



School of Social Work
UNIVERSITY OF GEORGIA

Advocates for positive social change

Bachelor of Social Work Program
Student Handbook

2024-2025

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The University of Georgia
School of Social Work

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UNIVERSITY OF GEORGIA SCHOOL OF SOCIAL WORK

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

“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 & ASSOCIATED PRACTICE BEHAVIORS

The Council on Social Work Education’s Educational Policy and Accreditation Standards (2015) requires all social work students to develop nine competencies and recommends teaching and assessing 31 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.

| | |
|-----------------------|--|
| Competency 1 : | Demonstrate Ethical and Professional Behavior |
| | <ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Codes of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes • Use supervision and consultation to guide professional judgment and behavior |
| Competency 2 : | Engage Diversity and Difference in Practice |
| | <ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels • Present themselves as learners and engage clients and constituencies as experts of their own experiences • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies |
| Competency 3 : | Advance Human Rights and Social, Economic, and Environmental Justice |
| | <ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, economic, and environmental justice |
| Competency 4 : | Engage in Practice-informed Research and Research-informed Practice |
| | <ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings • Use and translate research evidence to inform and improve practice, policy, and service delivery |
| Competency 5 : | Engage in Policy Practice |
| | <ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services • Assess how social welfare and economic policies impact the delivery of and access to social services • Apply critical thinking to analyze formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |

| | |
|-----------------------|--|
| Competency 6 : | Engage with Individuals, Families, Groups, Organizations, and Communities |
| | <ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies |
| Competency 7 : | Assess Individuals, Families, Groups, Organizations, and Communities |
| | <ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies • Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies |
| Competency 8 : | Intervene with Individuals, Families, Groups, Organizations, and Communities |
| | <ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies • Facilitate effective transitions and endings that advance mutually agreed-on goals |
| Competency 9 : | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |
| | <ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes • Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks in the evaluation of outcomes • Critically analyze, monitor, and evaluate intervention and program processes and outcomes • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels |

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.

BSW PROGRAM ORGANIZATIONAL STRUCTURE

BSW Program Office

The Bachelor of Social Work (BSW) Program operates under the leadership of the degree Program Director. The BSW Program Director reports to the Associate Dean and is appointed by the Dean in consultation with the faculty for a three-year term that may be changed or renewed at the discretion of the Dean. The Program Director has authority to oversee curriculum, curriculum and program policy, student recruitment and progress within the program.

Some of the responsibilities of the Program Director include, but are not limited to:

- Providing leadership in the areas of curriculum and curriculum integrity in all aspects of the program.
- Staying current with the Council on Social Work Education (CSWE) policies and standards.
- Working with the Associate Dean and Curriculum Sub-Committees in devising a systemic continuous evaluation of program curriculum outcomes.
- Working with the Associate Dean to schedule necessary courses and appropriate course sections.
- Coordinating curriculum offerings with Field Education and International Programs within SSW.
- Monitoring student enrollment plans to maintain consistency with the overall SSW enrollment plan.
- Overseeing student progress within the degree program.
- Providing leadership in program policy as codified within the degree program manual.
- Serving as the initial point of contact for student performance issues within the program.
- Serving as an ex-officio member of their respective Curriculum Sub-Committee, which they chair.

The BSW Program Director also serves as the supervisor to the BSW academic advisors.

BSW Program Committee

Under the leadership of the BSW Program Director, the BSW Program Committee coordinates and monitors all aspects of the BSW curriculum. The BSW Program Committee has responsibility to oversee curriculum, student composition, educational policy, and enrollment management of the baccalaureate program.

The duties of the BSW Program Committee include, but are not limited to:

- Constructing and overseeing recruitment for students.
- Overseeing retention of diversity among students.
- Determining technology needs and goals for instruction within the program.
- Monitoring admissions and progress of majors throughout the program.
- Drafting and maintaining curriculum and curriculum policy for the program.
- Recommending curriculum decisions that impact School-level resources, credit-hour generations, or changes in the BSW degree requirements to the faculty.
- Implementing plans for enrollment.

BSW PROGRAM COMMUNICATION

In order to assure that students receive official communications from the School of Social Work, students are expected to ensure that their current local address, phone number, and e-mail address are up-to-date in Athena.

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 PROGRAM MISSION

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.

PURPOSES OF UNDERGRADUATE SOCIAL WORK EDUCATION

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

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. Per CSWE 2015 Educational Policy 2.0.1 below are the explicit goals of the University of Georgia School of Social Work BSW Program. It is our goal to prepare students to:

1. Provide cultural competent, generalist social work practice with individuals, families, groups, communities, and organizations.
2. Practice according to the principles, values, and ethics that guide the social work profession.
3. Acknowledge and positively impact the bio-psycho-social, spiritual, and cultural functioning of people.
4. Analyze social policies with the goals of alleviating poverty, oppression, and social injustice, as well as advocating for human rights.
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.
6. Address the human service needs in the state of Georgia and the region.

BSW PROGRAM OUTCOMES

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

MINIMUM REQUIREMENTS FOR THE BSW DEGREE

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 OVERVIEW

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. Students complete four courses in social work during their first three years of study (SOWK 2154, 2155, 2156, and 2157S) and must earn a grade of B- or higher in order to progress to upper-division coursework. Students typically complete these lower-division courses during their first two or three semesters in the intended major.

During the first three years of study, students are also expected to meet liberal arts objectives through completion of courses which make up the [General Education Core Curriculum](#) requirements of the University of Georgia. In addition to these Core requirements and to further enrich the liberal arts perspective, students pursuing a BSW degree must complete courses related to the following sociology, psychology, data and digital fluency, and environmental impacts to prepare students for entry into the upper-division social work curriculum.

In consultation with their academic advisor, during their second or third year, students submit an application to enter the social work major and BSW Professional Program. Students must be admitted into the BSW Professional Program in order to advance to the senior coursework. **See page 15 for details regarding the application process.**

Building on the liberal arts base, the fourth year of the BSW curriculum is designed to prepare students for beginning social work practice through a year-long practicum and course offerings. In most cases, the senior year consists exclusively of upper-division (5000-level) social work courses. Students must earn a B- or better in each SOWK course, or will otherwise be required to repeat the course(s). The fourth year begins during and the fall semester and extends chronologically through spring semester.

It is expected that students complete all UGA Core requirements 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 that year. 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 detailed explanation of requirements, visit: <http://bulletin.uga.edu/MajorSpecific.aspx?MajorId=143>.

For a description of social work courses available to BSW students, see **Appendix F**.

A sample graduation plan and program study for an incoming first-year student can be found in **Appendix G**.

