



*The UNIVERSITY of*  
**GEORGIA**  
SCHOOL OF SOCIAL WORK

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*Advocates for Positive Social Change*

**Bachelor of Social Work Program**  
**Student Handbook**

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## UNIVERSITY OF GEORGIA SCHOOL OF SOCIAL WORK BACKGROUND INFORMATION

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The UGA School of Social Work has been preparing students for challenging and rewarding careers in social work for more than four decades. We opened our doors in 1964 with eight professors, 24 students, and one graduate degree program. Today, our School has over 25 faculty members and a student body numbering nearly 500. We offer five degree programs and a number of certificates in specialized fields. Our School continues to rise to the challenge of meeting the increasing demand for knowledgeable and skilled social work professionals in Georgia and beyond.

The School of Social Work at the University of Georgia is the oldest public institution in the state providing professional social work education. As part of a land-grant institution, the School has primary responsibility for preparing social work leaders and scholars across its three degree programs for social work practice with the diverse people and communities in the state of Georgia, the region, the nation and beyond our national borders. The School is committed to recruiting a student body that reflects academic excellence as well as diversity.

The School of Social Work is accredited by the Council on Social Work Education (CSWE.) CSWE sets forth curriculum guidelines, standards, and procedures which govern the education of BSW and MSW students. The School of Social Work offers the following four degrees: Bachelor of Social Work (BSW), Master of Social Work (MSW), Master of Arts in Non-Profit Organization (MNPO), and the Doctorate of Philosophy (PhD).

## MISSION OF THE SCHOOL OF SOCIAL WORK

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*“The School of Social Work at the University of Georgia prepares culturally competent practitioners and scholars to be leaders in addressing persistent and emerging social problems through practice, research, and policy.”*

The School of Social Work at the University of Georgia aims to prepare practitioners and scholars who will be leaders in the elimination of oppression and inequality through an emphasis on skill-based social work practices, policy development, and research initiatives. While many theories underlie the practice of social work, our School emphasizes the application of a social ecological framework and is grounded in systemic inquiry. Through our academic, service and research programs, we promote the goals of economic and social justice for individuals, families, and communities.

We are committed to positive change through the use of ethical and evidence-based social work interventions at the individual, familial, group, community, organizational, societal or international levels, as we strongly believe that it is within families and communities that sustained change occurs. The University of Georgia School of Social Work is committed to the development, application, and dissemination of evidence-based knowledge to prepare social work leaders to work toward the prevention and/or resolution of critical social problems facing society. We reflect a continuing commitment to promote educational and professional growth among social service personnel in the state of Georgia through the implementation of innovative continuing education and professional development programs.

## COMPETENCY-BASED EDUCATION: CORE COMPETENCIES AND ASSOCIATED PRACTICE BEHAVIORS

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) requires all social work students to develop ten competencies and recommends teaching and assessing 41 related practice behaviors. All course content including readings and assignments are linked to specific competencies and associated practice behaviors. Listed below are these competencies and practice behaviors.

<b>EP 2.1.1</b>	<b>Identify as a professional social worker and conduct oneself accordingly:</b>
	<ul style="list-style-type: none"> <li>a. Advocate for client access to the services of social work</li> <li>b. Practice personal reflection and self-correction to assure continual professional development</li> <li>c. Attend to professional roles and boundaries</li> <li>d. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>e. Engage in career-long learning</li> <li>f. Use supervision and consultation</li> </ul>
<b>EP 2.1.2</b>	<b>Apply social work ethical principles to guide professional practice:</b>
	<ul style="list-style-type: none"> <li>a. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federations of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</li> <li>c. Tolerate ambiguity in resolving ethical conflicts</li> <li>d. Apply strategies of ethical reasoning to arrive at principled decisions</li> </ul>
<b>EP 2.1.3</b>	<b>Apply critical thinking to inform and communicate professional judgments:</b>
	<ul style="list-style-type: none"> <li>a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</li> <li>b. Analyze models of assessment, prevention, intervention, and evaluation</li> <li>c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</li> </ul>
<b>EP 2.1.4</b>	<b>Engage diversity and difference in practice:</b>
	<ul style="list-style-type: none"> <li>a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>c. Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>d. Views themselves as learners and engage those with whom they work as informants</li> </ul>
<b>EP 2.1.5</b>	<b>Advance human rights and social and economic justice:</b>
	<ul style="list-style-type: none"> <li>a. Understand the forms and mechanisms of oppression and discrimination</li> <li>b. Advocate for human rights and social and economic justice</li> <li>c. Engage in practices that advance social and economic justice</li> </ul>
<b>EP 2.1.6</b>	<b>Engage in research-informed practice and practice-informed research:</b>
	<ul style="list-style-type: none"> <li>a. Use practice experience to inform scientific inquiry</li> <li>b. Use research evidence to inform practice</li> </ul>
<b>EP 2.1.7</b>	<b>Apply knowledge of human behavior and the social environment:</b>
	<ul style="list-style-type: none"> <li>a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>b. Critique and apply knowledge to understand person and environment</li> </ul>
<b>EP 2.1.8</b>	<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services:</b>
	<ul style="list-style-type: none"> <li>a. Collaborate with colleagues and clients for effective policy action</li> </ul>

<b>EP 2.1.9</b>	<b>Respond to contexts that shape practice</b>
	<ul style="list-style-type: none"> <li>a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</li> </ul>

<b>EP 2.1.10</b>	<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities:</b>
	<ul style="list-style-type: none"> <li>a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>b. Use empathy and other interpersonal skills</li> <li>c. Develop a mutually agreed-on focus of work and desired outcomes</li> <li>d. Collect, organize, and interpret client data</li> <li>e. Assess client strengths and limitations</li> <li>f. Develop mutually agreed-on interventions goals and objectives</li> <li>g. Select appropriate intervention strategies</li> <li>h. Initiate actions to achieve organizational goals</li> <li>i. Implement prevention interventions that enhance client capacities</li> <li>j. Help clients resolve problems</li> <li>k. Negotiate, mediate, and advocate for clients</li> <li>l. Facilitate transitions and endings</li> <li>m. Critically analyze, monitor, and evaluate interventions</li> </ul>

For more information about the standards themselves, and for a complete policy statement, visit the Council on Social Work Education website at [www.cswe.org](http://www.cswe.org)

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## BSW PROGRAM MISSION

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The mission of the baccalaureate Social Work Program is:

*To prepare students for beginning generalist social work practice in a variety of settings, including nonprofit, private, and public settings.*

The Bachelor of Social Work (BSW) is the first professional social work degree. Our BSW program prepares students for entry-level social work practice. We provide students with the knowledge and skills necessary to practice as generalist social workers.

BSW students have a grounding in liberal arts, which helps to inform and enhance their social work classes. In addition, students learn about the history of social work and the development of social welfare, the impact of diversity and oppression on our society, and theories of human development including the development of the family and of groups. Students also learn about communities, organizations, policies, and how they affect families and individuals. Social work students learn research methodology and understand the relationship between research and practice. They acquire and demonstrate skills and techniques for generalist practice with individuals, families, groups, and communities through intensive academic year-long field education internships.

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## PURPOSES OF UNDERGRADUATE SOCIAL WORK EDUCATION

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Consistent with our mission statement, the purpose of the Bachelor of Social Work (BSW) program is *to prepare competent social workers who are dedicated to advancing social work knowledge and practice and to providing services to populations at-risk*. This includes, but is not limited to, alleviating social injustice, poverty, oppression, and discrimination.

The BSW program at the University of Georgia prepares entry level professional social work practitioners. Students develop knowledge and skills that serve as a foundation for generalist social work practice. Students with an aptitude for graduate study will find that the BSW program also serves as a foundation for masters level social work education.

Preparation within the undergraduate experience for professional practice is to be realized by:

1. Providing intellectual stimulation for students in a search for knowledge and to aid them in developing problem solving processes for professional use in helping individuals, families, groups, communities, and organizations.
2. Helping students to develop learning and introspective stances that will serve their lifelong learning needs and development of self-awareness.
3. Motivating students to develop the capacity to evaluate their own social work practice and to evaluate and use the research findings of others.
4. Enabling students to gain knowledge and to develop values and skills appropriate for beginning professional social work practice as a generalist.

## GOALS OF THE BSW PROGRAM

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With the liberal arts as its foundation, BSW graduates are prepared to engage in entry-level social work practice or continue their formal education in social work or another graduate discipline. Listed below is each goal followed by in parentheses the specific competencies and practice behaviors that address each goal. It is our goal to prepare students to:

- |  |   |
|--|---|
| 1. Provide cultural competent, generalist social work practice with individuals, families, groups, communities, and organizations.   | (EP 2.1.1, EP 2.1.3, EP 2.1.4, EP 2.1.6, EP 2.1.8, EP 2.1.10) |
| 2. Practice according to the principles, values, and ethics that guide the social work profession.   | (EP 2.1.2, EP 2.1.3)  |
| 3. Acknowledge and positively impact the bio-psycho-social, spiritual, and cultural functioning of people.   | (EP 2.1.7, EP 2.1.9)  |
| 4. Analyze social policies with the goals of alleviating poverty, oppression, and social injustice, as well as advocating for human rights.  | (EP 2.1.3, EP 2.1.4, EP 2.1.5, EP 2.1.6, EP 2.1.8)            |
| 5. Utilize a planned change model that is based upon an understanding of the ecosystems perspective, is driven by a commitment to social justice, and is grounded in cultural sensitive empirical research and theory. | (EP 2.1.3, EP 2.1.5, EP 2.1.7, EP 2.1.10)                     |
| 6. Address the human service needs in the state of Georgia and the region.   | (EP 2.1.1 – 2.1.10)   |

## CLASSIFICATION OF STUDENTS

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In the undergraduate schools and colleges, students will be classified according to the number of academic hours they have earned.

### *Classification Hours Earned*

1 <sup>st</sup> year	Less than 30 hours
2 <sup>nd</sup> year	At least 30 hours
Professional:	At least 60 hours

Note: Social Work majors are considered professional students after completing 60 hours, thus 3rd and 4th year classifications are not designated. Social Work majors must meet professional admission requirements as set out in this handbook.

