



Bluffton University Social Work Program

Student Manual

Welcome to the Social Work Profession

Dear Social Work Student,

We want to welcome you to the Social Work Program at Bluffton University. An exciting journey awaits you. We are pleased that you are choosing social work as your field of professional studies and the social work department will work hard to prepare you for your career and future as a social worker.

This manual will provide information and specifics about the Social Work Program at Bluffton University as well as help you on your journey toward graduation. Please familiarize yourself with the details provided in this manual. This is an important instrument that has all the necessary information to help you complete your degree in social work.

We encourage you to contact us, if you have any questions concerning social work or the Social Work Program. Welcome to the program!

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Welcome to the Social Work Program at Bluffton University

When you select social work as a major and career objective, you are venturing out on a challenging and rewarding journey. You will discover yourself growing intellectually, socially, and emotionally, as well as broaden your view and understanding of the complex world in which we live. You will experience the fulfillment of taking on challenges and finding new, creative solutions to difficult problems. You will find satisfaction in helping others. You will belong to a worthy profession with a rich heritage that reaches back a century, and you will make a contribution to the further development of that profession. As you begin this journey however, you must equip yourself with the tools needed to be an effective social worker.

It is the task of the social work faculty to help you acquire the practice behaviors (knowledge, values, skills and cognitive & affective processes) needed for a beginning level generalist practitioner. These developed practice behaviors will allow you to work with individuals, families, groups, organizations and communities. The Bluffton University Social Work Program is accredited by the Council on Social Work Education, attesting that we meet the standards of that national accrediting body. We hope that you will find the Social Work Program faculty personally concerned with your growth and development, and that you will become comfortable interacting with us as professional colleagues.

The purpose of this student manual is to inform you of the Social Work Program's policies, requirements, and expectations, and of your rights and privileges as a social work major. As a reminder, it is your responsibility as the student to become aware of the resources housed in this manual and become familiar with the journey on your way to becoming a professional social worker. Additional information and useful links are available online at www.bluffton.edu/swk

Bluffton University is a four year, liberal arts institution located in northwest Ohio. It was instituted by the Central District Conference of the General Conference Mennonite Church, one of the historic "peace churches." Christian values are preeminent on this campus, and emphasis is placed on integrating values into life. As reflected in its mission statement, the University seeks to "prepare students of all backgrounds for life as well as vocation, for responsible citizenship, for service to all peoples, and ultimately for the purpose of God's universal kingdom."

We believe that Bluffton University, with its Anabaptist Christian foundation, is an ideal setting for a social work program. The mission and the values of the institution are very conducive to teaching service, social justice, and restorative justice to those in need and to those alienated from society. The University strives to build "a community of respect" on this campus, and through our cross-cultural programming, throughout the world. The Christian perspective affirms the worth and value of each human being, encountered locally and globally. Social work majors find themselves "at home" on this campus.

Social Work Mission Statement:

Bluffton University Baccalaureate Social Work Program's mission is to prepare students with the knowledge, values, skills and cognitive & affective processes required for entry level generalist Social Work practice. Grounded in Bluffton University's historic peace church tradition, graduates will strive to enhance human well-being with a focus on anti-oppressive practice particularity related to race, gender, gender identity and expression, sexual orientation and poverty. Students will work for social & economic justice, and peace within all segments of society (individual, families, group and communities), demonstrating responsible citizenship and service to all people, recognizing the importance of human relationships.

The History of Social Work at Bluffton University:

The history of our current Social Work Program can be traced back to 1944 in the midst of World War II. Bluffton College, as it was named back then, faced plummeting enrollment because many young men had been drafted, either into the military or into CPS (Civilian Public Service). The College's leaders pondered what new majors would reflect the institution's value system of peace making and reconciliation, social justice and service. In 1944, Mennonite Central Committee chief Orie Miller who was heavily involved in planning postwar church relief work had said the church needed trained social workers more than any other professionals and he suggested Carl Smucker as the only Mennonite in the country with such training, and that Bluffton should get him to head the program. Smucker accepted and began teaching two courses in 1944, Community Organization and Elements of Case Work. By 1946 the program continued to grow, offering eight related courses. Bluffton boasted one of the first colleges in Ohio, public or private, to offer undergraduate social work education. And in 1946, Carl Smucker helped establish at Bluffton College the first program in social work among US Mennonite colleges. In 1970, the social service program changed to offer an actual Social Work Major at Bluffton College.

