a. personal integrity and emotional stability requisite for professional practice.
  - b. behaviors toward peers, faculty, or staff (at school or field placement) are appropriate.
  - c. value system consistent with the standards of the social work profession and appropriate to the University standards.

- d. sensitivity to the needs of people, respect and acceptance of people where they are in their growth and environment, as demonstrated in the field placement as well as on-campus, in the classroom, and in synchronous sessions.
- e. self-awareness – demonstrating effective interpersonal skills for professional helping relationships.
- f. responsibility in classwork, contributions to University and community life.
- g. openness to faculty observations of strengths and weaknesses that will either enhance or diminish academic or professional status.

Termination from the social work program will happen when it is determined by the Department Chairperson in conjunction with the social work faculty that the “inadequacies in student ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession” (Guidelines for Termination for Academic and Professional Reasons is in Appendix C).

The Asbury University Social Work Department expects that students will comply with standards for University community life as identified in the *Asbury University Catalog* and *Handbook for Community Life*.

The Department Chair will send a letter to any student who is put on Department of Social Work probation or termination from the social work program. The Asbury University Registrar will send the student a letter regarding any University academic probation. The Vice President for Student Life and Dean of Students will send a letter to any student regarding probation or termination for Community Life violations.

**APPENDIX A1**  
**Asbury University**  
**Social Work Course Sequence – On-Campus Delivery System**

The social work program is designed so that each course builds on previous theories, knowledge, and practice. For this reason, courses should be taken in the following sequence and during the suggested semester. This course sequence is highly recommended so the social work student can proceed through the program most efficiently.

Introduction to Social Work	SW 100 (Both Semesters)	1 <sup>st</sup> or 2 <sup>nd</sup> year
Encountering Poverty	SW 211 (Fall)	1 <sup>st</sup> or 3 <sup>rd</sup> semester
Human Behavior in the Social Environment	SW 251 (Fall) SW 252 (Spring)	3 <sup>rd</sup> semester 4 <sup>th</sup> semester
Statistics for Behavioral Science	PSY 315 (Fall or Spring)	3 <sup>rd</sup> or 4 <sup>th</sup> semester
Intro to Research	SW 331 (Spring)	4 <sup>th</sup> or 6 <sup>th</sup> semester
Social Work Ethics & Contemporary Practice	SW 302 (Spring)	4 <sup>th</sup> or 6 <sup>th</sup> semester

**Note: You must be officially admitted/confirmed to the major before engaging in field practicums**

Practice with Individuals/Families	SW 310 (Fall)	5 <sup>th</sup> semester
Field Practicum I	SW 340	5 <sup>th</sup> or 6 <sup>th</sup> semester
Practice with Groups	SW 390 (Spring)	4 <sup>th</sup> or 6 <sup>th</sup> semester
Social Welfare Policy	SW 402 (Fall)	7 <sup>th</sup> semester
Practice with Communities/Orgs	SW 410 (Spring)	6 <sup>th</sup> or 8 <sup>th</sup> semester
Field Practicum II	SW 440	7 <sup>th</sup> or 8 <sup>th</sup> semester
Senior Seminar	SW 475 (Fall)	Final Fall semester
Social Work Electives	(6 hours)	See Major Sheet

**Prerequisite Courses:**

**Students are advised to work SOC 100 and PSY 100 into their schedules in the first two years of General Education courses since these two courses are prerequisites to many of the Social Work electives.**

**APPENDIX A2**  
**Asbury University**  
**Social Work Course Sequence – ONLINE Delivery System**

The social work program is designed so that each course builds on previous theories, knowledge, and practice. For this reason, courses should be taken in the following sequence and during the suggested semester. This course sequence is highly recommended so the social work student can proceed through the program most efficiently.