## ADMISSION TO THE BSW PROGRAM

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Declaration of an intended major in social work is open to any student who qualifies for admission to the University of Georgia as a beginning freshman or transfer student who seeks to pursue a degree in social work. Transfer students must possess a 2.5 or higher overall GPA based on all college level work attempted. Students already enrolled or previously enrolled at UGA who possess a 2.5 or higher overall GPA and desire a degree in social work may request a change of intended major by contacting the BSW Program Office at [ugabsw@uga.edu](mailto:ugabsw@uga.edu) or 705-542-5420.

An application to request entrance to the BSW professional curriculum must be completed before the spring semester of the junior year; applications will be completed after denoted requirements have been met (see next section for details). The timing of the application process for each eligible student will be clarified via academic advisement.

## ADMISSION TO THE UPPER DIVISION (5000-level) PROFESSIONAL SOCIAL WORK PROGRAM

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**The academic program for students seeking the BSW degree is composed of two parts:**

1. Pre-professional enrollment for lower division students and transfer students preparing for entry into the professional program
2. The professional program, typically completed during the fourth year; admission to the Upper division professional program occurs at the third-year level via a formal application process.

Throughout the course of the BSW program, evaluation of the student's performance will determine the student's compatibility and fit to the professional practice of social work. Applications to the BSW Upper division Professional Program are usually made in October or early February in the third year of study, preceding the semester the student is eligible to enroll in SOWK 5534 and SOWK 5340.

### The Formal Application Process

Prior to enrolling in upper division professional courses, all students are required to complete a formal application to the program. Students will complete the application, typically in their third year of the program, either in the fall or spring semester of that year. Students who are eligible to take SOWK 5340 and SOWK 5524 in the spring semester will complete the application to meet the fall deadline. Students who are eligible to take SOWK 5340 and SOWK 5524 in the summer semester will complete the application to meet the spring deadline. Timing of the application will be clarified via academic advisement.

**Students are eligible to apply to the upper division professional program when they have:**

- Completed 60 semester hours
- Have an overall GPA of 2.5 or higher
- Have earned a grade of B- or higher in: SOWK 2154, SOWK 2154S, SOWK 2155, AND SOWK 2156
- Have completed with a passing grade: PSYC 2101 or 3230; STAT 2000; BIOL 1103 and BIOL 1103L

**The BSW program faculty review and evaluate applications to the professional BSW major. Upon review of applications faculty will render one of the following decisions:**

1. Admission to the professional major
2. Provisional admission to the major
3. Non admission to the major

Provisional admission to the major usually requires the student to follow a recommended academic remediation plan and sets forth standards to measure the student's accomplishment of the remediation plan.

The BSW Program Director will notify the student in writing of the decision made by the faculty.

## MINIMUM REQUIREMENTS AND COURSES FOR THE BSW DEGREE

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Students are required to acquaint themselves with general degree requirements applicable to all students of the University of Georgia as set forth in the Academic Information section of the UGA Bulletin. A total of 120 successfully completed credit hours are necessary to achieve the BSW degree. Credit is not given for life or work experiences.

It is essential that students monitor their progress in their program of study and anticipate the semester in which they need to begin taking professional level courses and making timely application to the BSW major. Failure to complete the requirements and/or mis-sequencing of requirements for at least one semester in advance of enrolling in upper division social work courses may result in an administrative withdrawal from the course/courses and may delay graduation.

## BSW PROGRAM CURRICULUM

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The program of study leading to the BSW degree offers a clearly defined progression of course work culminating in the applied study of the general practice of social work during the fourth year. During the first two years of study, students are expected to meet liberal arts objectives through completion of courses which make up the core requirements of the University of Georgia. English 1101 and 1102 should be completed during the freshman year. Biology 1103 with lab should be completed no later than the sophomore year, except for students first entering the major after completing the sophomore year. In consultation with the advisor, during the third year, students select additional courses which further enrich the liberal arts perspective and which prepare students for entry into the upper division professional program through their application to the BSW major. Students complete four courses in social work during their first three years of study: SOWK 2154, 2154S, 2155, 2156, and must earn a grade of B- or higher in order to progress to upper division coursework.

Building on the liberal arts base, the fourth or Upper Division year is designed to prepare students for beginning social work practice through a year-long practicum and course offerings. The senior year courses (Upper Division) are exclusively social work courses. Students must earn a B- or better in each of the 5000-level courses. Otherwise students will be required to repeat the course(s). The fourth year begins during the fall semester and extends chronologically through spring semester. The following is a brief description of the curriculum requirements. For a detailed explanation of requirements go to <http://bulletin.uga.edu/bulletin/acad/index.html>.

All students must complete all UGA core requirements (*except languages*) prior to entering the first field practicum, SOWK 5835 and SOWK 5836. As the fourth year is intensively demanding, students are advised to not take any courses outside of social work. If needed, students may take any other required non-social work related courses needed for graduation after the completion of the BSW fourth year.

*For a description of each required course, see BSW Course Descriptions section.*

## BSW PROGRAM OUTCOMES

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The curriculum of the BSW Program is nested and designed to facilitate student achievement within five outcome areas which inform course offerings and course assignments. The five outcome areas are:

1. **Human Diversity:** The BSW graduate will have a thorough understanding of the diversity concept and its ramifications for understanding people as well as service delivery.

*Linked to competencies:* Engage diversity and difference in practice; Advance human rights and social and economic justice.

2. **Professional Values and Ethics:** The BSW graduate will have a firm knowledge of the personal, legal, and professional responsibilities they assume as generalist social workers practicing with clients in a variety of settings, and how to fill in their own knowledge gaps.

*Linked to competencies:* Identify as a professional social worker and conduct oneself accordingly; Apply social work ethical principles to guide professional practice; Respond to contexts that shape practice.

3. **Theoretical Foundation:** The BSW graduate will have a firm knowledge of the major theoretical approaches to human behavior in a social and cultural environment, social welfare programs, and the ability to write clearly about these areas as well as others.

*Linked to competencies:* Apply critical thinking to inform and communicate professional judgments; Apply knowledge of human behavior and the social environment; Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

4. **Skill Development:** The BSW graduate will develop competence in beginning practice skills, describing her/his practice in a variety of contexts, and evaluating the outcomes of interventions.

*Linked to competencies:* Engage in research-informed practice and practice-informed research; Respond to contexts that shape practice; Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

5. **Professional Theoretical Foundation:** The BSW graduate will possess a solid knowledge of social work practice methods, social service agencies, and the network of services that presently exist.

*Linked to competencies:* Identify as a professional social worker and conduct oneself accordingly; Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

## CAPSTONE PROJECT

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BSW seniors will develop a Capstone Project; The Capstone Project is designed to demonstrate and to evaluate how well students have integrated the curriculum objectives of the University of Georgia's School of Social Work BSW Program into knowledge, values, skills, and competence that will propel future studies and the applied practice of social work.

### Description

Capstone is a year-long applied, experiential, collaborative, and community-engaged effort grounded in professional social work education. In the fall semester, students work collaboratively in small groups to design and implement community-based social justice projects that emphasize social justice and service. Emphasis is placed on engaging and building relationships with community stakeholders. In the spring semester, student groups continue to work collaboratively and with stakeholders to implement community projects. Finally, student groups will develop a creative means of presenting their capstone project and, in late spring will present at the BSW Capstone Symposium. Students will also write an individual reflective component. The primary purposes of the capstone are to (1) integrate student learning; (2) explicitly address benchmark attainment of the CSWE core competencies; and (3) to build meta-competence.

*The Capstone assignment will be nested in the SOWK 5846 Field Integrative Seminar – a grade of pass/fail will be assigned by each group's faculty Capstone Advisor.*

The Capstone project invites students to reflect on and then creatively convey how they have met the benchmarks for the designated core competencies over time, and also how they have integrated their learning in the classroom and field. The process of engaging with this Capstone can reinforce the ongoing development of meta-competencies. Meta-competencies are overarching competencies, qualities, and/or skills at a different order of magnitude than procedural/operational skills (Bogo et al., 2006). Some of these meta-competencies include reflection-in-action, self-development, approach to learning, and ability to conceptualize practice. As students engage with this project, it is essential that they be mindful of these ideas of meta-competence and how they factor into their professional development and their group's process.

### Groups

Students will be randomly assigned to groups of four or five, and each group will be randomly assigned to a BSW program faculty member who serves as an advisor for the Capstone process. Advisors are available to answer questions, provide guidance if/where necessary, and to serve as sounding boards as each group's process unfolds. Students groups must be sure to maintain contact with their advisor over the course of the capstone project year.

## Products

### ***Group Component***

Each group will develop and implement its collaborative, community-based project. At the culmination of the capstone project, each group will craft its own creative presentation which should capture the integration of learning, benchmark attainment of competencies, and aspects of meta-competence.

In April, each group will present its project at the BSW Capstone Symposium event. Your group will do a 15-minute presentation, with ten additional minutes allotted to respond to questions from faculty and other participants. BSW Program Faculty will evaluate the project presentations.

### ***Individual Reflective Component***

The Capstone also requires each individual student to evaluate their attainment of the competencies using the provided rubric, and to write a reflection paper after they have completed the group process. More detailed information regarding the written reflection will be provided early in the spring semester.

## Evaluation of Capstone

The evaluation of students' work will be based on the combination of their group's project and presentation, and their individual self-evaluation and written reflection. Faculty advisors will assign a grade of pass/fail for this project.

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## DIRECTED READINGS

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Students who desire to pursue a directed reading through enrolling in SOWK 5908 must first select a social work faculty as the instructor and then submit a proposal to the advisor and BSW Program Director for approval. The proposal must describe the content area, assignments and evaluation of assignments, and contain a brief outline of topics. Directed Readings, SOWK 5908 cannot be used as a substitution for required coursework, though in some instances, they may be approved as equivalent for one upper level required elective (SOWK 5757 or 5767). Equivalency approvals must be made by the Director of the BSW Program.

Procedure for Requesting a Directed Reading:

1. In order to enroll in a directed reading course, the student must submit a formal request to his/her academic advisor and to his/her proposed course instructor.
2. The proposed study must be related to the student's program of study and should clearly delineate learning objectives, activities and intended outcomes.
3. The proposal must be approved by the student's advisor and proposed course instructor prior to consideration by the BSW Program Office.
4. The approved proposal should be submitted to the director of the BSW program. A copy also must be submitted to the BSW program office which will arrange for the student to enroll in the independent study course, if approved.

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## TRANSFER AND OTHER CREDITS

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Transfer credit for social work courses will be evaluated on a course-by-course basis. The Director of the BSW Program will make the final determination. Students will be required to submit course syllabi. Social work courses numbered 3000 and above will not be accepted from social work programs that are not accredited by the Council on Social Work Education.