REQUIRED COURSES FOR A BSW DEGREE

In addition to the [General Education Core Curriculum](#) requirements of the University of Georgia, students must complete the following **social work courses** to earn a BSW degree:

- SOWK 2154 – Introduction to Social Work (3 hours)
- SOWK 2155 – Communication as a Helping Professional (3 hours)
- SOWK 2156 – Diversity, Equity, and Inclusion (3 hours)
- SOWK 2157S – Service Learning in Social Work (1 hour)
- SOWK 5326 – Foundations of Social Work Research (3 hours)
- SOWK 5340 – Human Behavior in the Social Environment (3 hours)
- SOWK 5524 – General Practice of Social Work I (3 hours)
- SOWK 5534 – General Practice of Social Work II (3 hours)
- SOWK 5544 – General Practice of Social Work III (3 hours)
- SOWK 5701 – Social Welfare Policy and Services (3 hours)
- SOWK 5835 – Practicum in Social Work I (5 hours)
- SOWK 5836 – Integrative Seminar in Generalist Social Work Practice I (2 hours)
- SOWK 5845 – Practicum in Social Work II (5 hours)
- SOWK 5846 – Integrative Seminar in Generalist Social Work Practice II (2 hours)
- SOWK 5850 – BSW Senior Capstone Experience I (1 hour)
- SOWK 5851 – BSW Senior Capstone Experience II (1 hour)
- Two (2) approved 4000- or 5000-level SOWK elective courses (6 hours)

Students seeking a BSW degree must also complete one course from each of the following categories:

- **Data and Digital Fluency**
 - ARTS 2100 – Strategic Visual Thinking
 - BIOS 2010 – Elementary Biostatistics
 - CSCI 1210 – Computer Modeling and Science
 - CSCI 1301/L – Introduction to Computing and Programming
 - MATH 1060 – Mathematics of Decision Making
 - PHIL 2500 – Symbolic Logic
 - STAT 2000* – Introductory Statistics

- **Advanced Social/Psychology**
 - PSYC 3230 – Abnormal Psychology
 - PSYC 3200 – Cultural Psychology
 - PSYC 2101 – Psychology of Adjustment
 - SOCI 3270 – Personality and Social Structure
 - SOCI 3730 – Social Psychology
 - ECHD 4380/6380 – Human Development and Mental Health
 - EPSY 4240 – Abnormal Child Psychology

- **Environmental Impact**
 - Area II: Life Science options:*
 - BIOL 1103 / PBIO 1210 – Concepts in Biology
 - ECOL 1000 – Ecological Basis of Environmental Issues
 - FANR 1100 – Natural Resources Conservation
 - FANR(ECOL)(GEOG) 1200 – Natural History of Georgia
 - Area II: Physical Science options:*
 - GEOG 1125 – Resources, Society, and the Environment
 - GEOL 1120 – Environmental Geoscience
 - CRSS(WASR) 1020 – Introduction to Water Resources

BSW DEGREE STRUCTURE

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

1. Lower-Division Coursework: Pre-professional enrollment for lower-division students and transfer students preparing for entry into the professional program when completing the required lower-division, 2000-level SOWK courses (10 credits);
2. Upper-Division Coursework: Students who have successfully completed all 2000-level SOWK course requirements are eligible to enroll in certain 5000-level/upper-division SOWK courses on a space-available basis. Students typically begin these courses during their second or third year, and may enroll in these courses without yet being admitted into the BSW Professional Program. SOWK 5340 (3) and SOWK 5524 (3) serve as prerequisites for Senior Coursework.
3. Senior Coursework: BSW students' fourth year, consisting of 5000-level SOWK courses, including their year-long field practicum and group capstone experience (28-34-credits total).

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.

CLASSIFICATION OF STUDENTS

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

| CLASSIFICATION | HOURS EARNED |
|----------------|--------------------|
| First-year | Less than 30 hours |
| Second-year | At least 30 hours |
| Third-year | At least 60 hours |
| Fourth-year | At least 90 hours |

Students pursuing a bachelor's degree in social work (BSW) must declare their major as either "Intended Social Work" or "Social Work." Social Work students are considered to be "intended" students prior to application and admission into the BSW Professional Program. BSW students are then considered to be professional program students after they apply and are accepted into the BSW Professional Program. All BSW students must meet professional admission requirements as set out in this handbook.

APPLICATION & ADMISSION TO THE BSW PROFESSIONAL PROGRAM

Declaration of an “Intended Social Work” major is open to any student who qualifies for admission to the University of Georgia as a first-year or transfer student who seeks to pursue a degree in social work. Students may change their major to “Social Work” upon formal admission into the BSW Program via the BSW Professional Program Application process, outlined below.

Students who have successfully completed all 2000-level SOWK course requirements are eligible to enroll in certain 5000-level/upper-division SOWK courses on a space-available basis, even if they have not yet been admitted into the BSW Professional Program.

Eligibility

Students are eligible to apply to the BSW Program and Social Work major during the semester following their successful completion of SOWK 2154 with a grade of B- or higher. A minimum GPA of 2.0 is required for admission into the BSW Professional Program and is required to remain in good standing with the University of Georgia. Students must apply and be admitted into the BSW Program prior to enrolling in their senior field placement. Applications are available every fall semester in September and spring semester in February, as well as in the summer term by special request.

Applications to the BSW Program are usually made in September or February in the second or third year of study. Timing of the application will be clarified via academic advisement. All applications are submitted electronically via Qualtrics survey to the BSW Program Committee for review and evaluation. When deemed necessary, the BSW Program Director can render decisions on application eligibility and admissions.

A student’s application is eligible for one academic year. Admitted students who do not continue forward with the BSW Program curriculum will be subject to reapplication/readmission.

All BSW Students are expected to conduct themselves in a professional manner and, to the best of their ability, adhere to the guidelines detailed in the BSW Student Handbook, as well as the NASW Code of Ethics.

Application Components

The BSW Professional Program application consists of the following four components:

- Part A: Applicant Information
- Part B: Acknowledgment of and Adherence to the BSW Program Handbook
- Part C: NASW Code of Ethics Statement
- Part D: Personal Narrative Essay

Part A: *Applicant Information* requires students provide their identification and contact information, as well as overall GPA and self-reported grade in SOWK 2154. Part B: *Acknowledgment of and Adherence to the BSW Program Handbook* requires students review the BSW Student Handbook and acknowledge that they will adhere to the guidelines and instructions it sets forth, including specified course sequencing requirements. Applicants must also agree to adhere to the Field Education Manual, as well as to the standards and expectations of the social work profession. Part C: *NASW Code of Ethics Statement* requires that students read the NASW Code of Ethics and commit, to the best of their ability, to adhere to these standards. Part D: *Personal Narrative Essay* requires students to demonstrate writing ability and critical thinking through an APA formatted personal narrative essay that considers their motivation to be a professional social worker and highlights pre-professional development related to their understanding of the social work profession.

A copy of the personal narrative instructions is available in **Appendix D**.

Admissions Decisions

The BSW Program Committee review and evaluate submitted applications to the BSW Professional Program. Upon review of applications, faculty will render one of the following decisions regarding admission to the BSW Professional Program:

- **“Admission”** – Student has been accepted into the BSW Professional Program with no caveats, pending their successful completion of any remaining prerequisites for senior field work.
- **“Provisional admission”** – Requires the student to follow a recommended academic remediation plan and sets forth standards to measure the student’s accomplishment of the remediation plan. Failure to satisfactorily abide by the terms of the remediation plan will result in the student’s non-admission into the BSW Professional Program.
- **“Non-admission”** – Student has not been accepted in the BSW Professional Program. Students may reapply for admission to the BSW Professional Program a total of three times. Students may not enter Field without first being admitted into the BSW Professional Program.

The BSW Program Committee will notify the student in writing via email of the decision made by the faculty.