In 1952, while Bluffton was busy forming the foundation of its Social Work Program, the national social work associations were coming together to form what would be known as the Council on Social Work Education (CSWE). It was not until 1974 that the CSWE established a national accreditation system for undergraduate education. By then, Bluffton's social work curriculum was already well known for its strengths, and many outstanding Bluffton College graduates had gone on to become leaders in the field of social work. In 1982 the social work department became one of the few departments in the state to receive accreditation from the CSWE. **The program has been continuously accredited by CSWE for over 30 years. The Bluffton University Social Work program continues to build on the strong foundational root in the Mennonite tradition of peace and social justice and the critical thinking supported by the liberal arts tradition.**

Since then the Social Work Program at Bluffton has continued to reaffirm its strength in the basis of the Mennonite tradition and liberal arts curriculum and has continued to hold the standard of a CSWE accredited program.

The BSW program at Bluffton University has as its goals:

- 1) Engage in evidence-based practices for generalist social work providing service to all peoples including individuals, families, groups, communities, and organizations.

(EPAS 2.3, 2.4, 2.6 - 2.9)

- 2) Engage in practice consistent with the principles, values and ethics of the social work profession.

(EPAS 2.1, 2.2, 2.3, 2.5)

- 3) Engage in social welfare policy practice by advocating for social and economic justice while upholding the dignity, worth, and inherent human rights of each person.

(EPAS 2.2, 2.3, 2.5 - 2.9)

- 4) Recognize and implement practice measures consistent with understanding the physical, psychological, spiritual, and cultural functioning within an environment.

(EPAS 2.6, 2.7, 2.8, 2.9)

- 5) Provide culturally-sensitive practice to all, specifically diverse peoples and cultures utilizing anti-oppressive practices.

(EPAS 2.3, 2.6 -2.9)

- 6) Demonstrate integrity and commitment to responsible citizenship shaped by the historic peace church tradition and social work values within a global community.

(EPAS 2.1, 2.2, 2.3, 2.5)

Reference EPAS, the Council on Social Work Education, Educational Policy and Accreditation Standards (2008) located in the Appendix of this manual.

These goals are pursued through a program and curriculum that conforms to the requirements of Bluffton University, to the standards promulgated by the Council on Social Work Education, and to the needs of the social service organizations in the immediate geographical area. As a social work major you have chosen to enter a profession that has as its general purpose to enhance human well-being (enabling people to be more capable) and the attainment of social justice (striving to make communities and society more healthy). The baccalaureate social worker (BSW) is the first level of recognized professional social work practice that aims at accomplishing this purpose.

Accreditation:

Bluffton University holds a certificate of authorization from the Ohio Board of Regents to confer the degrees of Bachelor of Arts, Bachelor of Science, Master of Arts in Education, Master of Arts in Organizational Management and Master of Business Administration. Bluffton University

is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahigherlearningcommission.org (312) 263-0456.

The Social Work Program at Bluffton University is accredited by the Council on Social Work Education at the baccalaureate level. Since 1983 Bluffton University has offered an accredited Bachelors of Arts in Social Work (BSW). This program is fully accredited by the Council on Social Work Education (CSWE).

The Generalist Social Work Perspective:

Many students are eager to dive directly into major courses that provide skills for professional practice. While we appreciate the enthusiasm, it is important that students understand the value of the liberal arts foundation. The thoughtfully designed general education program of Bluffton University provides an excellent foundation for the social work curriculum. It is designed to help the student over four years to explore a personal and family identity, to understand the role of community and culture, and to relate Christian values as a member of the global community. The general education program provides basic skills for thinking critically and analytically, and for communicating effectively in written and oral form. The Social Work Program builds upon and integrates the foundation knowledge and skills obtained from general education courses.