Credit will not be given for life experiences. There are no provisions to grant credit for social work courses through examination.

## ADVISING & REGISTRATION

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Students are responsible for monitoring their progress within their program of study and assuring they meet all requirements in a timely, appropriately sequenced fashion. The following is an excerpt from the UGA Bulletin regarding students' and advisors' roles and responsibilities during the planning of their program of study.

*Academic advising is a mandatory and essential part of the undergraduate educational experience and helps students attain their academic goals. Both faculty and professional academic advisors serve this important role in undergraduate education at the University of Georgia. Advisors help students understand the options and opportunities for academic programs of study, degree requirements, academic resources, and course selection. Advisors are key advocates in fostering a climate of high academic expectations at the University of Georgia and will support and encourage a challenging and successful undergraduate education. Students are expected to be full participants in academic advising and thus to be both prepared for and engaged in the advising experience. The academic landscape is always subject to change, and although advisors can provide advice, each student is ultimately responsible for knowing and understanding the degree requirements and policies related to his/her own academic progress.*

The academic advisor serves as a resource. Students must meet with their advisor at least once per semester to review their program of study and to determine the appropriate schedule of classes for the next semester. Students need to call or e-mail their advisor to make advising appointments unless otherwise instructed by their advisor. Advising appointments can be set early each semester in order to assure you are advised prior to your scheduled registration appointment. Advisement scheduling notifications will be posted on the BSW listserv. Delaying the meeting with the advisor may cause students to wait beyond their registration appointment to be advised and thus increase the risk of certain courses being closed. Retain your old Degree Audit Sheet until you receive an updated copy.

### **There are several important steps students need to take in preparing for their advisement:**

1. Examine your DegreeWorks audit to evaluate your progress in course and credit completion.
2. Identify courses you consider necessary and for which you want to register.
3. Sequentially map all the courses and requirements for your remaining semesters.
4. Be prepared with questions or concerns to discuss with your advisor.

Students electing to change their enrollment for each semester from the schedule mutually agreed plan with their advisor, as reflected on the registration form, may encounter sequencing problems and/or may have to withdraw from a class if appropriate prerequisites have not been completed.

### **Course Registration Appointment Priorities**

Course registration appointments are determined by a priority system established by the Registrar's Office. Priority is based on the number of credit hours earned, with earlier dates awarded to student with greater number of credits. The BSW program coordinator can assist the student in understanding the process.

## BSW ADVISING GUIDE

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The BSW advising process facilitates ongoing student engagement in the UGA Core and BSW program curricula. Students and advisors meet regularly to discuss programs of study and course sequencing, track course credits, outline semester courses, approve changes to courses, and facilitate student socialization into the profession of social work. BSW program faculty and advising staff encourage and expect all BSW majors to take initiative during the advisement process and to be knowledgeable and up to date about UGA and BSW curricula requirements.

Listed below are several results of verbatim advising questions asked by BSW students. Each question is followed by a BSW Program response. These FAQs are classified according to the student's year of study. However, these FAQs and their responses are informative for all BSW students.

Please read these carefully and use them as a first entry point screening tool for your advisement process. These FAQs will be updated annually to reflect calendar and curriculum changes.

### Questions About Advising

**1. *Who is my advisor?***

Trelle McGinnis and Ellen Pauloski are the BSW Academic Advisors. Contact the BSW Program Coordinator (School of Social Work, Room 127, 706-542-5420, ugabsw@uga.edu) to learn who your assigned Academic Advisor will be.

**2. *What are the purposes for advising in the social work program?***

Advising serves several purposes:

1. To assist, guide, and support students in ensuring their completion of the UGA Core Curriculum
2. To allow for consultation with students during their BSW program of study
3. To assist students with personal, and/or professional concerns they may encounter in their time at UGA
4. For advisors to serve as resources for students needing advice or direction in academic difficulties

**3. *How do I prepare for advising?***

The best way is to bring a list of written questions and concerns directly to your advisor. Also, check the courses offered for the next semester, so that your advisor can review with you the projected course schedule. Being familiar with your Degree Audit Report Sheet (DARS) allows students to visualize their required course credits and courses needed, so read this document carefully.

**4. *How frequently should I meet with my advisor?***

You must meet with your advisor at least once a semester in order to be cleared to register for courses. Other meetings may be necessary as needs, concerns, issues, or questions arise. The best way to contact your advisor is by email first, then by telephone.

**5. *Will I have the same advisor all the time?***

Each fall semester, students are notified via a BSW listserv of their advisor. At times, a different advisor may be assigned as a way to streamline the distribution of advisees to advisor.

**6. *What do I do if I think my advisor is incorrect or misinformed about something?***

If you think your advisor's information is inaccurate, ask another advisor in the department or the BSW Program Director.

## FAQs About Social Work and the BSW Program

### 1. *What does the BSW major entail?*

The BSW is a competencies based major. Successful completion of the BSW major requirements ensures the obtainment of a professional social work degree. A combination of liberal-arts, pre-professional, and professional-based courses set a foundation for knowledge, practice and research skills, and an understanding of social work values and ethics. The BSW major currently requires completion of 120 credit hours with an overall UGA GPA of 2.5. The curriculum also includes a field practicum during the senior year which provides supervision, client contact, opportunities to develop skills and apply theoretical knowledge, and ongoing evaluations. Refer to the updated program website for more information.

### 2. *Who can I speak to about majoring in social work?*

You can contact the Social Work department by:

- E-mailing [ugabsw@uga.edu](mailto:ugabsw@uga.edu)
- Calling 706-542-5420 (BSW Program Office)
- Visiting the School of Social Work, Room 127 (BSW Program Office)

A list of the School of Social Work staff and faculty can be found at <http://www.ssw.uga.edu>.

### 3. *What do social workers do?*

Social work focuses on assisting persons and oppressed individuals to achieve their maximum human potential. The profession is committed to social justice and providing an environment conducive for growth, opportunities, and well-being. Social workers practice in a variety of human service settings in the U.S. and globally, including but not limited to:

- |                             |                              |                           |
|-----------------------------|------------------------------|---------------------------|
| ○ Hospitals                 | ○ Government agencies        | ○ Mental health centers   |
| ○ Child protective services | ○ Domestic violence services | ○ Schools                 |
| ○ Criminal Justice          | ○ Homeless services          | ○ Community organizations |
| ○ Nursing homes             | ○ Military                   |                           |

Many of these settings are they types of agencies where you may have your BSW field education internship during your senior year. Among many tasks, within these settings, social workers provide clients with resources and connections to community support, counseling, crisis intervention, case management, and advocacy. See the National Association of Social Work (NASW) at: <http://www.socialworkers.org> for more information.

### 4. *What is the difference between an “intended major” and “professional major” in social work?*

The *intended major* is what first, second, and some third year students declare on their advising forms. A *professional major* in social work has been declared with a BSW academic advisor and when students have completed the pre-professional requirements and been accepted to the major via an application process. The declaration of professional major in social work usually takes place during the latter part of the third year. Admission into the professional courses requires completion of pre-professional lower division social work courses with a grade of B- or higher, a minimum GPA of 2.5, completion of other course requirements, and a written application. See pages 8-9 of this BSW Program Handbook for application details and the BSW Curriculum website for specific course information: <http://www.ssw.uga.edu/social/index.php?TabID=187>.

### 5. *Is it possible to minor in social work?*

There is no minor in social work. However, presently any UGA student may take three social work courses (SOWK 2154, SOWK 2155, and SOWK 2156) without declaring social work as an intended major. For more information about minoring in other disciplines at UGA, visit the UGA bulletin website, [http://bulletin.uga.edu/HTMLFiles/m\\_minors\\_Listing.html](http://bulletin.uga.edu/HTMLFiles/m_minors_Listing.html).

**6. May I declare a major in social work and a minor or major in another area?**

Yes, students often minor or major in disciplines such as Spanish, Child and Family Development, Public and International Affairs, Psychology, Religion, Sociology, Criminal Justice, Public Health, and others. When minoring or majoring in another discipline, it is important students carefully map and sequence all of their programs of study with their advisors.

**7. May I take classes for my major which are not specifically named?**

Yes, academic advisors can assist students in taking electives which complement their BSW program of study or may enrich their intellectual, and/or professional interests.

**8. How can I find out if I am on the right track for obtaining my BSW degree?**

You can discuss your past and current coursework with your advisor to determine if you are on the right track. You may also view your degree audit at [www.DegreeWorks.uga.edu](http://www.DegreeWorks.uga.edu), which will outline the remaining courses needed to obtain the BSW degree.

**9. What are some helpful electives to compliment the BSW major?**

Social science electives in psychology, sociology, religion, School of Public and International Affairs (SPIA), women's studies, speech communication, public health, criminal justice, and classes related to cultural diversity can augment the BSW major. Consult your advisor for a detailed list of relevant electives.

**10. Is there an arrangement for doing the BSW degree on a part-time basis?**

Presently, there is no arrangement for completing the senior-year portion of the BSW degree on a part-time basis.

### Lower-Division Questions

**1. Must I declare my major as intended social work during my first year if I wish to graduate within four years?**

It is possible to complete the University and BSW requirements without starting in social work as a freshman.

**2. Are there classes I must take prior to the end of my second year?**

Although not required, the School of Social Work prefers students to have completed SOWK 2154 and SOWK 2155 by the end of the second year. In order to enter the senior year, students must complete all pre-professional and UGA Core curriculum courses. Please consult your advisor for questions about sequencing of courses and refer to BSW Curriculum website: [http://www.ssw.uga.edu/academics/bsw/bsw\\_curriculum.html](http://www.ssw.uga.edu/academics/bsw/bsw_curriculum.html)

**3. Why can't I take social work electives prior to my senior year?**

The senior year consists of 5000 level designated courses in the BSW curriculum. These courses cannot be taken until completion of lower division coursework, core coursework and meeting departmental requirements including application to the upper division professional program.

**4. Can you begin your senior coursework before finishing all pre-professional requirements?**

No, all required pre-professional and core coursework must be completed before beginning the senior year. The senior year is composed of social work courses and field education (i.e., internship), thus leaving minimal time to work on other courses.