Introduction to Social Work	SWA 100 (Fall or Spring)	1 <sup>st</sup> year of Program
Encountering Poverty	SWA 211 (Fall or Spring)	1 <sup>st</sup> year of Program
Human Behavior in the Social Environment	SWA 251 (Fall or Spring) SWA 252 (Fall or Spring)	1 <sup>st</sup> or 2 <sup>nd</sup> year of Prog. 1 <sup>st</sup> or 2 <sup>nd</sup> year of Prog.
Statistics for Behavioral Science	PSY 315 (Summer)	1 <sup>st</sup> year of Program
Intro to Research	SWA 331 (Fall)	2 <sup>nd</sup> Year of Program
Social Work Ethics & Contemporary Practice	SW 302 (Spring)	2 <sup>nd</sup> Year of Program

**Note: Before engaging in field practicums, you must be officially confirmed to the major. Students must also complete the semester's field preparation process before SWA 340 Practicum I.**

Practice with Individuals/Families	SWA 310 (Spring)	2 <sup>nd</sup> or 3 <sup>rd</sup> Year of Prog.
Field Practicum I	SWA 340 (Fall or Spring)	2 <sup>nd</sup> or 3 <sup>rd</sup> Year of Prog.
Practice with Groups	SWA 390 (Fall)	2 <sup>nd</sup> or 3 <sup>rd</sup> Year of Prog.
Social Welfare Policy	SWA 402 (Fall)	2 <sup>nd</sup> or 3 <sup>rd</sup> Year of Prog.
Practice with Communities/Orgs	SWA 410 (Spring)	2 <sup>nd</sup> or 3 <sup>rd</sup> Year of Prog.
Field Practicum II	SWA 440 (Fall or Spring)	Final Semester of Prog
Senior Seminar	SWA 475 (Fall or Spring)	Final Semester of Prog.
Social Work Electives	(6 hours)	See Graduation Plan

**Prerequisite Courses:**

**Students are advised to work SOC 100 and PSY 100 into their schedules in the first two years of General Education courses since these two courses are prerequisites to many of the Social Work electives.**

## **APPENDIX B GRADUATION COMPETENCIES**

Before graduation, each Social Work Major will:

1. Meet requirements for formal admission/confirmation into the program.
2. Complete the following courses with a minimum grade of C-

SW/A 100	Introduction to Social Work
SW/A 211	Social Service Systems
SW/A 251	Human Behavior and the Social Environment I
SW/A 252	Human Behavior and the Social Environment II
SW/A 302	Social Work Ethics & Contemporary Practice
SW/A 310	Social Work Practice with Individuals/Families
SW/A 331	Introduction to Research Methods
SW/A 340	Field Practicum I
SW/A 390	Social Work Practice with Groups
SW/A 402	Social Welfare Policies
SW/A 410	Social Work Practice with Communities/Organizations
SW/A 440	Field Practicum II
SW/A 475	Senior Seminar

plus 6 credits from the list of approved electives in the University Catalog, Social Work Major Sheet, or Student Handbook, or by special approval from the Department Chairperson.

3. Complete an exit interview/focus group (for assessment purposes)
4. Maintain the required GPA (2.5) for continuation in the program

## APPENDIX C

### **GUIDELINES FOR TERMINATION FOR ACADEMIC OR PROFESSIONAL REASONS**

The Council on Social Work Education accrediting standards require that social work programs have policies and practices for “terminating a student’s enrollment ... for reasons of academic and professional performance.” (CSWE 2015 EPAS 3.1.8) The Annual Survey Glossary (CSWE, 2022-23) refers to professional or “nonacademic factors” as a “range of personal, social, and environmental circumstances that can affect a student’s academic performance or success.”

In addition to the above standards, Asbury University Social Work Department expects that students will comply with standards for university community life as identified in the Asbury University *Catalog* and *Handbook for Community Life*. The Asbury University *Catalog*’s “Academic Integrity” section delineates academic guidelines for the student. The Asbury University Social Work Department has guidelines for admissions and academic standards found in this student handbook and the field manual.

Termination from the social work program will happen when it is determined by the department chairperson and faculty that the inadequacies in the student’s ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession.

#### **TERMINATION PROCESS**

The department chairperson will be notified when any student is believed to have violated one or more academic or professional standards. Termination status will be determined between the department chair and appropriate faculty members following consideration of the violation. The student will be notified of termination from the program in a verbal meeting and written notification.