Application Evaluation Process

The process for evaluating BSW Professional Program applications and communicating these decisions includes the following five steps: 1) Student submission; 2) Faculty review and recommendation; 3) BSW Program Committee discussion; 4) Admission decision; and 5) Decision notification. These steps are explained below:

- 1) *Student Submission.* Applicants are required to submit their BSW Program Application by the specified deadline each semester.
- 2) *Faculty review and recommendation.* Two BSW Faculty (Reviewer A and Reviewer B) utilize a detailed rubric to evaluate each application via blind review with identifying student information redacted. These faculty each render one of the following three decisions: “Yes – Recommend for admission,” “No – Recommend for non-admission”, or “Provisional – Recommend remediation”. If one or both reviewers render a decision of *Provisional* or *No*, then the application will be evaluated by a third BSW Faculty member (Reviewer C) and will be discussed by the full BSW Program Committee.
- 3) *BSW Program Committee discussion.* Based on the recommendations made by Reviewers A and B, the BSW Program Committee will discuss all applications that yielded a split decision. The applicant’s identity may be revealed during this discussion, as appropriate.
- 4) *Admission decision.* A decision is rendered regarding each student’s admissions status. If both Reviewers A and B render a *Yes* decision, the applicant will be admitted into the BSW Program. If both Reviewers A and B render a decision of *No*, the application will be immediately reviewed by the BSW Program Director for a final non-admission decision. For all applications discussed by the BSW Program Committee, a vote will be taken by the faculty to determine the student’s admission decision. Any voting ties will proceed to the Program Director, who will serve as tie-breaker and render a final decision.
- 5) *Decision notification.* Admissions decisions are communicated via email to applicants on behalf of the BSW Program Director and BSW Program Committee.

Appeals Process

Following the guidelines and evaluation process above, the BSW Program Committee and BSW Program Director render an admissions decision regarding each student application. If a student wishes to challenge the admissions decision they received, they may appeal the decision to the School of Social Work Academic and Professional Performance Committee, following the guidelines detailed in **Appendix B** of the BSW Student Handbook.

Students may also re-apply to the BSW Professional Program in a later semester, submitting a total of three applications for evaluation.

When deemed necessary, the BSW Program Director can render decisions on application eligibility and admissions.

FIELD EDUCATION

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 each social work (SOWK) course.
Note: Students may not advance into the field if they have an unresolved grade of "Incomplete" for any prerequisite SOWK courses. For more information about Incompletes, see Page 30 and the Registrar's website: <https://reg.uga.edu/students/grades/> and <https://reg.uga.edu/general-information/faqs/grades/>
- 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

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.

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.

CAPSTONE PROJECT

Embedded within SOWK 5850 and SOWK 5851, seniors in the BSW Program develop a Capstone Project— a year-long applied, experiential, collaborative, and community-engaged effort grounded in professional social work education. Capstone 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, cognitive and affective processes that will propel future studies and the applied practice of social work. 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.

In the fall semester, students participate in a series of lectures that help them critically think about the social problem they plan to address, and begin to work collaboratively in their assigned small groups to design and implement community-based 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, in late spring, student groups present their Capstone Projects in a poster session at the BSW Capstone Symposium.

Course Description & Learning Objectives

Grounded in professional social work education, this experiential Capstone is a year-long, applied process. During the fall semester, learners will attend lectures about how social work practitioners and educators integrate social work knowledge, skills, and values, to facilitate macro-level change. In addition, learners will meet in small groups to discuss and respond to lecture content. During the spring semester, students will work collaboratively in small groups to design and implement macro-level social service/justice projects with an emphasis on attainment of core curricular competencies, integrating classroom, and practicum learning. In April, learners will make a formal presentation of the project and conduct an evaluation of the process.

By the end of the course, students should be able to:

1. Engage effectively in a small-group process (Competency 1, 2);
2. Collaboratively develop and implement applied project ideas that promote social justice and human rights (Competencies 2, 3, 6, 7, 8);
3. Engage in critical self-reflection (Competency 1, 9);
4. Demonstrate knowledge of the core competencies (Competency 1); and
5. Activate and utilize meta-competencies (e.g., communication skills, critical thinking).

Groups

Students are randomly assigned to groups of three or four, and each group is 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. Student groups must be sure to maintain contact with their advisor over the course of the capstone project year.

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.

ACADEMIC ADVISING & REGISTRATION

Academic Advising Overview

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 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, and facilitate student socialization into the profession of social work. BSW academic advisors will notify their advisees via email and the BSW listserv when advising is opened each semester. Advising appointments may be scheduled early each semester in order to ensure that students are advised prior to their scheduled registration appointment, as determined by the Office of the Registrar.

For additional information and academic advising resources, visit the Academic Advising Services website (www.advising.uga.edu).

Expectations of Students

Students must meet with their assigned academic advisor ("Social Work Primary 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 must utilize [SAGE](#) or e-mail their advisor to make advising appointments unless otherwise instructed by their advisor. Delaying academic advisement may limit the student's ability to be cleared for registration prior to their registration time ticket, which could increase the risk of courses being closed.

Students who elect not to follow their official suggested schedule that has been detailed by their advisor on their mutually agreed upon "BSW Undergraduate Student Advising Form" may encounter course sequencing problems that could impact their ability to follow their intended graduation plan.

To best prepare for academic advisement, students are expected to:

1. Examine their degree audit in DegreeWorks to evaluate progress in course and credit completion.
2. Identify courses or programs of study (e.g., minors, certificates or study abroad) of interest.
3. Sequentially map all the courses and requirements for remaining semesters.
4. Be prepared with questions or concerns to discuss with your advisor.

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.

Course Registration Appointment & Time Ticket 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 & Frequently Asked Questions

Listed below are commonly asked questions and corresponding answers regarding the BSW Program and academic advising process.

1. *Who is my advisor?*

Ellen Pauloski and Trelle Turner are the BSW Academic Advisors. Upon declaring your major as "Intended Social Work," you will be assigned a Primary Social Work Advisor in SAGE, which is viewable under the "My Success Network" tab. If you have changed your major and have not yet been assigned an academic advisor, contact the BSW Program Office at ugabsw@uga.edu.

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 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.

4. *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.

5. *What do I do if I think my advisor is incorrect or misinformed about something, or I wish to change advisors?*

If you think your advisor's information is inaccurate, contact another advisor in the department or the BSW Program Director for additional information. If you wish to be assigned to a different academic advisor, contact the BSW Program Office at ugabsw@uga.edu.

6. *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 | ○ Counseling practices |

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.

7. Is it possible to minor in social work?

Yes, effective in Fall 2020, a minor in Social Work is available. The minor in Social Work provides undergraduate students an opportunity to acquire a knowledge base for persons interested in the values and profession of Social Work, with special emphasis in social justice, service, dignity and worth of the individual, importance of human relationships, integrity, and competence. The minor consists of 18-credit hours and requires that students complete three lower-division courses (SOWK 2154, SOWK 2155 and SOWK 2156) and three upper-division SOWK elective courses of their choice.

8. 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.

9. 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.

10. 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, which will outline the remaining courses needed to obtain the BSW degree.

11. 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.