## Upper-Division Questions

### 1. *What are the senior year and the field education internship like?*

Presently, classes meet on Wednesday and Friday. There are 17 hours of coursework each semester, including field education at a social service agency. Students work at their internships three days a week, Monday, Tuesday, and Thursday, and are required to complete 20 hours/week or 280 hours/semester. After a few months, students learn to manage these demands successfully, and typically find their internships to be one of their most beneficial learning experiences. Also, prior to entering the senior year, students participate in an orientation session to the senior year program.

### 2. *Where can I find out about jobs after graduation or about graduate education in social work?*

The School of Social Work has bulletin boards on the first and second floor that display and post job openings. The UGA Career Center provides a job-search engine and holds an annual spring non-profit job exposition. Students who are members of the National Association of Social Workers (NASW) can view job postings on the website for the Georgia chapter of NASW, <http://www.naswga.org>. Other databases such as [www.socialservice.com](http://www.socialservice.com) and [www.idealists.org](http://www.idealists.org) are helpful. Each fall the BSW program provides workshops for students applying to graduate schools to obtain their MSW degree.

### 3. *What courses and electives are typically offered during the final two remaining semesters in the BSW professional course of study?*

The following chart outlines the courses that students typically take during the fall and spring semesters of their fourth year.

Fall Semester
<b>SOWK 5326 (3)</b> - Foundations of Social Work Research
<b>SOWK 5534 (3)</b> - General Practice of Social Work II
<b>SOWK 5757 (3)</b> - Current Issues in Social Work I
<b>SOWK 5835 (6)</b> - Practicum in Social Work I
<b>SOWK 5836 (2)</b> - Integrative Practicum Seminar
<b>SOWK 5850 (1)</b> - Capstone I

Spring Semester
<b>SOWK 5544 (3)</b> - General Practice of Social Work III
<b>SOWK 5701 (3)</b> - Social Welfare Policy and Services
<b>SOWK 5767 (3)</b> - Current Issues in Social Work II
<b>SOWK 5845 (6)</b> - Practicum in Social Work II
<b>SOWK 5846 (3)</b> - Integrative Practicum Seminar
<b>SOWK 5851 (1)</b> - Capstone II

### 4. *Can I work part-time and still do well in my fourth year?*

Most students do not work in their fourth year. However, students who are organized and have developed time-management skills may be able to work part-time and can do well academically in their fourth year.

### 5. *How different is the senior year in social work in comparison to other majors on campus?*

Students in their senior year only have classes twice a week (3-credit classes meet once weekly for three 3 hours each), and work on-site at their field practicum three days a week. Other departmental majors on campus often do not consolidate classes to two days a week, allowing students the opportunity to have an internship off-campus. Most social work courses are writing- focused versus exam-focused, and students often complete assignments during the evenings and weekends due to their class and practicum schedule.

### 6. *How do you make sure you have all of your classes completed so you can graduate?*

You should meet with your academic advisor to discuss graduation requirements and also check your degree audit on DegreeWorks ([www.degreeworks.uga.edu](http://www.degreeworks.uga.edu)) to make sure all courses have been completed. Also, during the beginning of the spring semester, each senior student's course of study is reviewed for meeting university and BSW Program requirements.

## FIELD EDUCATION

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Field education is an integral part of the BSW program as it provides the student with a supervised experience in generalist social work practice within the context of a social service agency. Field education aims to integrate theory with practice, to develop and to apply generalist social work skills, to evaluate practice at the foundational levels, to promote professional social worker identity development, and to practice culturally sensitive social work. It also gives students an opportunity to achieve beginning levels of competency.

The BSW Field Education curriculum has two components. The first is an integrative practicum seminar, which meets weekly during the student's senior BSW year; these courses are fall semester SOWK 5836 and spring semester SOWK 5846. The second component is the actual internship at an approved social service agency. Students intern at the same agency during their academic year for twenty hours per week, which totals 280 clock hours per semester. The internship takes places on Monday, Tuesday, and Thursday. That course is listed as SOWK 5835 (fall semester) and SOWK 5845 (spring semester).

Please note, students will receive a BSW Field Education Manual during the Orientation to the BSW Program and Field Education during the spring semester prior to beginning the fourth year. Please consult the Manual for detailed information.

### **Students must meet the following requirements to enroll in field education.**

- Apply and be accepted into the Upper division professional program
- ***Demonstrate a grade of B- or better in social work courses***
- Attend the field education orientation session
- Submit a field education application
- Be accepted by a School approved field agency
- Submit proof of professional liability coverage with effective dates
- Attend the pre field entry workshop

### **Orientation to Senior Year Field Education**

During the spring semester, prior to the beginning of the field practicum for the following fall semester, a general orientation to BSW Field Education and the BSW program is required. Students are also required to attend a pre field entry workshop at the start of the fall semester. The BSW field education manual can be found online at: [http://ssw.uga.edu/academics/field/bsw\\_field.html](http://ssw.uga.edu/academics/field/bsw_field.html)

### **Professional Liability Insurance**

Prior to entering the first practicum in the fall semester (SOWK 5835), students are required, by the University and the Board of Regents, to purchase professional liability insurance which will cover direct practice activities in the field practicum during the academic year. Students will not be allowed to register for SOWK 5835 without proof of professional liability insurance.

Students may choose the insurance carrier of their choice. If students desire to use NASW's liability insurance, they must first become a member of NASW. In order to allow sufficient time to obtain NASW membership and then apply for insurance, students need to begin this process approximately one semester in advance of entering SOWK 5835. With group buying power, NASW has very reasonable insurance rates for students. NASW forms are available through the Field Education Office in the School of Social Work.

**Background Checks, Drug Screens, and Character Representations**

Several field placement agencies may require students to submit to a drug screen. Additionally, students may be required to submit to a criminal background check to rule out misdemeanor, felony convictions, and child abuse and neglect investigations. Agencies may refuse to accept a student based upon their interpretations and application of the findings. Increasingly, field agencies scrutinize internet sites, especially Facebook, Instagram, and Twitter, to examine at face value how a student may present herself or himself. Students are discouraged from posting information about themselves which could be interpreted by field agencies, and any other reasonable person, as depicting a student unfit for the profession of social work.

**Use of Personal Automobiles in the Practicum**

Some agency placements may involve transporting clients. Students placed in these setting will need to check with their auto insurance carriers prior to transporting clients to assure that they are adequately covered by liability insurance. Do not transport any client in your automobile until you are certain that you liability insurance will cover the transporting of clients.

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## GRADUATION

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Currently enrolled students pursuing a BSW degree will have a graduation date generated automatically through the Degree Audit System (DARS) based on the number of hours earned. For additional information, please contact the BSW Program Office in Room 127 of the School of Social Work or refer to the UGA Bulletin.

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## FINANCIAL AID AND SCHOLARSHIPS

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For university-wide financial aid assistance and scholarship information contact the UGA Financial Aid Office. Scholarships and stipends available through the School of Social Work for BSW students include:

### ***Public Child Welfare Stipends***

Public Child Welfare Scholarships are available during some years, on a competitive basis, to seniors who are interested in the field of public child welfare. Students receiving stipends agree to provide one year of full time employed work to the Georgia Department of Family and Children's Services. Please contact the BSW program office for more information.

### ***James Horne Memorial Scholarship***

The James D. Horne Memorial Scholarship, established in 1995 in memory of University friend Jim Horne, provides financial assistance to undergraduate or graduate students with preference given to students interested in working with the homeless.

### ***Norman Polanski Memorial Scholarship***

Established in memory of Dr. Polansky, who was a Professor Emeritus in the School of Social Work and a nationally recognized scholar in the area of child neglect. The scholarship provides a \$500 award to a BSW student in his/her senior year, who:

- 1) Demonstrates a special interest in the field of child welfare, with a desire to work in this field upon graduation,
- 2) Is participating in an internship placement in a public or private child welfare setting;
- 3) Is not receiving any other form of financial assistance relating specifically to child welfare.

### ***Heather Christina Wright Memorial Scholarship***

This scholarship was established in memory of Heather Christina Wright, who was completing the BSW program at the time of her death. The scholarship provides financial assistance to an undergraduate student, with preference given to students demonstrating financial need and the desire to work with cancer patients and their families.

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## SOCIAL WORK ORGANIZATIONS

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Students are encouraged to become members in the Social Work professional associations.

### ***Social Work Student Organization***

The BSW Club is the official student organization for social work majors. It is designed to provide social work students numerous opportunities to engage in philanthropic, social, and educational activities. As a member of the student-driven, student-run BSW Club, you will develop and facilitate community-service projects and other events with your fellow students. The BSW Club also provides opportunities to build strong and supportive peer relationships with other social work majors. The BSW Club is an excellent outlet for students interested in modeling the ideals of social work and for those who want to become advocates for positive social change, starting with our campus community. The BSW Club is open to all social work majors (lower and upper division) and is always open to considering new ideas and projects, so there is continual growth within the organization.

BSW Club members are very active within the School of Social Work as well as the University community. Service projects range from involvement in scholastic and civic events to athletic participation. Typical activities include hosting film screenings and guest speakers, volunteer projects, social/recreational events, philanthropic endeavors, and annual seniors' week activities.

For more information about the CSWA, please contact the BSW Program Office

### ***Phi Alpha Honor Society***

In March 2001, the School of Social Work opened a local chapter of the Phi Alpha Honor Society. Membership requires a minimum GPA of 3.0, senior status, and successful completion of volunteer experience. Please see the BSW Program office for application materials.

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## BSW STUDENT MAILBOXES

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Undergraduate senior Social Work majors should regularly check their mailboxes located near the center of the second floor hallway. Numerous School of Social Work announcements are distributed in these mailboxes and they may also be used by fellow students to convey messages to you. UGA students are required to establish and maintain a UGA e-mail account.

In order to assure that you receive official communications from the School, be sure your current local address, phone number, and e-mail address are available to the BSW Program Office (room 202). Remember to notify the office of any changes.

The BSW office maintains a BSW listserv that is available to all BSW students, faculty, and staff. The listserv is the primary means for disseminating information to all BSW students. There is also a BSW listserv exclusively for seniors. Students will be added to this listserv the summer of their senior year.

## BSW COURSE DESCRIPTIONS

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**SOWK 2154. The Profession of Social Work.** 3 hours

History and current status of the profession of social work. The role of the social worker in various fields of practice. The profession's commitment to social and economic justice for vulnerable and oppressed populations. The person-in- environment perspective. Communication and interviewing skills lab.

