

# **Asbury University**

## **Social Work Department**



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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 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 and approved the application for candidacy status for the baccalaureate social work program at Asbury University. The social work program received full accreditation as of the October 2004 meeting of the 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. The most recent accreditation review was approved in February of 2025.

### **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 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 consideration is given to marginalized population groups, including racial and ethnic minorities, those with disabilities, the elderly, children, and those facing 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 2022 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 2022 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 250 Human Behavior in the Social Environment. 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 the 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**

#### **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**

#### **2022 Education Policy and Accreditation Standards (EPAS)**

| <b>Competency</b>                                                                | <b>Behavior</b>                                                                                                                                                                                                                                                                                               | <b>Assignment</b> |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| (1) Demonstrate Ethical and Professional Behavior                                | (a) Make ethical decisions by applying the standards of the National Association of Social Workers <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context |                   |
|                                                                                  | (b) demonstrate professional behavior; appearance; and oral, written, and electronic communication                                                                                                                                                                                                            |                   |
|                                                                                  | (c) use technology ethically and appropriately to facilitate practice outcomes                                                                                                                                                                                                                                |                   |
|                                                                                  | (d) use supervision and consultation to guide professional judgment and behavior                                                                                                                                                                                                                              |                   |
| (2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice | (a) advocate for human rights at the individual, family, group, organizational, and community system levels                                                                                                                                                                                                   |                   |
|                                                                                  | (b) engage in practices that advance human rights to promote social, racial, economic, and                                                                                                                                                                                                                    |                   |

|                                                                               |                                                                                                                                                                                                                                                                               |  |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                               | environmental justice                                                                                                                                                                                                                                                         |  |
| (3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice   | (a) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels                                                                                                                 |  |
|                                                                               | (b) demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences |  |
| (4) Engage in Practice-Informed Research and Research-Informed Practice       | (a) apply research findings to inform and improve practice, policy, and programs                                                                                                                                                                                              |  |
|                                                                               | (b) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work                                                           |  |
| (5) Engage in Policy Practice                                                 | (a) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services                                                                                                                    |  |
|                                                                               | (b) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice                                                                                                                |  |
| (6) Engage with Individuals, Families, Groups, Organizations, and Communities | (a) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies                                                                                                                |  |

|                                                                                          |                                                                                                                                                                                               |  |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                          | (b) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies                                                             |  |
| (7) Assess Individuals, Families, Groups, Organizations, and Communities                 | (a) apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies |  |
|                                                                                          | (b) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan                |  |
| (8) Intervene with Individuals, Families, Groups, Organizations, and Communities         | (a) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals                 |  |
|                                                                                          | (b) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies                                                            |  |
| (9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | (a) select and use culturally responsive methods for evaluation of outcomes                                                                                                                   |  |
|                                                                                          | (b) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities                            |  |

### **SOCIAL WORK MAJOR REQUIREMENTS**

(49-hour major + 42-53 general education + electives needed for the 124-hour degree requirement)  
SW 100, 211, 250, 302, 310, 331, 339, 340, 390, 402, 410, 440, 474, 476; 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 students already majoring in social work, as well as those from other departments, to the social work profession. Rooted in the Generalist Social Work Practice method, the course examines aspects of the social work profession, including levels of practice (micro, mezzo & macro), roles among diverse populations and issues, the history of the profession, and the NASW *Code of Ethics* and professional values. Additionally, students learn about the use of self-reflection and professionalization routes. Throughout the course, students will engage, discuss, and critically consider the ethical mandates to grow in cultural humility and advance human rights and social, economic, and environmental justice.

**SW/A 211 (3) Encountering Poverty** This course examines the causes and consequences of poverty, as well as explores 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 is to be discussed and applied. The course emphasizes poverty in a US context, but poverty internationally will be briefly considered.

**SW/A 250 (3) Human Behavior and the Social Environment** This course examines the major social science theories that inform the generalist social work practice student's understanding of human behavior in the social environment. An ecological/systems framework, combined with a developmental approach, is employed to provide an interactive understanding of human behavior from birth to death. The ecological/systems framework encompasses exploring theories at various levels (micro/mezzo/macro) and contexts (individuals, families, groups, communities, and organizations). Development across the lifespan is conceptualized as the interplay between nature and nurture, where biological, psychological, social, and cultural factors influence development. Theories are assessed in light of social work practice, including the NASW *Code of Ethics* and values, with an emphasis on teaching students to connect diverse dimensions of identity and their influence on human experience and development.