12. Can I complete the BSW degree as a part-time student?

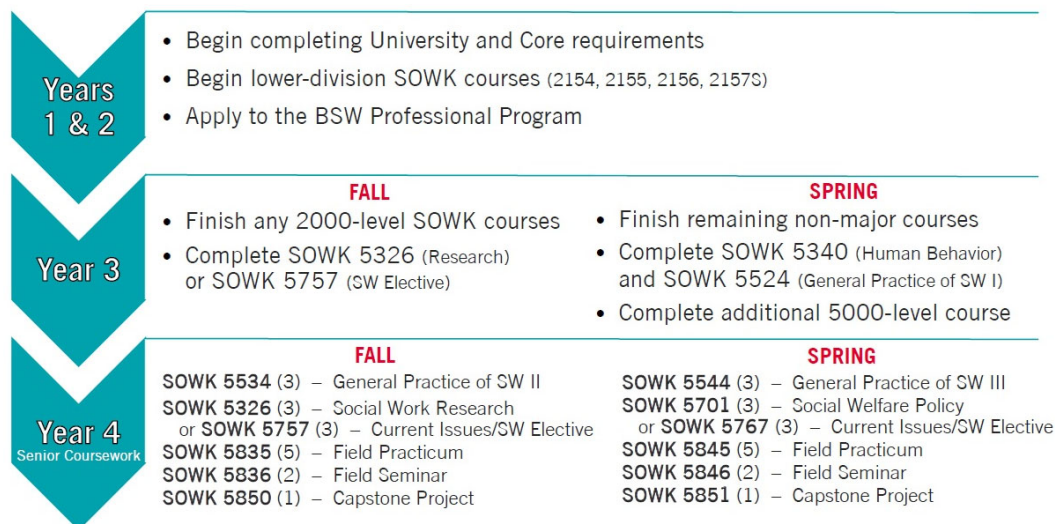
It is possible to work towards a BSW degree as a part-time student, though most students are enrolled full-time. However, there is currently no arrangement to complete the BSW degree in an online capacity.

13. 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.

14. What does the course sequencing for a BSW student typically look like?

BSW students have a lot of scheduling flexibility as they move through their BSW degree. Below is a rough outline for what course sequencing could look like.



Students *must* be admitted into the BSW Professional Program in order to begin fieldwork during senior year.

15. What are the senior year and the field education internship like?

Classes for BSW seniors currently meet on Wednesday and Friday. There are 14-17 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.

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

The [UGA Career Center](#) provides job-search engine online and Career Fair each semester, as well as individual appointments with a Career Consultant to help facilitate the job search and graduate school preparation process. 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 and www.idealists.org are helpful. Each fall the BSW program provides workshops for students applying to graduate schools to obtain their MSW degree. The School of Social Work also utilizes the BSW student listserv and bulletin boards on the first and second floor to share about job openings.

17. 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.

18. 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.

19. 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) 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.

DIRECTED READINGS

A Directed Reading is an independent study offered under the direction of a faculty member for 1 to 9 hours of credit through the course SOWK 5908 – *Directed Readings in Social Work*.

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 their academic advisor and the 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 BSW Program Director.

Application & Procedure

The procedure for request a Directed Reading is as follows:

1. The student must submit a formal request via the Directed Reading Proposal Form to their academic advisor and to their proposed course instructor. This proposal must provide a brief outline of topics and an overview of the learning objectives, activities and intended outcomes of your proposed Directed Reading, as well as include a description of the content area, assignments and evaluation of assignments. The proposed study must be related to the student's program of study and should clearly delineate learning objectives, activities and intended outcomes.
2. The student's proposed course instructor and academic advisor must sign and approve the proposal. The proposal must be approved by the student's advisor and proposed course instructor prior to consideration by the BSW Program Office.
3. The academic advisor submits the signed proposal to the BSW Program Director for approval.
4. A copy of the final proposal with signatures from the directed reading instructor, academic advisor, and BSW Program Director must be submitted to the BSW Program Office, which will arrange for the student to enroll in SOWK 5908.

See **Appendix E** for a sample of the Directed Reading form.

TRANSFER & OTHER CREDITS

Prospective students who are interested in enrolling in Bachelor of Social Work Program must first apply and be admitted to the University of Georgia. UGA Admissions (<https://www.admissions.uga.edu/prospective-students/transfer>) determines application and eligibility requirements and deadlines, and are also responsible for evaluating student transcripts to determine how previously completed courses will transfer to and be accepted as credit hours at UGA.

Once a transfer student has been admitted to the University of Georgia and course credit has been awarded by UGA Admissions, any social work courses completed at another university will be evaluated on a course-by-course basis by the Director of the BSW Program, who will determine whether each course may substitute for a required SOWK course in the BSW degree. Students must submit course syllabi for each transfer courses under consideration. Transfer courses will only be considered for substitution of 5000-level, BSW Professional Program courses if they are from a social work program that is accredited by the Council on Social Work Education (CSWE).

Additionally, course credit will not be awarded for life experiences, and there are no provisions to grant credit for social work courses through examination.

For additional information about transferring to the University of Georgia, visit the Office of Transfer Services website (<https://transfer.uga.edu/>).

GRADUATION

Currently enrolled students pursuing a BSW degree will have a graduation date generated automatically through DegreeWorks based on the number of hours earned. However, undergraduate candidates for graduation must apply to graduate using the graduation application available in [Athena](#) by the withdrawal deadline of the semester in which they intend to graduate.

For additional information regarding UGA Graduation requirements, refer to the UGA Bulletin, visit the Office of the Registrar's website (<https://reg.uga.edu/students/apply-to-graduate/>) or consult with your academic advisor.

FINANCIAL AID & SCHOLARSHIPS

The University of Georgia's School of Social Work is proud to offer a wide range of scholarship opportunities to students. All students are eligible to apply, however preference will be given to those who do not have any other current University-sponsored scholarships or assistantships.

Student may apply for School of Social Work scholarships utilizing the [Online Scholarship Application system](#), which opens in August of each academic year and closes in October of that year. Students may only submit applications for the scholarships that are a good fit to their interests and/or experience.

Scholarships and stipends available through the School of Social Work for BSW students include:

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.

Heather Christina Wright Memorial Undergraduate Scholarship

Established in November 1994, this scholarship was established in memory of Heather Christina Wright, who was completing the BSW program and died from cancer in her final year of study 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.

Title IV-E Child Welfare Education Program

This federally-funded program is made possible through a collaboration between the Georgia Division of Family and Children Services (DFCS) and the School of Social Work. The Title IV-E Child Welfare Education Program covers tuition and fees (excluding parking and health insurance), and provides a small stipend, for competitively selected MSW and BSW senior students to prepare them for competent professional child welfare practice. Students in the program are required to take two child welfare courses, serve in an internship in a county DCFS office, and upon graduation from UGA work for DFCS for 12 months for each academic year that the support was received. Applications are available at <https://www.gadfcs.org/grant/cwg.jsp> and are due online each April for the following academic year.

For the most up-to-date information and details regarding scholarship and financial aid opportunities for School of Social Work students, visit our Financial Aid webpage (<https://sww.uga.edu/admissions/financial-aid/>).

For university-wide financial aid assistance and scholarship information, contact the UGA Office of Student Financial Aid (<https://osfa.uga.edu/>).