**SOWK 2154S. Service-Learning in Introduction to the Social Work Profession.** 1 hour

Experiential learning with reflective and analytical components. Students will observe and analyze how social service agencies empower individuals and social well-being of clients/people and how community agencies attempt to alleviate social and economic injustices.

**SOWK 2155. Communication in the Helping Process.** 3 hours

A study of the values, knowledge, and skills of effective human communication and interpersonal relations as necessary for planned change with individuals, groups, families, and communities. Includes observation, collection, and description of data, verbal and non-verbal communication, and their relevance to social work practice. Issues in communication regarding minority and oppressed populations are integrated in all course content.

**SOWK 2156. Social Work with Diverse Populations.** 3 hours.

Exploration of the complex concerns that emerge in diverse environments in order to understand the historical, political, and sociological realities of perceived and genuine differences that can lead to ethnocentrism, biases, prejudice, discrimination, exploitation and oppression within, among, and between groups. Students will be challenged to expand their visible and invisible perceptions of those who are different from themselves.

**SOWK 5326. Foundations of Social Work Research.** 3 hours

**Prerequisite:** SOWK 5524; **Corequisite:** SOWK 5534 and SOWK 5757 and SOWK 5835.

Basic principles of social science research based on the scientific method. Analytical and evaluative methods of knowledge building and application in social work and social welfare settings. Empirically based practice and the evaluation of the individual social worker's own practice interventions.

**SOWK 5340. Human Behavior in the Social Environment.** 3 hours

**Prerequisite:** SOWK 2154. Not open to students with credit in SOWK 3340.

Introduces students to an ecological systems perspective for understanding human behavior in contemporary contexts. Understanding individual development within family, community and cultural settings over time. Special emphasis on an understanding of the strengths within minority cultures.

**SOWK 5524. General Practice of Social Work I.** 3 hours

**Prerequisite:** SOWK 2154.

Theory and practice of generalist social work. Knowledge, skills, and ethical principles needed for beginning social work practice. Problem identification, assessment, intervention, and evaluation of practice with individuals from a person-in-environment perspective. Lab emphasizes application of theory to cases involving individuals as clients. *Non-traditional format:* Learning teams, which promote critical thinking, research, writing and discussion skills, and which require extensive work out of class, will be used.

**SOWK 5534. General Practice of Social Work II.** 3 hours

**Prerequisite:** SOWK 5524; **Corequisite:** SOWK 5326 and SOWK 5757 and SOWK 5835

A continuation of General Practice of Social Work I. Generalist practice principles applied to various family types and groups treatment. Issues related to gender, race, ethnicity, sexual orientation, and age as they affect family functioning over time and in community contexts.

**SOWK 5544. General Practice of Social Work III.** 3 hours

**Prerequisite:** SOWK 5534; **Corequisite:** SOWK 5701 and SOWK 5767 and SOWK 584

A continuation of General Practice of Social Work II. Generalist practice principles applied to task groups, organizations, and communities.

**SOWK 5701. Social Welfare Policy and Services.** 3 hours**Prerequisite:** SOWK 5524; **Corequisite:** SOWK 5544 and SOWK 5767 and SOWK 5845

Social insurance, public assistance, and social service programs in the United States. Social welfare within a capitalist economy and an individualistic, democratic society. The influences of American economics and politics on social services and social work practice. Introduction to models of policy analysis.

**SOWK 5757. Current Issues in Social Work I.** 3 hours Repeatable for maximum 6 hours credit.**Prerequisite:** SOWK 5524; **Corequisite:** SOWK 5326 and SOWK 5534 and SOWK 5835.

Current problems and issues in social work and social welfare specifically drawn from interests and experiences of students enrolled.

**SOWK 5767. Current Issues in Social Work II.** 3 hours Repeatable for maximum 6 hours credit.**Prerequisite:** SOWK 5534; **Corequisite:** SOWK 5544 and SOWK 5701 and SOWK 5845.

A continuation of Current Issues in Social Work I

**SOWK 5835. Practicum in Social Work I.** 6 hours**Prerequisite:** SOWK 5524; **Corequisite:** SOWK 5326 and SOWK 5534 and SOWK 5757.

Generalist practicum. A minimum of twenty hours of supervised social work practice in a social agency is required.

*Non-traditional format:* Practicum. Twenty hours per week under supervision in an approved social agency

**SOWK 5836. Integrative Seminar in Generalist Social Work Practice.** 2 hours**Corequisite:** SOWK 5835 or SOWK 5326 or SOWK 5757 or SOWK 5534

Seminar course with the purpose of integrating theory and practice. Students will do case analysis, case presentations, and integrate theory, research, and practice in their discussion of field issues.

**SOWK 5845. Practicum in Social Work II.** 6 hours**Prerequisite:** SOWK 5534; **Corequisite:** SOWK 5544 and SOWK 5701. A continuation of Practicum in Social Work I

*Non-traditional format:* Twenty hours per week under supervision in an approved social agency.

**SOWK 5846. Integrative Seminar in Generalist Social Work Practice II.** 2 hours**Corequisite:** SOWK 5845 or SOWK 5544 or SOWK 5767 or SOWK 5701

This course is a continuation of the Integrative Seminar in Generalist Social Work Practice I. Students will do case analysis, case presentations, and integrate theory, research, and practice in their discussion of field issues.

## SCHOOL OF SOCIAL WORK PROGRAM POLICIES AND PROCEDURES

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### Policies

#### **Class Withdrawal Policies**

A student who needs to withdraw from a class should confer with their academic advisor and officially inform the Program Offices at the Athens campus. For further information concerning withdrawals policies, please refer to University Bulletin.

#### **Inclement Weather Policies**

University Policy: When inclement weather raises a question as to whether the University will operate on a normal basis, a designated administrative official will release to the campus and local news media a statement regarding the University schedule. If the weather condition occurs during the day, the statement will be released through normal distribution channels on campus. However, if the weather condition occurs at night, the statement will be released to the media prior to 7:00 a.m.

### General BSW Curriculum Procedures

#### **Academic Appeals**

The University of Georgia academic policies ensure that students have the right to appeal academic decisions. The policies state that usually the appeal goes first to the unit responsible for the decision, which in this case is the Program Office. The grievance procedures of the School are provided in **Appendix B**. An unfavorable ruling at the School level can be appealed, contact the Program Office for more information.

#### **Academic Review**

When a student's progress through the program of study is hindered for any academic reason (such as poor performance in the classroom and/or a field practicum) or the student's program of study has to be significantly altered in order for the student to continue in the program, the Program Director may convene the student, the student's academic advisor, and other faculty with relevant information to review the student's situation and explore appropriate actions. Possible actions which might result from such review include, but are not limited to, continuation in the program with an altered program of study, withdrawal of the student from the Program, or implementation of the School's dismissal policy. **See Appendix B** for additional information. Any actions are subject to the policies of the University of Georgia and the University System of Georgia Board of Regents.

#### **Dismissal**

Students (1) not making sufficient academic progress, (2) exhibiting conduct not befitting a member of the profession of social work, or (3) exhibiting a pattern of behavior that is judged very likely to hinder the student from adequate performance as a professional will be reviewed for possible dismissal from their program of study at the end of any academic semester. See **Appendix B** for more information.

#### **Incompletes/Academic Probation**

If a student is unable to complete the requirements for a course, this situation must be discussed with the instructor and a contract agreed upon for resolving the incomplete work must be signed.

The "incomplete" grade is reserved for circumstances beyond the student's control. Students should not assume that an incomplete will be granted. All incompletes must be completed and re-graded within three semesters otherwise, the "incomplete" will convert to a grade of "F". Failure to complete full responsibilities for course work may delay a student's entry into Field Education for either fall or spring semester.

### Overloads

Social Work students taking more than 17 hours per semester must have the approval of their advisor and clearance from the Program Office prior to registering. Program policy requires the student to have a 3.0 overall GPA in order to take an overload beyond 17 credit hours. Exemptions can be made on a case-by-case basis.

### Class/Field Attendance

Upon entering professional level courses, extra emphasis is placed upon regular class attendance. Doing well on written assignments will not meet all of the course objectives in most of the professional level courses. Class discussions are an integral part of most social work classes and you will find faculty imparting material in class lectures that may not be fully articulated in your readings. In addition, the faculty expects student will begin exhibiting professional behavior, which includes promptness in being at scheduled activities (this includes classes and field experience assignments).

If you are ill or when other unavoidable circumstances arise which result in your absence from class or field practicum, you are expected to telephone and/or leave a message about your circumstances for the class instructor or field instructor. The class instructor or field instructor determines the legitimacy of any student's excuse for missing class or field agency duties. When absences are not deemed legitimate, the absence or absences may result in a reduction in grade. It is advisable to check with individual instructors regarding their specific requirements regarding absences.

Students are expected to be on time and keep regularly scheduled hours in accordance with the expectations of the field instructor. The field practicum requires a minimum number of hours as indicated in the Field Education section. Absences from the field practicum require that you notify the field instructor in advance, unless there is an emergency. In any event, you must arrange with the field instructor to make up any missed time in the field practicum.

### NASW Membership

The National Association of Social Workers (NASW) has played a major role in establishing standards for the social work profession by working to enhance and ensure competency in the performance of individual members and to protect the right to practice. NASW has established a program for liability insurance available to members. Visit their website at <http://socialworkers.org/> for more information.

As NASW members, students will receive the Association newspaper and the professional journal, *Social Work*, and are eligible for health and professional liability insurance through the Association.

### Code of Ethics

When dealing with clients on a day-to-day basis, there will inevitably be ethical aspects of social work practice. The National Association of Social Workers has codified a set of obligations regarding professional responsibility to clients, to social work colleagues, to employing organizations, to the social work profession, and to society at large.

### Professional Liability Insurance

Students must be insured with professional liability insurance during their field practicum As NASW members, students are eligible for professional liability insurance through the Association. Since insurance applications cannot be approved until NASW membership is effective, students are advised to apply for NASW membership and insurance approximately *six weeks* in advance of the entry date into a practicum. Applications for the NASW Professional Liability Insurance are available in the Office of Field Instruction (School of Social Work, Room 111) or in the Atlanta/Gwinnett Center Office.

## Expectations of Students

A degree in Social Work is an university degree in the profession of social work which, when awarded by the University of Georgia, signifies that the School of Social Work faculty deem the graduate competent to practice generalist social work. Accordingly, all graduates are expected to demonstrate, through word and deed, attitudes and behaviors which are commensurate with the practice standards of the social work profession and the standards set forth in the National Association of Social Workers Code of Ethics.