**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 values 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 the 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: SW/A 100

**SW/A 310 (3) Social Work Practice with Individuals and Families** This is one of three social work practice courses, with this course focusing on clinical work with children and families. The class is grounded on the NASW *Code of Ethics* and a discussion of professional identity. The course then

transitions to content and skills directly related to working with children and families, including various evidence-based theories, models, and approaches. Experiential learning elements of this course include attending counseling sessions, role plays, and case studies.

Prerequisite: SW/A 302

**SW/A 331 (3) Introduction to Research Methods** (Same as SOC 331) The primary objective of this course is to introduce students to the fundamentals of social science research, thereby further developing their skills as consumers of research. The class is organized into units covering quantitative and qualitative approaches, as well as the mixed-methods approach. Students will apply critical thinking to peer-reviewed and other research material on a social sciences topic of their choice. Additionally, students will practice data analysis through several lab activities. Lastly, the ethics of research, including the role of the Institutional Review Board, will be covered, and students will participate in research with human subjects training.

**SW/A 339 (1) Pre-Practicum Preparation** This course prepares and evaluates student readiness to enter their practicums. Students will develop and apply professional skills (resume preparation and interview skills) while considering broader professional identity topics (professional use of the self and the NASW *Code of Ethics*) throughout the process of securing an approved practicum placement. In order to enroll in this course, students must have already successfully completed the social work confirmation process.

Prerequisite: Department Permission

**SW/A 340 (5) Practicum I** The student is placed for a minimum of 175 hours for the semester in an agency providing social services. Requires a two-hour weekly seminar and individual, regular meetings with both field and academic instructors. The practicum and practice seminar provide additional opportunities for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience in working with individuals and/or groups in an agency setting. Assigned readings, process recording, and other tools are used to enhance the field practicum experience. Must be taken either fall or spring semester.

**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 a forum for students to gain an understanding of the 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.

**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 the functioning of social workers at various agency and governmental levels. The course examines methods for achieving change in social policy, as well as the implementation of policies and the values that influence policy development.

**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).

**SW/A 440 (8) Practicum II** The student is placed for a minimum of 280 hours for the semester in a social services agency. Every effort will be made for a placement compatible with the student's skills and interests. In addition, the student is to meet individually on a regular basis with both field and academic instructors. The practicum and required practice seminar provide additional opportunity for the student to integrate classroom knowledge with practical experience. The practicum is designed to give the student experience with individuals, groups, and organization in the agency setting. Assigned readings, process recording, and other tools are used to enhance the field practicum experience. Prerequisite: SW/A 410 or concurrently. Senior social work majors only.

**SW/A 474 (1) Senior Seminar I** Senior Seminar I is the first of a two-part sequence that focuses on integrating theory, knowledge, skills, values, the liberal arts, and a Christian faith perspective. Students adopt an active learning approach by selecting relevant course material and facilitating class discussions. Students are encouraged to integrate the content areas noted above with past and current practicum placements. Lastly, students write a proposal for a research (capstone) project to be conducted in the second part of this course. It is recommended that students take this course concurrently with SW/A 331, but this is not required.

Prerequisite: SW/A 340 or concurrently with SW/A 340

**SW/A 476 (1) Senior Seminar II** Senior Seminar II is the second of a two-part sequence that focuses on integrating theory, knowledge, skills, values, the liberal arts, and a Christian faith perspective. The focus of this course is on completing the research (capstone) project begun in Senior Seminar I.

Prerequisite: SW/A 474

### **THE SOCIAL WORK ELECTIVES**

Students in the Social Work Major are required to take at least 6 hours from the list of approved Social Work electives.

### **TRANSFER CREDITS**

Students who wish to transfer credits from other another social work program must meet the following criteria:

1. Transfer credits from a CSWE-accredited program.
2. Have the approval of the Registrar & Social Work Department Chairperson
3. Meet the requirements of the Asbury University Catalog at the time of enrollment
4. Credit for life experience or prior work experience is not granted (move?)

### **ADMISSION/CONFIRMATION REQUIREMENTS**

Students are encouraged to declare Social Work as a major before their junior year. After declaring the major and taking several Social Work Courses, there is an official admission/confirmation to the Social Work Program. Students should consult with their academic adviser to determine the timeline of the application for confirmation to the major.

1. Any student who wishes to enter the social work program will be impartially considered. Admission/confirmation to the social work program is required for students prior to enroll

in their first practicum course, SW/A 340. Readiness for practicum is assessed/discussed as part of the admissions/confirmation process to the program.