#### **APPEALS PROCEDURE**

##### **Academic Appeals:**

Any social work student who has a concern about matters related to an academic issue (class assignments, materials procedures, field practicum, or grades) should meet first with the faculty member involved and then, if no resolution is achieved, with the BSW Program Director and then the Department Chairperson. If the problem is not resolved satisfactorily, the student will follow the remaining criteria in the current Asbury University *Catalog* under Academic Appeals Procedures.

##### **Guidelines for Academic Appeals from the University Catalog:**

1. The contact procedure for appeals should begin with the faculty or office where the issue originated. Use the following contact procedure for specific issues.
  - **Suspension (Academic or Chapel)** A student who is placed on Academic or Chapel Suspension may appeal in writing to the Vice Provost to be permitted to continue enrollment for the next semester. To make appeal continue with Step 2 below. If permission to enroll is granted, the student’s status will become “academic probation” and/or “chapel probation”.
  - **Academic Course** (academic integrity, class assignments, grades, materials, or procedures) First contact the faculty member instructing the class and then, if no resolution is achieved, contact the chair of the department within which the faculty member teaches. If still unresolved, refer the issue to the Dean of the College where the department is housed. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.

- **Foundations Undergraduate Requirements** First contact the Registrar. The Registrar may review the matter with the department chair supervising courses in that area, or the Liberal Arts Council. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
  - **Major or Minor Undergraduate Requirements** First meet with the academic advisor or with the department chair who supervises that major or minor. If still unresolved, refer the issue to the dean of the college or school where the department is housed. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
  - **Transfer and Other Credit Sources (including AP, IB, AICE, CLEP)** - First contact the Registrar. If not resolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
  - **Cross-Cultural Engagement (CCE)** First submit a CCE Appeal Form to the Cross-Cultural Engagement Director to be reviewed by the CCE Committee. If still unresolved, refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
  - **Chapel Record** First appeal to the Chapel Attendance Office and then, if no resolution is achieved, contact the Campus Chaplain. If still unresolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
  - **Other** academic policies, procedures and requirements not listed above - First contact the Registrar. If not resolved refer the issue by written appeal to the Vice Provost. Continue with Step 2 below.
2. Letters of appeal should be addressed to [appeal@asbury.edu](mailto:appeal@asbury.edu) Clearly state issue of concern and desired change or outcome.
  3. Letters of appeal for Suspensions, academic or chapel, should be filed within 10 calendar days of notification of suspension.
  4. Letters for all other non-suspension appeals should be filed within thirty calendar days of the conference with the faculty member or office where the issue originated.
  5. The Vice Provost will review the written appeal and if unable to resolve the matter, will refer the matter to members of the Academic Policies & Curriculum Committee. The student will receive a decision in writing. The decision of the Academic Policies & Curriculum Committee will be considered final.

### **Non-academic Appeals:**

Non-academic reasons for terminating a student's enrollment in the social work program are the performance or behaviors of students that provide relevant information regarding their likely performance as social work practitioners. There may be compliance problems with Asbury community standards or issues related to the NASW Code of Ethics, the standard for professional social work. In this instance, the campus Dean or the Social Work Department Chairperson may be the first to address the student about the problem depending on circumstances. Since termination from the program, whether for academic or non-academic reasons, has primarily academic repercussions, the appeals process will ordinarily follow the guidelines for appeal in the most recent Asbury University *Catalog*.

It is understood that termination from the social work program does **not** mean the student is dismissed from enrollment at Asbury University. That is a separate issue and would be handled by appropriate administrators.

## APPENDIX D



**ASBURY UNIVERSITY**

*Academic Excellence & Spiritual Vitality*

### Social Work Program Confirmation Application

Bonnie Cairns-Descoteaux, Ed.D., MSW, Department of Social Work Chair & BSW Program Director  
Sarah Bellew, MSW, CSW, Assistant Professor of Social Work  
Ethan Engelhardt, MSW, Assistant Professor of Social Work  
Michelle Asbill, Ph.D., LCSW, Assistant Professor of Social Work