A BSW degree in social work prepares students to practice professionally. Accordingly, students must meet expectations established in all social work courses, including field education. Achieving expectations established for courses located on campus is necessary, but not sufficient to meet all of the expectations. Achieving expectations and meeting learning objectives during the practice of field education is equally critical to the satisfactory fulfillment of a degree in social work.

Students are expected to demonstrate respect, tolerance of differences, empathy, and the application of social work knowledge and skills in their course work. Written assignments must follow the Publication Manual of American Psychological Association (APA) style guide. Within social work courses, students are expected to regularly participate in discussions and class exercises. Many course assignments are writing intensive to encourage scholarly, critical, and self-reflective thinking. Students are expected to write in scholarly and meaningful styles while utilizing academic and scholarly resources from social work journals and publications.

## Additional Policies and Procedures

### Sexual Harassment

Sexual harassment is prohibited under federal law and by the University System of Georgia Board of Regents policies. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; when submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or when such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment. Incidents considered offensive may be reported to the Dean, Associate Dean, and/or the UGA Equal Opportunity Office, 3 Peabody Hall, (706) 542-7912. School of Social Work procedures for reporting sexual harassment are included in **Appendix A**.

### Health Insurance/Medical Insurance

Through the University, students may purchase a relatively low cost Accident and Sickness Health Care Plan. Students should purchase this plan if not insured privately.

In cases of accident, injury, or illness, neither the University nor the field practicum agency assumes any responsibility. Most field practicum agencies will require students to carry health insurance. Even in the rare case of client/patient-caused injury to the social work trainee, the student must assume complete financial responsibility for medical/health care. Be certain that you are covered and that you discuss health and safety matters with your prospective agency field instructor, as well as with your Faculty Liaison for the field agency.

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**COMMUNICATION INFORMATION**

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All full-time seniors in Athens will have a mailbox assigned to them in the School of Social Work. *Please check these mailboxes regularly for important information.*

**The University of Georgia**  
**School of Social Work**  
279 Williams Street  
Athens, Georgia 30602  
(706) 542-3364 – Main  
1-877-535-6590- Toll Free  
(706) 542-3282 – Fax

**Dr. Maurice Daniels // Dean**

Dean's Assistant

Phone: (706) 542-5424, (706) 542-5424

Email: [sswdean@uga.edu](mailto:sswdean@uga.edu)**Dr. Shari Miller // Associate Dean**

Phone: (706) 542-5429

Email: [semiller@uga.edu](mailto:semiller@uga.edu)**Dr. Leon Banks // BSW Program Director**

Phone: (706) 542-5428

Email: [banks03@uga.edu](mailto:banks03@uga.edu)**Trelle McGinnis // BSW Program Coordinator & Academic Advisor**

Phone: (706) 542-5420

Email: [ugabsw@uga.edu](mailto:ugabsw@uga.edu) / [trelle@uga.edu](mailto:trelle@uga.edu)**Ellen Pauloski // BSW Academic Advisor**

Phone: (706) 542-5463

Email: [pauloski@uga.edu](mailto:pauloski@uga.edu)**Jeff Skinner // BSW Field Coordinator**

Phone: (706) 542-5474

Email: [jskinn@uga.edu](mailto:jskinn@uga.edu)**Dr. Sandra Murphy // Field Director**

Phone: (706) 542-5419

Email: [smurph@uga.edu](mailto:smurph@uga.edu)

## FACULTY CONTACT INFORMATION

NAME	TITLE	PHONE	EMAIL	ROOM #
ANGER, Lisa	Part-time Instructor	(706) 542-5458	langer@uga.edu	207
BANKS, Leon	BSW Program Director / MSW Admissions Coordinator	(706) 542-5428	banks03@uga.edu	153A
Bates, Mary Zorn	Clinical Assistant Professor	(706) 542-1090	mzbates@uga.edu	395B
BRIGGS, Harold	Director of Research, Professor	(706) 542-5429	briggs@uga.edu	246
CAMPBELL, Rosalyn Denise	Assistant Professor	(706) 542-5749	rdcampb@uga.edu	346
CAPLAN, Mary	Assistant Professor	(706) 542-5464	caplan@uga.edu	344
CHOI, Joon	Assistant Professor	(706) 542-0844	choiyj@uga.edu	345
CORNELIUS, Llewellyn	Hollowell Prfoessor	(706) 542-0244	lcornel@uga.edu	146
DANIELS, Maurice	Dean, Professor	(706) 542-5424	daniels@uga.edu	145
ELKINS, Jennifer	Assistant Professor	(706) 542-5473	jelkins@uga.edu	348
ELLETT, Alberta J. "Bert"	Professor	(706) 542-5409	aellett@uga.edu	353
ELLIS, Jackie	Academic Professional	(706) 542-5466	jie10@uga.edu	113
HOLOSKO, Michael	Professor, Berger Professor	(706) 542-2707	mholosko@uga.edu	347
HOPPS, June	Parham Professor	(706) 542-7002	hoppsbjg@aim.com	341
JASKYTE BAH, Kristina	Associate Professor	(706) 583-0533	kjaskyte@uga.edu	352
KNOX-BETTY, Edwina	Senior Academic Professional / Athens & GUC Field Coordinator	(706) 542-3364, (678) 985-6792	ekbetty@uga.edu	113
LOCKHART, Lettie	Professor	(706) 542-5456	lockhart@uga.edu	354
LOWE, Tony	Associate Professor / GUC Part-Time MSW Program Coordinator	(678) 985-6791	tblowe@uga.edu	GUC 212
MALLON, Anthony	Senior Academic Professional / Interim Director MANPO	(706) 542-5467	ajmallon@uga.edu	125
MATTHEW, Rebecca	Assistant Professor	(706) 542-5445	ramatthew@uga.edu	350
MILLER, Shari	Associate Dean / Professor / PhD Program Director	(706) 542-2328	semiller@uga.edu	151A
MOWBRAY, Orion	Assistant Professor	(706) 542-5441	omowbray@uga.edu	343
MURPHY, Sandra	Director of Field Education	(706) 542-5419	smurph@uga.edu	109
NACKERUD, Larry	Professor	(706) 542-5470	nackerud@uga.edu	355
OKECH, David	Associate Professor / MSW & Global Studies Program Director	(706) 542-5431	dokech@uga.edu	119
REEVES, Trisha	Associate Professor	(706) 542-5451	reevesp@uga.edu	123
RISLER, Ed	Part Time Professor (retired)	(706) 542-8836	erisler@uga.edu	207
ROBINSON, Michael	Assistant Professor	(706) 542-5425	marobi01@uga.edu	349
SALM WARD, Trina	Assistant Professor	(706) 542-2585	salmward@uga.edu	121
SKINNER, Jeff	Sr. Academic Professional	(706) 542-5474	jskinn@uga.edu	105
SMITH, Carol	Senior Academic Professional / GUC Field Coordinator	(678) 985-6792	chsmith@uga.edu	GUC 234
STULA, Dawn	Part-Time Instructor	(706) 542-9109	adstula@uga.edu	207
VONK, Betsy	Associate Professor	(706) 542-5471 (678) 985-6793	bvonk@uga.edu	395B GUC 210
WASHINGTON, Tiffany	Assistant Professor	(706) 542-5471	twashing@uga.edu	351

## STAFF CONTACT INFORMATION

NAME	TITLE	PHONE	EMAIL	ROOM #
Dean's Assistant	Assistant to the Dean	(706) 542-5424	sswdean@uga.edu	151
ABBOTT, Jennifer	Development Director	(706) 542-9093	jabbott@uga.edu	152
ANDERSON, Laurie	Public Relations Specialist	(706) 542-1222	laurie@uga.edu	154
Autry, Christina	Accountant	(706) 542-5427	clautry@uga.edu	155
DRUMMOND, Linda	Program Specialist	(706) 542-5446	ldmiller@uga.edu	153
FARLOWE, Kat	Administrative Specialist / Ph.D. & M.A. in Nonprofit Organizations Programs	(706) 542-5461	kfarlowe@uga.edu	133
LEWIS, Kerri	Administrative Assistant II	(706) 542-3364	klewis42@uga.edu	195C
MATTOX, Emma	Academic Advisor / MSW Admissions	(706) 542-5421	emattox@uga.edu sswadmin@uga.edu	244
MCAFEE, Trudy	Administrative Associate / GUC	(678) 985-6790	tmcafee@uga.edu	GUC 231-B1
McGINNIS, Trelle	Academic Advisor / BSW Program	(706) 542-5420	trelle@uga.edu	127
MUCKLE, Jeanell	Business Manager	(706) 542-5158	jmuckle@uga.edu	155A
PAULOSKI, Ellen	Academic Advisor/ BSW Program	(706) 542-5463	pauloski@uga.edu	107
PAYNE, Teresa	IT Director / Information Technology Services	(706) 542-5457	tpayne@uga.edu	219
RAMBEAU, Melvin	Grant Specialist	(706) 542-8971	mrambeau@uga.edu	154
ROBERTS, Cindy	Administrative Associate / Field Education	(706) 542-5423	croberts@uga.edu	111
RYSIEW, Robert	Network Administrator / Information Technology Services	(706) 542-2426	rrysiew@uga.edu	205
SMITH, Daphney	Academic Advisor / MSW Program	(706) 542-5422	dsmith@uga.edu	117
WATERS, Harold	Alumni Development Director	(706) 542-5450	hwaters@uga.edu	154

\*Unless otherwise specified, offices are located in the School of Social Work at The University of Georgia  
GUC = Gwinnett Campus Location

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**SELECT CAMPUS RESOURCES**

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**Student Financial Aid** – 220 Academic Building, Phone: (706) 542-3476

**Career Planning and Placement** – Clark Howell Hall, Phone: (706) 542-3375

The Career Planning and Placement office aids students in job placement and provides listings of current job vacancy announcements in all fields. A "Credentials File" service is available that includes mailing of resumes and letters of recommendation to prospective employers. These services are free to all students.

**Office of Minority Services and Programs** – 404 Memorial Hall, Phone: (706) 542-5773

The Office of Minority Services and Programs is integral to the mission of the University of Georgia. The intent is to provide leadership for the University in the areas of access and equity for the success of minority students. The primary focus is to enhance educational success and opportunities for African American, Hispanic, Asian American, and Native American students.