For information regarding the School of Social Work's Day-to-Day Supply Closet or Student Emergency Fund, see **Appendix I**.

BSW STUDENT INVOLVEMENT

Students are encouraged to become members in social work professional associations, organizations and clubs, as well as actively engage and serve within the School of Social Work Community. Described below are some of the opportunities available for students to become involved.

The BSW Club

The BSW Club is a student-run organization for undergraduate students in the School of Social Work and is designed to provide social work students opportunities to engage in philanthropic, social, and educational activities. The club actively engages in community service, outreach, and awareness in diverse settings on and off campus. The club's values and ethics mirror those of the social work profession, helping to prepare members for future practice within the field. The BSW Club's primary initiatives include connecting students working toward their undergraduate degree through seasonal drives and fundraisers and social events. As a member of the student-driven, student-run BSW Club, students develop and facilitate community-service projects and other events with your fellow students. The main goal of the club is to utilize collaboration within an organization in order to promote social work skills and experience, and to incorporate that knowledge in our various present and future communities. 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 "intended social work" and "social work" majors 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, and philanthropic endeavors.

BSW Student Ambassadors

The BSW Student Ambassador program is designed to promote the undergraduate major of Social Work at UGA to prospective students and represent the Bachelor of Social Work Program at various recruitment and promotional events. The program addresses the benefits of becoming a professional social worker and the numerous job options social workers have once they complete the degree.

BSW Student Ambassadors will be expected to do the following:

1. Submit an application and be accepted into the BSW Student Ambassador program;
2. Commit to serving for one academic year, but may reapply to serve consecutive years;
3. Actively engage and communicate in a timely manner regarding Ambassador commitments;
4. Complete a mandatory Ambassador training program prior to working an Ambassador event;
5. Dynamically engage with prospective students and other stakeholders;
6. Act in a professional manner while performing their ambassador duties;
7. Remain in good standing with the School of Social Work and the University of Georgia.
8. Abide by the guidelines set forth in this BSW Student Ambassador Handbook.

To qualify to be a BSW Student Ambassador, students must:

- Have completed or be in the process of completing SOWK 2154;
- Be a declared "Social Work" or "Intended Social Work" major;
- Maintain an overall GPA of 3.0; and
- Be in good standing with the University of Georgia.

BSW Student Representative

The BSW Student Representative is an elected student from the current senior class to serve as a student representative at the monthly BSW Program Committee meetings. This student is in regular communication with his/her classmates and serves as a liaison between the students and the School of Social Work. A student representative is elected to serve for a term of one academic year.

Phi Alpha Honor Society

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

In March 2001, the School of Social Work opened a local Kappa Alpha chapter of the Phi Alpha Honor Society. Membership requires a minimum GPA of 3.0, senior status, and successful completion of volunteer experience. Undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class

Application materials are available from the BSW Program Office.

Students for Global Social Work

Students for Global Social Work is an international-focused social work student group that strives to educate, inspire and motivate others to become involved in global affairs both locally and overseas. The group is dedicated to exploring a wide variety of cultures while having fun. They hold two annual events: an international potluck in December and a celebration of International Social Work Day in March.

BSW PROGRAM POLICIES AND PROCEDURES

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. See **Appendix C** for full NASW Code of Ethics.

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. See **Appendix C** for more information about the NASW 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

Health insurance is available for students through the University of Georgia in the form of both a [Mandatory Plan](#) as well as a relatively low cost [Voluntary Plan](#). Students should purchase this plan if not insured privately. For more information about Student Health Insurance, visit the Human Resources website (<https://hr.uga.edu/students/student-health-insurance/>).

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.

APPENDIX A

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY OFFICIAL POLICY STATEMENTS

Effective: July 1, 2006

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 investigate 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.

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

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 <https://honesty.uga.edu/Student-Appeals/Process/>.

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.

APPENDIX C

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Preamble

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

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

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

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline

telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Purpose: Social workers challenge social injustice.

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

Value: *Dignity and Worth of the person*

Ethical Purpose: Social workers respect this inherent dignity and with of the person.

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Purpose: Social workers behave in a trustworthy manner.

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

Value: *Competence*

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

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

To view the complete NASW Code of Ethics, please visit <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

APPENDIX D

BSW PROFESSIONAL PROGRAM: PERSONAL NARRATIVE ESSAY QUESTIONS (PART D)

Instructions

The purpose of this section of the application is to provide you with the opportunity to demonstrate your writing ability through personal narrative, describe your interest and motivation to be a professional social worker, and highlight your pre-professional development related to your understanding of the social work profession.

Personal narrative essays should be constructed in complete APA format, including the following:

- An APA formatted title/cover page for the narrative portion of the application.
 - **Include your 81X university ID instead of your name on the title page. Do NOT include your first or last name anywhere in the personal narrative.**
- A section header for each question.
- Responses of approximately 1 page in length for each question for a total of no more than 7 pages.
- Fundamental structural rules of APA, including:
 - 12 point, Times New Roman font
 - 1 inch margins
 - Page head/running header at the top of every page
 - Double-spacing your narrative
 - Cite and reference in proper APA style (if you have cause to cite and/or reference). If you do cite, you will also need to include an APA formatted reference page
- Thorough review and editing of your work before submission. Read each question carefully before you begin writing. Be sure that you respond to all dimensions of each question.

Submit your Personal Narrative as a PDF document with the following file name: “your 810/811 – Personal Narrative” (e.g., “811234567 – Personal Narrative”).

Essay Questions

Following the instructions detailed above, please thoughtfully and thoroughly respond to the following questions in view of the NASW Code of Ethics and the mission of the School of Social Work at the University of Georgia, which is "to prepare culturally competent practitioners and scholars to be leaders in addressing persistent and emerging social problems through practice, research, and policy."

- 1) Please describe and analyze the factors which have contributed to your pursuit of the BSW degree and your desire to become a social worker.
- 2) The profession of social work embraces and promotes the values of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. In deciding to pursue a Bachelor of Social Work degree, what personal attributes, skills, qualities, and/or values do you have which you believe to be a good fit with social work?
- 3) Describe personal biases and/or challenges which you may need to address to align more closely with social work professional values and ethics. What are your plans to address these areas?
- 4) What do you find most challenging about the NASW ethical standard of Ethical Responsibilities to Clients, specifically regarding cultural awareness and social diversity? What is your plan to practice according to that standard?
- 5) Social justice is a core value of social work. What does social justice mean to you? How does social justice inform and influence your work with people?
- 6) A foundational social work competency is professional use of self. According to the Council on Social Work Education (CSWE) Educational Standards, social workers are "expected to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations." Describe your strengths and challenges in this area and provide examples.

APPENDIX E

DIRECTED READING PROPOSAL FORM

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.

Student Name: _____ Date: _____

Semester: _____

Proposal: *In the space below or in a separate document, provide a brief outline of topics and an overview of the learning objectives, activities and intended outcomes of your proposed Directed Reading. Include a description of the content area, assignments and evaluation of assignments.*

What course is this to replace
or requirement is this to satisfy? _____ Credit hours: _____

Academic Advisor Approval: _____
Printed Name Signature

Directed Reading Instructor: _____
Printed Name Signature

BSW Program Approval: _____
Printed Name Signature

Date Approved: _____

APPENDIX F

BSW COURSE DESCRIPTIONS

SOWK 2154. Introduction to 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 2155. Communication as a Helping Professional. 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. Diversity, Equity, and Inclusion. 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 2157S. Service-Learning in Social Work. 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.