2. Social Work Department will announce the opening of the Confirmation Process via email within the first month of the semester. The criteria for eligibility are:
  - a. completion of one full semester in the program
  - b. a minimum GPA of 2.5 overall or higher,
  - c. successful completion of SW/A 100, 211, and 250 with a grade of C- or higher, and completion or in-process of a minimum of 45 credit hours
3. The following paperwork should be submitted to the Social Work Department Office:
  - a. Confirmation application form
    - LINK: <https://asbury.etrive.cloud/central/forms/265?draftId=17720>
  - b. Two references (See Application for reference options)
  - c. Unofficial transcript
  - d. Social work essay/questions in application
  - e. Resume (the Career and Calling Office can assist in completing a resume)
4. Once the paperwork is submitted, the Social Work Program Director will arrange for an interview with two social work faculty members. Based on the application materials and interview, students can be:
  - a. Admitted/confirmed
  - b. Provisionally admitted/confirmed with information in a letter about the provisional admissions/confirmation or
  - c. Denied admission/confirmation.
5. Students will receive a formal letter from the Program Director with the outcome of the confirmation process.
6. Continuance in the social work program is not guaranteed and is dependent on the criteria outlined below. (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 will 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- will 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 adherence 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 are 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 there are inadequacies in the student's 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 are in Appendix C.)

The 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 (Fall)   | 1 <sup>st</sup> or 2 <sup>nd</sup> year           |
| Encountering Poverty                       | SW 211 (Spring) | 1 <sup>st</sup> or 3 <sup>rd</sup> semester       |
| Human Behavior in the Social Environment   | SW 250 (Fall)   | 3 <sup>rd</sup> semester 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                    |
| Pre-Practicum Preparation          | SW 339 (Spring)               | 6 <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 Policies            | SW 402 (Spring)               | 7 <sup>th</sup> semester                    |
| Practice with Communities/Orgs     | SW 410 (Fall)                 | 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 I & II              | SW 474 & 476<br>(Fall/Spring) | Final Year                                  |
| Social Work Electives              | (6 hours)                     | See Major Sheet                             |

**Prerequisite Courses and Electives:**

**Students are encouraged to take SOC 100 and PSY 100 in the first two years of general education (Foundations) courses since these two courses are prerequisites to some Social Work electives. SOC 100 and PSY 101 provide good theoretical frameworks for social work and one of the courses can be used to complete the Foundations social science requirement.**

**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 (Spring) | 1 <sup>st</sup> year of Program                                                                   |
| Encountering Poverty                       | SWA 211 (Fall)   | 1 <sup>st</sup> year of Program                                                                   |
| Human Behavior in the Social Environment   | SWA 250 (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. |
| Intro to Research                          | SWA 331 (Fall)   | 2 <sup>nd</sup> Year of Program                                                                   |
| Social Work Ethics & Contemporary Practice | SWA 302 (Fall)   | 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. |
| Pre-Practicum Preparation          | SW 339 (Fall or Spring)     | 2 <sup>nd</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 Policies            | 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 I & II              | SWA 474 & 476 (Fall/Spring) | Final Year                                       |
| Senior Seminar                     | SWA 475 (Spring)            | Final Semester of Prog.                          |
| Social Work Electives              | (6 hours)                   | See Graduation Plan                              |

**Prerequisite Courses:**

**Students are encouraged to take SOC 100 and PSY 101 in the first two years of General Education courses as also they provide good theoretical frameworks for social work and are prerequisites for some social work elective course options.**

**APPENDIX B**  
**GRADUATION REQUIREMENTS**

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 250 | Human Behavior and the Social Environment           |
| 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 339 | Pre-Practicum Preparation                           |
| 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 474 | Senior Seminar I                                    |
| SW/A 476 | Senior Seminar II                                   |

Plus:

6 credits from the list of approved electives in the University Catalog, Social Work Program Major Sheet, 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 for evaluating student academic performance, evaluating professional performance, and termination from the program (CSWE 2022 EPAS 4.1.7).” 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 there are inadequacies in the student’s ability to demonstrate professional conduct, 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**



### 2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs Commission on Accreditation Commission on Educational Policy

CSWE's Board of Accreditation (BOA) and Commission on Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS) for baccalaureate and master's social work education. The current edition of our accreditation standards was finalized and approved by BOA in 2022.

LINK: <https://www.cswe.org/accreditation-standards-epas#toc-2022-educational-policy-and-accreditation-standards>

## **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>.

**APPENDIX F**  
**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.