**Office of Disability Services** – Clark Howell Hall, Phone: (706) 542-8719

The Office of Disability Services assists the University of Georgia in fulfilling its commitment to educate and serve students with disabilities. Disability Services coordinates and provides a variety of academic and support services to students. The mission is to create an accessible academic, social, and physical environment for students with disabilities at the University of Georgia

**University Health Center** – Phone: (706) 542-1162

The University Health Center provides comprehensive mental and physical health care for students at the University of Georgia. Special clinics include: dentistry, gynecology, dermatology, hypertension, and weight control. Other services include pregnancy counseling, physical therapy, and the allergy clinic.

**Division of Academic Enhancement** – Milledge Hall, Phone: (706) 542-7575

The Division of Academic Enhancement (DAE) provides students with a wide range of services to support their academic efforts. They offer introductory courses in English, mathematics, reading, and study strategies and a comprehensive Academic Center in Milledge Hall. DAE provide numerous other programs that support and enhance the students' experience.

**Office for International Education** – 110 E. Clayton Street, Phone (706) 425-3274

The Office of International Education (OIE) is dedicated to promoting international understanding through study abroad, research, and the exchange of international students, scholars, and faculty.

## APPENDIX A

### NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY OFFICIAL POLICY STATEMENTS

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#### SEXUAL AND DISCRIMINATORY HARASSMENT

The University of Georgia (“the University”) is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, Board of Regents’ policy, and University policy, the University prohibits any member of the faculty, staff, administration, student body, or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person’s race, sex (including sexual harassment), sexual orientation, ethnic or national origin, religion, age, disabled status, or status as a disabled veteran or veteran of the Vietnam era. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University.

#### NON- DISCRIMINATION AND EQUAL OPPORTUNITY

Consistent with federal and state law and University policy, the University of Georgia restates its commitment to the concepts of affirmative action and equal opportunity.

Neither employment nor study, nor institutional services, programs, and activities should be hindered by such prohibited bias factors as race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability. Prohibited bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or participants in and/or users of institutional programs, services, and activities. The University of Georgia will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias factors in institutional processes. Every member of this university community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this policy as a condition of enrollment. Further, every University employee has an obligation to observe UGA policies in implementation of federal and state law as a term of employment. In addition, one aspect of performance appraisal for University personnel at all levels of supervision and administration will include the qualitative evaluation of their leadership in implementing this non-discrimination policy and in seeking resolution of problems in this area at the point nearest their origin. Merit and productivity, free from prohibited bias, will continue to guide decisions relating to employment and enrollment. No person will be penalized for good faith utilization of channels available for resolving concerns dealing with prohibited bias. Within any limits imposed by concurrent jurisdiction of the University System of Georgia Board of Regents and other agencies of the state of Georgia, no internal procedure or process for resolution of such concerns will be used for the purpose of abridging the access of any member of this institutional community to the courts or to compliance agencies.

## DEFINITIONS

### **SEXUAL HARASSMENT**

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

*Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:*

- *Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment or status in a course, program or activity;*
- *Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or*
- *Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from an educational program or activity.*

**Examples of sexual harassment may include, but are not limited to the following:**

- Physical Assault. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, compensation, promotion, grades, or letters of recommendation.
- Sexual advances, physical or implied, or direct propositions of a sexual nature. This activity may include inappropriate/unnecessary touching or rubbing against another, sexually suggestive or degrading jokes or comments, remarks of a sexual nature about one's clothing and/or body, preferential treatment in exchange for sexual activity, and the inappropriate display of sexually explicit pictures, text, printed materials, or objects that do not serve an academic purpose.
- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or that humiliates another.
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history that do not serve a medical or academic purpose.

Sexual harassment can occur regardless of the relationship, position or respective sex of the parties. Same sex harassment violates this policy as does harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

### **DISCRIMINATORY HARASSMENT**

At the University of Georgia, discriminatory harassment is defined as:

*Unwelcome verbal or physical conduct which is directed at a person because of their race, color, religion, national origin, sex, sexual orientation, age, veteran status, or disability, when:*

- *Such conduct has the purpose or effect of unreasonably interfering with the individual's work or educational performance;*
- *Such conduct creates or has the intention of creating an intimidating, hostile, or offensive working and/or learning environment; or*
- *Such conduct unreasonably interferes with one's ability to participate in or benefit from an educational program or activity.*

**NON-DISCRIMINATION/ANTI-HARASSMENT OFFICER**

The Non-Discrimination/Anti-Harassment Officer (hereinafter known as the NDAH Officer) is the individual or individuals designated by the President to be primarily responsible for providing education and training about discrimination and harassment to the University community, and for investigating reports and complaints of discrimination and harassment in accordance with this policy. The Executive Director of the Office of Legal Affairs, Mr. Stephen M. Shewmaker, and/or his designee(s) currently serves as the NDAH Officer. The NDAH Officer(s) can be reached at the Office of Legal Affairs at (706) 542-0006. The NDAH Officer is authorized to designate other appropriately trained individuals to investigate discrimination and harassment complaints and reports as deemed appropriate.

**SCOPE APPLICABILITY**

The University's Non-Discrimination and Anti-Harassment Policy applies to all faculty, staff, administration, the student body, and visitors to campus. This includes guests, patrons, independent contractors, or clients of the University of Georgia.

Non-University visitors, guests, patrons, independent contractors or clients who fail to address discrimination and/or harassment of which they know or should have known (by their personnel on premises under their control) of students or employees may be subjected to whatever sanctions the relationship with the organization permits.

This policy is not meant to address differences in opinion regarding validity of employment determinations such as salary recommendations, promotion and tenure decisions, performance evaluations, hiring decisions, job classification decisions, transfers or reassignments, termination or layoff because of lack of work or elimination of a position, and normal supervisory counseling. Furthermore, this policy does not intend to address behaviors that do not constitute discriminatory harassment. Offensive workplace behavior that does not violate this policy should be addressed to the appropriate supervisor or office.

**ACADEMIC FREEDOM AND FREEDOM OF EXPRESSION**

The University is committed to protecting, maintaining and encouraging both freedom of expression and full academic freedom of inquiry, teaching, service, and research. However, these freedoms come with a responsibility that all members of the education community benefit from these freedoms without intimidation. In recognition and support of academic freedom for faculty in the pursuit of teaching, academic freedom and freedom of expression shall be strongly considered in investigating and reviewing complaints and reports of discrimination and/or harassment. However, raising issues of academic freedom and freedom of expression will not excuse behavior that constitutes a violation of the law or the University's Non-Discrimination and Anti-Harassment Policy.

**SUPERVISORY RELATIONSHIPS**

No individual who is in a position of authority over another, either in the employment or educational context, has the authority to discriminate against or harass others by virtue of his or her supervisory role. The University does not in any way, expressly or impliedly, condone the discrimination or harassment of a student or employee by a supervisor. Furthermore, a supervisor who does not appropriately handle reports or incidents of discrimination and/or harassment, or who does not report those incidents to the NDAH Officer, may be subject to disciplinary action.

**CONSENSUAL RELATIONSHIPS IN REGARD TO SEXUAL HARASSMENT**

When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations. The University prohibits all faculty and staff, including graduate teaching assistants, from pursuing sexual relationships with undergraduates whom they are currently supervising or teaching.

The University also strongly discourages sexual relationships between faculty or administrators and graduate/professional students and/or employees whose work they supervise. Anyone involved in a sexual relationship with someone over whom he or she has supervisory power must recuse himself or herself from decisions that affect the compensation, evaluation, employment conditions, instruction, and/or the academic status of the subordinate involved.

**OFF CAMPUS PROGRAMS AND ACTIVITIES**

Students and employees who feel that they have experienced discrimination and/or harassment while participating in off-campus programs and activities should immediately report such incidents to the program director or the NDAH Officer. Off-campus programs and activities include, but are not limited to, study abroad programs, internships, student teaching and applied learning experiences.

**STUDENT TO STUDENT COMPLAINTS**

Harassment perpetrated by a student who is not employed by the University should be treated as a disciplinary matter and should be reported to Kimberly A. Ellis, Associate Dean of Students, in the Office of Judicial Programs at (706) 542-1131.

## **PROCESSING OF DISCRIMINATION AND HARASSMENT REPORTS AND COMPLAINTS REPORTS AND COMPLAINTS**

**TIMELINE FOR REPORTING**

All reports and complaints of discrimination and harassment will be promptly investigated and appropriate action will be taken as expeditiously as possible. Complaints and reports of discrimination and harassment should be reported as soon as possible after the incident(s) in order to be most effectively investigated. The University will make reasonable efforts to protect the rights of both the complainant and the respondent. The University will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses in a manner consistent with the University's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations required by law.

**RESPONSIBILITY OF STUDENTS AND EMPLOYEES**

All students and employees should report any discrimination and/or harassment that they experience and/or observe to the NDAH Officer. No student or employee should assume that an official of the University of Georgia knows about his or her particular situation. The University encourages any person who feels he or she has been discriminated against or harassed to report the incident to the NDAH Officer. Any student, faculty member, or employee who knows of, or receives a complaint of discrimination or harassment should report the information or complaint to a supervisor and/or the NDAH Officer.

## **RESPONSIBILITY OF SUPERVISORS AND ADMINISTRATORS**

Administrators and supervisors must report to the NDAH Officer in timely manner any and all incidents of discrimination and harassment which are reported to them.

## **INVESTIGATION AND RESOLUTION**

The University's complaint process, outlined herein, is the procedure used to end inappropriate behavior; to investigating the factual situation; and to facilitate resolution of complaints involving allegations of discrimination and/or harassment. However, as part of the complaint process, and if appropriate, the NDAH Officer may recommend that the complainant and respondent attempt to resolve their differences through mediation or through the grievance process as stated in the University of Georgia's Dispute Resolution Policy.

The University reserves the right to investigate and resolve a complaint or report of discrimination and/or harassment regardless of whether the complainant pursues the complaint. In such cases, the respondent shall be informed of the status of the investigation at reasonable times until the University's final disposition of the complaint and will be given an opportunity to respond to the substance of the complaint.

These procedures do not replace the right of complainant to pursue other options or remedies available under the law.

## **PROCEDURES**

If a complainant is able and feels safe, he or she should clearly explain to the alleged offender that the behavior is objectionable and request that it cease. If the complainant is not able or does not feel safe confronting the alleged offender, or the behavior does not stop, or if the complainant believes some adverse employment or educational consequences may result from the discussion, he or she should go to the NDAH Officer or to the next higher level of supervision to document the complaint. The supervisor must report the complaint to the NDAH Officer. When deemed appropriate, the NDAH Officer will work with the supervisor to facilitate a resolution of discrimination and/or harassment complaints at the local level.