Nontraditional format: Course includes a service-learning project during the semester that either employs skills or knowledge learned in the course or teaches new skills or knowledge related to course objectives. Students will be involved in the planning and implementation of the project(s) and may spend time outside of the classroom. Students will be engaged in the service-learning component for approximately 50-75% of overall instructional time. Students volunteer 25 hours at social/human service agencies.

SOWK 4391. Gender-Based Violence Among College Students. 3 hours

Introduces students to the problem of gender-based violence among college students. Students will critically think about gender-based violence, prevention strategies, and how to advocate for change. Students will develop skills to address gender-based violence and learn how to apply those skills to promoting gender equality.

Pre or Corequisite: *POLS 1101 or WMST 1110 or SOCI 1101 or PSYC 1101 or SOWK 2154 or SOWK 2156*

SOWK 4960R. Faculty-Mentored Undergraduate Research I. 1-6 hours, Repeatable for maximum 16 hours credit.

Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, synthesize, and interpret data and to present results in writing and other relevant communication formats.

Prerequisite: *Permission of Department*

SOWK 4970R. Faculty-Mentored Undergraduate Research II. 1-6 hours, Repeatable for maximum 8 hours credit.

Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, synthesize, and interpret data and to present results in writing and other relevant communication formats.

Prerequisite: *Permission of Department*

SOWK 4980R. Faculty-Mentored Undergraduate Research III. 1-6 hours, Repeatable for maximum 8 hours credit.

Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, synthesize, and interpret data and to present results in writing and other relevant communication formats.

Prerequisite: *Permission of Department*

SOWK 4990R. Undergraduate Research Thesis (or Final Project). 1-6 hours, Repeatable for maximum 8 hours credit.

Faculty-supervised independent or collaborative inquiry into fundamental and applied problems within a discipline that requires students to gather, analyze, synthesize, and interpret data. Students will write or produce a thesis or other professional capstone product, such as a report or portfolio that describes their systematic and in-depth inquiry.

Prerequisite: *Permission of Department*

SOWK 5326. Foundations of Social Work Research. 3 hours

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.

Prerequisite: *SOWK 2154 and SOWK 2155 and SOWK 2156 and Permission of Department.*

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

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.

Prerequisite: *SOWK 2154 and SOWK 2155 and SOWK 2156 and Permission of Department.*

SOWK 5360. Disability Practice, Policy, and Research Issues for Social Workers. 3 hours

Using a strengths-based approach, this course focuses on the diversity of disability in the U.S. and social work's role in supporting people with disabilities and their families across the lifespan. Content includes disability models, U.S. disability history/policy, current challenges, available services, and social work's role in supporting disability sub-populations.

SOWK 5370. Global Social Work: Issues and Practice. 3 hours

Explores social work practice in international settings. Students will use a double lens of human rights and sustainability to examine selected social issues as they occur in the Global South and in the U.S. Students will engage actively in identifying and debating possible solutions by participating in activism and research.

Prerequisite: *SOWK 2154 and SOWK 2155 and SOWK 2156 and Permission of Department.*

SOWK 5380. Poverty in the United States. 3 hours

Exploration and analysis of causes, theories, effects, policy and community strategies, and practice implications regarding poverty in the U.S. Students will examine the impact of poverty on social work fields of service, interventions designed to ameliorate poverty, and how issues of poverty are related to social justice.

Prerequisite: *SOWK 2154 and SOWK 2155 and SOWK 2156 and Permission of Department.*

SOWK 5390. Introduction to Military Social Work. 3 hours

An overview of military social work with regard to practice, research, and policy development and implementation. It will also examine how these characteristics impact communities, research, practice, and families.

SOWK 5400. Social Work Practice in Health Care Settings. 3 hours

An understanding of human health and the health care system in the United States and globally. Social, cultural, and demographic trends supporting the need to prepare more social workers to work in health care settings.

Prerequisite: *SOWK 5524*

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

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.

Prerequisite: *SOWK 2154 and SOWK 2155 and SOWK 2156 and Permission of Department.*

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

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.

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.

Prerequisite: SOWK 5524 and *Permission of Department*

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

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

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.

Prerequisite: SOWK 5534 and *Permission of Department*

SOWK 5701. Social Welfare Policy and Services. 3 hours

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.

Prerequisite: SOWK 2154 and SOWK 2155 and SOWK 2156 and *Permission of Department*.

SOWK 5757. Current Issues in Social Work I. 3 hours, Repeatable for maximum 6 hours credit.

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

Prerequisite: SOWK 2154 and SOWK 2155 and SOWK 2156 and *Permission of Department*.

SOWK 5767. Current Issues in Social Work II. 3 hours, Repeatable for maximum 6 hours credit.

A continuation of Current Issues in Social Work I.

Prerequisite: SOWK 2154 and SOWK 2155 and SOWK 2156 and *Permission of Department*.

SOWK 5776. Conflict Resolution, Peacekeeping, & Reconciliation: An International Course in Northern Ireland. 3 hours

Provides students with an intensive study abroad experience to learn about the effects of years of political and religious conflict in Northern Ireland (known as "The Troubles") on individuals, families, groups, and organizations. Students also learn the long-term social and psychological impacts of conflict, including PTSD.

Non-traditional format: This course will be offered during Maymester and will involve guided experiences, seminars, and lectures. Students will travel to Northern Ireland to get firsthand exposure to the transgenerational impact of the violence from the four-decade long conflict in Northern Ireland known as "The Troubles." Belfast, Ballycastle, Londonderry (Derry) and parts in between in Northern Ireland will be visited. Students will learn about the culture and history of Northern Ireland; visit trauma recovery centers throughout the country; meet with victims of the Troubles who are struggling with the aftermath, former paramilitaries from both sides of the conflict and social work practitioners and community organizations that have been part of the country's recovery process.

Prerequisite: *Permission of Department*.

SOWK 5778. Children and Family Service Systems in Ghana. 3 hours

A critical overview of children and family social service practices in Ghana. Students will develop an understanding of major social welfare and health issues impacting children and families and learn intervention strategies employed in this developing nation by Ghanaian social workers, community organizers, educators, and service planners.

Non-traditional format: This study abroad course will be offered during Maymester in Ghana, West Africa. Students will observe and/or participate in a service-learning project with a local community-based agency and/or engage with governmental and non-governmental agencies to develop a deeper understanding of the social service network, cross-cultural services, and policy practice. In addition, students will participate in a lecture series with Ghanaian scholars and students from the School of Social Work in Osu, University of Ghana, and/or University of Cape Coast, among other institutions of higher education. In an effort to prepare social workers who can lead nationally and internationally, this course is designed to add depth and breadth to students' understanding of global social work practices and policies.

SOWK 5835. Practicum in Social Work I. 5 hours

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

Prerequisite: *Permission of Department*

Pre or Corequisite: SOWK 5534

Corequisite: SOWK 5836

SOWK 5836. Integrative Seminar in Generalist Social Work Practice. 2 hours

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.