**Applications may be Mailed or Emailed to [SocialWork@asbury.edu](mailto:SocialWork@asbury.edu)**

Name \_\_\_\_\_

Phone # \_\_\_\_\_ Email: \_\_\_\_\_

Home Address \_\_\_\_\_

- **References:** 3 letters of reference by three people familiar with the applicant:
  - one must be a non-social work faculty member (a professor who has had you in their class)
  - one must be a professional reference (former employers, supervisors, coworkers, business associates, etc.)
  - one may be a personal reference (pastors, mentors, youth ministers, close family friend, etc.) It is your responsibility to secure references who will fill out the Online Form at <https://www.asbury.edu/academics/departments/social-work/program-application/reference-form/>

Professor: \_\_\_\_\_

Professional Reference \_\_\_\_\_

Professional or Personal Reference \_\_\_\_\_

- **Resume:** Supply a one-page resume including your employment and volunteer experiences, starting with the most recent experience. *\*The Office of Career & Calling can assist in making a professional resume\**

- **Transcript:** Include an unofficial transcript

- **Essay:** In a one-page essay, please write your reasons for wanting a career in social work.

Identify the influences, life experiences, and strengths you possess that can be used to help people. Discuss ways in which your Christian faith can be integrated with your social work profession. Please place your signature and date at the end of the essay. (Your essay must be typed or word-processed.)

**Social Work Program Application**

- Please check one of the following two options.

\_\_\_\_\_ I *waive* my right to review any and all references pertaining to my application to the Asbury University Social Work Program.

\_\_\_\_\_ I *do not waive* my right to review any and all references pertaining to my application to the Asbury University Social Work Program.

Asbury University non-discrimination policy:

*Asbury University does not discriminate on the basis of race, color, gender, age, ethnic origin, or handicap in the admission of students, educational policies or programs, employment policies, and activities. In addition, Asbury University does not discriminate on the basis of religion in the admission of students and student access to educational programs.*

**Handbook Review**

I, \_\_\_\_\_, have read the Asbury University social work program handbook and agree to abide by the policies and code of ethics presented within.

Student Signature      Date \_\_\_\_\_

\_\_\_\_\_ Date Received

ASBURY UNIVERSITY  
 DEPT OF SOCIAL WORK  
 1 MACKLEM DRIVE  
 WILMORE, KENTUCKY 40390  
 859 858 3511 x2266

## **APPENDIX E**



### 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs Commission on Accreditation Commission on Educational Policy

CSWE's Commission on Accreditation (COA) and Commission on Educational Policy (COEP) is responsible for developing the 2015 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by COA on June 11, 2015.

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<https://www.cswe.org/accreditation/standards/2015-epas/>

## **APPENDIX F**

### **Approved by the 1996 NASW Delegate Assembly and revised by the 2021 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 dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

#### 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, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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.

\* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

## **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 should take measures to care for themselves professionally and personally. 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. A complete copy of the Social Work Code of Ethics is available from the BSW Program Director or online at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

**Asbury University**  
**Student Attendance Official Class Excuse Policy**

Below are the steps a student needs to follow to request an official excuse from the Registrar's Office for medical reasons such as surgery, hospitalizations, physician excuses, sickness, etc. (except COVID):

1. Fill out the Excused Absence Request Form found on the Registrar's website (<https://www.asbury.edu/about/offices/student-services/registrar/absence-excuse/>).
2. **It is helpful to provide as much information on the request form to determine if an official excuse can be approved. It is important to receive both documents (doctor's note and excuse form) at the same time and ASAP.**
3. Make sure the **doctor's note** covers the dates requested on the excuse form.
4. Send both documents to [registrar@asbury.edu](mailto:registrar@asbury.edu) asap.
5. **If approved**, the excuse goes to the student and their instructors.
6. **A student may request an excused absence within 3 weeks of the absence and prior to the last class. After the 3 weeks, it will be left to the discretion of the instructor.**

Below are the steps a student needs to follow to request an official excuse for **COVID**:

1. All students, even online, are to report to Health Services at their email address [health.services@asbury.edu](mailto:health.services@asbury.edu). They will determine whether the student needs to be excused (very ill) or should receive "alternate instruction."
2. COVID-positive tests and exposures are both reported to Health Services to then be forwarded to Registrar's Office for an official excuse.

As a courtesy, please also copy your instructors on the email you send to request any excuse.