The NDAH Officer must be contacted in order to initiate a complaint. The complaint should be brought as soon as possible after the most recent incident. The NDAH Officer will:

- determine whether the complaint is one which should be processed through another University dispute resolution procedure, such as mediation or grievance hearing, available to the complainant; and if appropriate, the NDAH Officer shall refer the complainant to that procedure(s) as soon as possible;
- inform the individual of the provisions of the discrimination/harassment complaint procedures and provide a copy of the complaint procedure;
- inform the person against whom the complaint is brought, of its existence;
- maintain appropriate documentation;
- disclose appropriate information to others only on a need-to-know basis consistent with state and federal law. An informal complaint may be investigated without identifying the complainant, if in the judgment of the NDAH Officer, this would increase the likelihood of satisfactory resolution of the complaint. While confidentiality cannot be guaranteed, care will be taken to keep investigation discussions sufficiently broad to protect the complainant's identity when requested.

During this process, the NDAH Officer will keep the supervisor/administrator informed of the status of the complaint and will seek input from the appropriate supervisor/administrator when implementing corrective action.

**INVESTIGATIVE DATA**

During the investigation, the NDAH Officer will keep private the information gathered during the investigation to the extent permitted by state and federal law. The NDAH Officer shall exercise due care in sharing identifiable information about students, staff or faculty.

**SUMMARY ACTION**

The President or designee may impose a summary suspension prior to the completion of the investigation and resolution of a complaint. However, a summary suspension may be imposed only when, in the judgment of the President, or his/her designee, the accused individual's presence on campus would constitute a threat to the safety and well-being of members of the campus community. Before implementing the summary suspension, the accused individual shall be given written notice of the intention to impose the summary suspension and shall be given an opportunity to present oral and written arguments against the imposition of the suspension. If the accused individual is summarily suspended, the formal process should be completed within the shortest reasonable time period possible, not to exceed ten (10) working days. During the summary suspension, the accused individual may not enter the campus without obtaining prior permission from the NDAH Officer.

**UNIVERSITY ACTION**

The University will take the appropriate remedial action based on results of the investigation and will follow up as appropriate to ensure that the remedial action is effective. Complainants are encouraged to report any reoccurrences of conduct which were found to violate the NDAH policy. The NDAH Officer will notify the complainant and respondent, in writing, of the results of the investigation. Written notice to parties relating to discipline, resolutions, and/or final dispositions is deemed to be official correspondence from the University.

**RIGHT TO APPEAL**

The respondent shall have the right to appeal the decision of the NDAH Officer to the President or his/her designee pursuant to this policy. In exercising the right of appeal to the President as provided by this procedure, a written appeal must be made within ten (10) working days after written notification of the decision which is being appealed. The President or his/her designee may receive additional information if he/she believes such information would aid in the decision. A decision will be made within a reasonable time and the NDAH Officer, the complainant, and the respondent will be notified of the decision. During the time of appeal and review, disciplinary action taken as a result of the original complaint, may be implemented and enforced.

**PROHIBITION AGAINST RETALIATION**

Students and employees who, in good faith, report what they believe to be discrimination or harassment, or who cooperate in any investigation, will not be subjected to retaliation. Any student or employee who believes he or she has been the victim of retaliation for reporting discrimination or harassment or cooperating in an investigation should immediately contact the NDAH Officer. Any person found to have retaliated against a person who has cooperated in an investigation will be in violation of this policy and will be subject to disciplinary action.

### **VIOLATIONS OF THIS POLICY**

The University will not tolerate discrimination or harassment of its students, visitors, and employees and will investigate all allegations. Where either discrimination and/or harassment is found, steps will be taken to end it immediately. In those instances where it is determined that an individual has discriminated against another or harassed another, that individual will be subject to appropriate discipline. The level of discipline will depend on the severity of the discrimination or harassment and may include, but is not limited to, probation or termination.

To make deliberate false accusations of discrimination or harassment violates this policy. In such instances, the complainant will be subject to disciplinary action. However, failure to prove a claim of discrimination or harassment does not constitute proof of a false and/or malicious accusation.

Other violations of this policy may include, but are not limited to, the following:

- Retaliation against a person who has made a report or filed a complaint alleging discrimination or harassment, or participated as a witness in a discrimination or harassment investigation.
- Disregarding or delaying investigation of allegations of discrimination or harassment, when responsibility for reporting discrimination or harassment are part of one's supervisory duties.

Effective: July 1, 2006

## APPENDIX B

### SCHOOL OF SOCIAL WORK WIDE GRADE APPEALS AND ACADEMIC AND PROFESSIONAL PERFORMANCE POLICY

APPROVED BY FULL FACULTY ON NOVEMBER 18, 2011

Revised November 16, 2012

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The fundamental recommendations are to 1) have one grade appeals and student academic and professional performance policy for each of our four academic programs, and 2) have two standing committees that resolve grade appeals and student academic and professional performance matters. One committee will be responsible for student grade appeals only, and the other with matters associated with a student's academic and professional performance. The following is a non-exhaustive list of possible academic and professional performance concerns:

- Student receives a grade of B- or lower in field practicum or a highly negative mid-term or final semester field evaluation;
- Student receives an overall cumulative grade point average below 3.0 for graduate students
- Student is dismissed from field practicum;
- Student receives a grade of B-minus or below in a required social work course; and
- Student exhibits a pattern of behavior that is judged to hinder the student's development as a professional. Behaviors prescribed in the Code of Ethics of the National Association of Social Workers will be used by faculty as a guide.

Each committee will comprise three school of social work faculty, including chairpersons, who serve three-year staggered terms to ensure committee continuity. The chairperson and members will be elected by the full faculty, and the chairperson of each committee will be at the rank of associate professor or higher and be tenured.

#### **Grade Appeals Committee**

Student appeals of course grades should be directed to the chairperson of the grade appeals committee.

Appeals must be filed with the committee chairperson within one calendar year from the end of the term in which the grade was recorded. Grade appeals must be made in writing by the student and must include the following information:

1. The decision that is being appealed;
2. Rationale for the appeal;
3. Expected outcome of the appeal; and
4. Documentation of efforts to resolve the issue at a lower level (i.e., with the course instructor). Students must include supporting documentation (i.e., syllabi, graded assignments, copies of email communication, etc.) with the letter of appeal. The committee chairperson will gather information from the Instructor of Record and others and consult with the committee to determine if a full committee review is needed. Primary criteria for a successful grade appeal are the demonstration that the grade was the result of a factual error, capricious or arbitrary grading, or that it was influenced by improper or unprofessional bias on the part of the instructor. The committee chairperson will poll the committee about the legitimacy of the grade appeal and communicate this decision to the student in writing within 14 days of receiving the request for an appeal. If the appeal is decided to be appropriate for a full committee review, the chairperson will convene the committee to review the appeal, to hear both the students and faculty member's perspective separately, and to render a decision on the matter. The committee's decision will be communicated in writing to the student and professor by the committee chairperson within 10 working days.

The committee can decide to either support the existing grade or recommend a modification. Grade appeal decisions can be appealed by the student to successive levels as listed:

- 1) Dean's Office of the School of Social Work,
- 2) Graduate School (for Graduate Students), and
- 3) Educational Affairs Committee of the University Council (for all students).

#### **Academic and Professional Performance Committee**

Concerns raised by faculty and/or a specific academic program about a student's academic status or professional conduct will be reviewed by this committee. Referrals of concerns initiated by faculty members or a program are to be made to the committee chairperson who, in turn, will collect information from appropriate faculty members, student's faculty advisor, and referring faculty member. Once the information has been collected, the committee chairperson will poll the committee to determine whether to initiate a full committee review. In the case that a full committee review is not recommended, the committee chairperson may recommend that the student, referring faculty member, and program director develop and document a plan to resolve the concern. Progress on goals should be monitored and documented. However, if a full committee review is recommended, the student, faculty advisor, and individual faculty member filing the concern will be notified in writing by the committee chairperson that a full review will occur. Additionally, the committee chairperson will notify the student of the specific concern being raised. A full committee review will require the committee to do the following:

1. Collect and review written and other materials related to the student's academic or professional performance;
2. Have the option of requesting to speak with the student and faculty member filing the concern separately (Likewise, the student and faculty member have the option of meeting with the committee, but separately);
3. Have the option of speaking with other relevant persons such as the faculty advisor or other faculty member chosen by the student for support; the faculty liaison, the field instructor or other representative of the field agency, field coordinator, and field director if it is a field education performance issue; and/or the course instructor if it is a classroom or course performance concern; and
4. Render a decision, which may include, but is not limited to: a) No action, b) Modification of program of study; c) Remediation plan, d) Placement on probationary status, e) Field placement change with or without remediation, f) Leave of absence, or g) Dismissal from the program.

Finally, an unfavorable decision can be appealed at a series of successive levels. A committee's decision can be appealed to 1) The School of Social Work Program Director (of the program in which the student is enrolled); Program Directors' decisions can be appealed to 2) the Dean of the School of Social Work; the Dean's decision can be appealed at the University level to 3) the Graduate School (for graduate students only), and 4) to the Educational Affairs Committee of the University Council (for all students). To appeal decisions within the School of Social Work, students should adhere to the following procedures:

- Appeals must be made within 14 days of receiving a ruling
- Appeals must be made in the form of a written letter that clearly and concisely explains the appeal and includes all supporting information and accompanying documentation
- Appeal letters must include the student's full name, postal address, UGA email address, and phone number
- Appeals may not be prepared on behalf of the student by another party
- If an appeal is based on a medical or personal hardship, supporting documentation of that particular hardship must be provided

Once all appeal documents are submitted by the student, the party to whom the appeal is being made will do his/her best to render a decision within 30 days. However, if for some reason additional time is needed, the student will be informed by letter.

For appeals at the University level outside the School of Social Work, please locate necessary information at <http://ovpi.uga.edu/eac/eacugrad.htm>

***Excluded from the above procedures is any allegation involving discrimination or harassment in violation of the University of Georgia's Non-Discrimination and Anti-Harassment Policy and Sexual Orientation Policy. Those matters shall be referred to the University's Equal Opportunity Office as required by University policy.***