Non-traditional format: Seminar. Students will do case analysis, case presentations, and integrate theory, research, and practice in their discussion of field issues.

Prerequisite: *Permission of Department*

Pre or Corequisite: SOWK 5534

Corequisite: SOWK 5835

SOWK 5845. Practicum in Social Work II. 5 hours

A continuation of Practicum in Social Work I

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

Prerequisite: SOWK 5835 and SOWK 5836 and *Permission of Department*

Pre or Corequisite: SOWK 5544

Corequisite: SOWK 5846

SOWK 5846. Integrative Seminar in Generalist Social Work Practice II. 2 hours

This course is a continuation of the Integrative Seminar in Generalist Social Work Practice I.

Non-traditional format: Seminar. Students will do case analysis, case presentations, and integrate theory, research, and practice in their discussion of field issues.

Prerequisite: SOWK 5836 and *Permission of Department*

Pre or Corequisite: SOWK 5544

Corequisite: SOWK 5845

SOWK 5850. BSW Senior Capstone Experience I. 1 hour

Grounded in professional social work education, this experiential capstone is a year-long, applied process. In the first semester, students work collaboratively in small groups to design and implement community-based social service/justice projects with an emphasis on attainment of core curricular competencies, meta-competencies, and integration of classroom and practicum learning.

Prerequisite: *Permission of Department*

Pre or Corequisite: SOWK 5835 and SOWK 5836

SOWK 5851. BSW Senior Capstone Experience II. 1 hour

Grounded in professional social work education, this experiential capstone is a year-long, applied process. In the second semester, students continue to implement community projects and reflect on and creatively convey during a culminating symposium, attainment of the core curricular competencies, meta-competencies, and effective integration of classroom and practicum learning.

Prerequisite: SOWK 5850 and *Permission of Department*

Pre or Corequisite: SOWK 5845 and SOWK 5846

SOWK 5908. Directed Readings in Social Work. 1-9 hours, Repeatable for maximum 9 hours credit

Individual study, reading, or projects under the direction of a faculty member.

Prerequisite: *Permission of Department*

SOWK 5909. Cross-Cultural Awareness in Ghana. 3 hours

This study abroad course provides an interdisciplinary overview of the historical, cultural, and contemporary society in Ghana. It is designed as an integrative learning experience that incorporates assigned readings, field experiences, cultural activities, and service learning opportunities to enhance students' cross-cultural awareness.

Non-traditional format: This study abroad course will be offered during Maymester in Ghana, West Africa. Students will observe and/or participate in a service-learning project with a local community-based agency and/or engage with governmental and non-governmental agencies to develop a deeper understanding of the social service network, cross-cultural services, and policy practice. In addition, students will participate in a lecture series with Ghanaian scholars and students from the School of Social Work in Osu, University of Ghana, and/or University of Cape Coast, among other institutions of higher education. In an effort to prepare social workers who can lead nationally and internationally, this course is designed to add depth and breadth to students' understanding of global social work practices and policies.

SOWK 5910. Conflicts and Long-Term Trauma in Northern Ireland. 3 hours

Advanced readings course for independent research into the conflicts and long term trauma in Northern Ireland under the direction of a faculty member.

Non-traditional format: This is a study abroad course that will be offered during Maymester.

APPENDIX G

SAMPLE BSW GRADUATION PLAN & PROGRAM OF STUDY

| <i>Freshman: First Year</i> | | | | | |
|-----------------------------|-----------|------------------------------|-----------|--------------------------|----------|
| <i>FALL</i> | | <i>SPRING</i> | | <i>SUMMER (optional)</i> | |
| COURSE | CREDIT | COURSE | CREDIT | COURSE | CREDIT |
| SOWK 2154 | 3 | SOWK 2156 | 3 | | |
| FYOS 1001 | 1 | SOWK 2157S | 1 | | |
| ENGL 1101 | 3 | ENGL 1102 | 3 | | |
| PSYC 1101 | 3 | MATH 1101 | 3 | | |
| Area II: Phys. Science | 3 | HIST 2111 or 2112 | 3 | | |
| Area IV: WLC #1 | 3 | Elective #1 (possible minor) | 3 | | |
| Total Hours: | 16 | Total Hours: | 16 | Total Hours: | 0 |

| <i>Sophomore: Second Year</i> | | | | | |
|-------------------------------|-----------|-----------------------|-----------|--------------------------|----------|
| <i>FALL</i> | | <i>SPRING</i> | | <i>SUMMER (optional)</i> | |
| COURSE | CREDIT | COURSE | CREDIT | COURSE | CREDIT |
| SOWK 2155 (Area IV: HA) | 3 | SOWK 5340 | 3 | | |
| Area IV: WLC #2 | 3 | Area II: Life Science | 3 | | |
| SOCI 1101 | 3 | Area II: Lab | 1 | | |
| PEDB | (1) | Area IV: WLC #3 | 3 | | |
| Elective #2 | 3 | Elective #4 | 3 | | |
| Elective #3 | 3 | Elective #5 | 3 | | |
| Total Hours: | 15 | Total Hours: | 16 | Total Hours: | 0 |

| <i>Junior: Third Year</i> | | | | | |
|---------------------------|-----------|---------------------|-----------|--------------------------|----------|
| <i>FALL</i> | | <i>SPRING</i> | | <i>SUMMER (optional)</i> | |
| COURSE | CREDIT | COURSE | CREDIT | COURSE | CREDIT |
| SOWK 5326 (or 5757) | 3 | SOWK 5524 | 3 | | |
| Advanced SOCI/PSYC | 3 | SOWK 5701 (or 5767) | 3 | | |
| Area VI: Data/Digital | 3 | POLS 1101 | 3 | | |
| Elective #6 | 3 | Elective #8 | 3 | | |
| Elective #7 | 3 | Elective #9 | 3 | | |
| Total Hours: | 15 | Total Hours: | 15 | Total Hours: | 0 |

| <i>Senior: Fourth Year</i> | | | | <i>Summary</i> | |
|----------------------------|-----------|---------------------|-----------|--------------------------|------------|
| <i>FALL</i> | | <i>SPRING</i> | | | |
| COURSE | CREDIT | COURSE | CREDIT | | |
| SOWK 5534 | 3 | SOWK 5544 | 3 | Anticipated Graduation: | Spring '24 |
| SOWK 5757 (or 5326) | 3 | SOWK 5767 (or 5701) | 3 | | |
| SOWK 5835 | 5 | SOWK 5845 | 5 | Cumulative credit hours: | 121 |
| SOWK 5836 | 2 | SOWK 5846 | 2 | | |
| SOWK 5850 | 1 | SOWK 5851 | 1 | | |
| Total Hours: | 14 | Total Hours: | 14 | | |

Contact an advisor at UGAbsw@uga.edu

APPENDIX H

SCHOOL OF SOCIAL WORK CONTACT INFORMATION

FACULTY CONTACT INFORMATION

| NAME | TITLE | PHONE | EMAIL | ROOM # |
|--------------------------|--|----------------------------------|--|-----------------|
| ALETRARIS, Lydia | Associate Research Scientist-NCLRS | (706) 542-3739 | lydia@uga.edu | 204 |
| ANGER, Lisa | Part-time Instructor | (706) 542-5458 | langer@uga.edu | 207 |
| BALDWIN-WHITE, Adrienne | Assistant Professor | (706)542-7662 | adrienne.baldwinwhite@uga.edu | 129 |
| BANKS, Leon | Senior Academic Professional / BSW Program Director | (706) 542-5428 | Banks03@uga.edu | 246 |
| BEER, Jenay | Assistant Professor | (706) 542-3025 | jenay.beer@uga.edu | 148 |
| BOYAS, Javier | Associate Professor / MSW Program Director | (706) 542-2707 | jfboyas@uga.edu | 3123 |
| BRIGGS, Harold | Professor / Berger Professor | (706) 542-5429 (678) 985-6793 | briggs@uga.edu | 249B GUC 210 |
| BURRELL, Vivian | Academic Professional / Field Coordinator | (706) 542-3949 (678) 985-6792 | vivian.burrell@uga.edu | 113 GUC 234 |
| CAMPBELL, Rosalyn Denise | Associate Professor / DEI Coordinator | (706) 542-5749 | rdcampb@uga.edu | 346 |
| CAPLAN, Mary | Associate Professor | (706) 542-5464 | caplan@uga.edu | 344 |
| CHOI, Joon | Associate Professor / PhD Director | (706) 542-0844 | choiyi@uga.edu | 121 |
| CORNELIUS, Llewellyn | Professor / Hollowell Professor / CSJ Director | (706) 542-0244 | lcornel@uga.edu | 146 |
| DOTSON, Yosha | Academic Professional / Graduate Recruitment Coordinator | (706) 542-5450 | ydotson15@uga.edu | 217 |
| DUNNIGAN, Allison | Assistant Professor | (706) 542-5409 | allison.dunnigan@uga.edu | 353 |
| ELKINS, Jennifer | Associate Professor / MSW-JD Coordinator | (706) 542-5473 | jelkins@uga.edu | 348 |
| FUSCO, Rachel | Associate Professor / Georgia Athletic Association Professorship – Health & Wellbeing | (706) 542-1090 | rachel.fusco@uga.edu | 153A |
| GIBBS, Jeremy | Assistant Professor | (706) 542-5456 | jeremy.gibbs@uga.edu | 354 |
| HOPPS, June | Professor / Parham Professor | (706) 542-7002 | hoppsbjg@aol.com | 341 |
| JASKYTE BAH, Kristina | Associate Professor | (706) 583-0533 | kjaskyte@uga.edu | 352 |
| JOHNSON, Zoe | Senior Academic Professional / Field Director | (706) 542-5419 | zoe@uga.edu | 109 |
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BSW Student Handbook

| | | | | |
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*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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APPENDIX I

SELECT SCHOOL & CAMPUS RESOURCES

Day-to-Day Supply Closet –School of Social Work

Toiletries | If you are having financial stress right now and cannot afford some of the basics, please feel free to take what you need from the toiletry supply drawers located in the bathrooms on the first floor of the School of Social Work building.

Office Supplies | If you are having a hard time affording office supplies for school, we have an office supply drawer located in room 151A that is open Monday-Friday, 8:30am-4:30pm.

School of Social Work Emergency Fund – School of Social Work

The purpose of the Fund is to provide one (1) time financial assistance to students enrolled in a degree program at the UGA School of Social Work who are facing temporary hardship related to an emergency situation. This could include hardships such as an unexpected housing expense, car repair, medical bills, death of a family member, natural disaster, or other unforeseen circumstances, where this hardship puts them at risk of dropping out of their program.

Request Process:

Requests for support will be made in writing to the Dean and should include:

1. Explanation of the request and how the temporary hardship places the student at risk of dropping out of their program.
2. Documentation of the unexpected expense (e.g. car repair bill).
3. Evidence that the student has sought support from the other resources available at UGA, such as the Office of the Dean of Students and the Student Care and Outreach Office (<http://dos.uga.edu/sco/about/services>).

UGA Student Emergency Fund – 306 Memorial Hall | Phone: (706) 542-3564 | <https://www.studentaffairs.uga/>

Housed in the Office of the Vice President for Student Affairs, this fund is available to provide one-time, limited financial assistance to enrolled students who are unable to meet immediate essential expenses because of temporary hardship related to an emergency situation. https://studentaffairs.uga.edu/vp/content_page/emergency-fund

Student Care and Outreach – 325 Tate Student Center | Phone: (706) 542-7774 | <https://www.sco.uga.edu/>

Student Care and Outreach (SCO) can help students during a range of crises, financial and otherwise. They have support services that include everything from food vouchers to community support referrals, and keep a list of all pantries (food, clothing, supplies) on campus at https://financialhardship.uga.edu/content_page/uga-resources-funding-and-food

UGA Student Food Pantry – 146 Tate Student Center | Phone: (706) 542-4612 | <https://ugapantry.weebly.com/>

The UGA Student Food Pantry is a nonprofit organization open to all students with a student ID. Located on the first level of the Tate Student Center, it serves as the main food pantry on campus, and provides non-perishable and refrigerated food to students in need.

Bulldog Basics – bulldogbasics@uga.edu | <https://www.fcs.uga.edu/ssac/bulldog-basics>

Bulldog Basics provides personal care and toiletry items to UGA students on the Athens campus, with pickup locations at the ASPIRE Clinic, Dawson Hall, and the Tate Student Center.

Office of Student Financial Aid – 220 Academic Building | Phone: (706) 542-3476 | <https://osfa.uga.edu/>

Embark@UGA – 325 Tate Student Center | Phone: (706) 542-7774 | <https://sco.uga.edu/embarkuga/>

Embark@UGA is a campus-based effort providing direct support to students who have experienced homelessness and/or foster care. Embark@UGA is a part of a statewide network that seeks to increase college access and retention for homeless or foster care youth in all University System of Georgia or Technical College System of Georgia institutions in Georgia.

UGA Career Center – Clark Howell Hall | Phone: (706) 542-3375 | <https://www.career.uga.edu/>

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.

Multicultural Services and Programs – 404 Memorial Hall | Phone: (706) 542-5773 | <https://msp.uga.edu/>

Multicultural 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.

Disability Resource Center – Clark Howell Hall | Phone: (706) 542-8719 | <https://drc.uga.edu/>

The Disability Resource Center 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. Information about additional disability services are available on the Equal Opportunity Office (EEO) website (<https://eoo.uga.edu/disability-services>).

University Health Center – 55 Carlton Street | Phone: (706) 542-1162 | <https://www.uhs.uga.edu/>

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 | <https://dae.uga.edu/>

UGA's Division of Academic Enhancement empowers all students to achieve success with innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment. They are committed to students, committed to success. The DAE offers introductory courses in English, mathematics, reading, and study strategies and a comprehensive Academic Center in Milledge Hall. The DAE provide numerous other programs that support and enhance the students' experience.

Office of Global Engagement – Global Engagement Bldg. | Phone (706) 542-2900 | <https://globalengagement.uga.edu/>

The Office of Global Engagement is dedicated to promoting international understanding through study abroad, research, and the exchange of international students, scholars, and faculty.