The social work curriculum focuses on your preparation for practice as its primary goal. The Bachelor's level study of social work ensures each student develops a generalist perspective. Graduates can work in virtually any area of the field of social work.

The primary field's social workers practice in are as follows:

- Child welfare/child protection
- Mental/Behavioral Health
- Aging/Gerontological social work
- Family Services
- Health/Medical
- Developmental disabilities
- Alcohol, drug or substance abuse
- Crisis intervention/information/referral
- School social work
- Corrections/Criminal justice

Effective practice also requires the development of skills which have both scientific and artistic dimensions. The scientific dimension addresses your ability to analyze factors related to social welfare policy and social work practice. The second dimension of artistry concerns the development of your relationship skills so that you will be able to function productively within the plan change process.

As a major in the Social Work Program you have chosen to embark on a professional career. An accepted definition of a professional is one who identifies with the values, practice behaviors, methods, and organizational life of the professional group. The pre-professional social work courses (SWK120 Introduction to Social Work, and SWK141 Social and Economic Justice) introduce you to the professional characteristics as they relate to social work. Early in the

curriculum you and the faculty are able to assess your commitment to and aptitude for social work. This will be addressed formally during your program application and interview process.

Opportunities are provided for you to identify with the profession. For example, course based field assignments help you to interact with social workers. You may serve with practicing social workers on the Social Work Program Advisory Council. There are on-going professional meetings at the local, state, and regional levels which students are encouraged to attend. You may work with faculty on social work research, or make contributions to social work through the development of knowledge related to practice and policy by doing independent study for credit. Each student is required to meet specific professional socialization requirements as described later in this handbook.

Preparation for Graduate Study:

Approximately one third of our social work students pursue a Masters in Social Work (MSW) degree. This prepares them for more advanced levels of practice, and provides them with greater opportunity for professional development and career advancement. The Baccalaureate Social Work Program at Bluffton University prepares the student for generalist social work practice. Most graduate programs are designed to prepare students for a specialized area of practice (i.e. clinical, administration, family and children, policy, etc.), or in some cases, for advanced generalist practice. The BSW degree prepares you for immediate work in the field of social work or advanced study toward the master's degree in social work.

Many graduate programs grant advanced standing to students who 1) have graduated from a CSWE accredited Bachelor of Social Work Program such as Bluffton's, and 2) meet that university's requirements for advanced standing. You may be able to finish a master's degree in less than the usual two academic years of study. Please discuss graduate study options with your faculty advisor if you are interested.

The State of Ohio Procedures for Licensure:

In July 1984, the Amended Substitute House Bill 205 was signed into law requiring licensure for anyone being paid to practice social work and for all paid positions with the title of Social Worker. The law defines social work as "the application of specialized knowledge of human development and behaviors and social, economic, and cultural systems in directly assisting individuals, families and groups to improve or restore their capacity for social functioning including counseling and the use of psychosocial interventions and social psychotherapy for a fee, salary, or other consideration." Social workers licensed by the Board have a large scope of practice including administration, hospice, nursing homes, hospitals, mental health, etc. The Ohio Legislature modified the law by enacting Senate Bill 223 in 1996 and it was modified again in 2003. Social Workers must abide by the Ohio Code of Professional Conduct.

To be licensed in the state of Ohio, applicants must have graduated from a CSWE accredited social work program. Applicants must also pass the licensure exam. The exam is composed of multiple choice items that cover a wide range of social work theory, practice skills and professional issues. The exams are scored through a computerized program with a score of 70% needed to receive licensure. If one passes the exam, one may call him/herself a social worker within Ohio. If one does not pass, it is possible to take the exam again after a period of several weeks. Licensure is essential to finalizing your BSW degree from an accredited university. Agencies may only hire people for social work positions who are licensed social workers.

Educational Curricula

By the time you graduate you should have achieved competent practice behaviors suitable for a beginning level of generalist practice. As you learn in the Introduction to Social Work course, practice involves a complex interaction of acquired knowledge, skills, values and cognitive & affective processes. Social work practice skills are firmly nested in a knowledge base and a value orientation. For example, skills must be accompanied with a sufficient knowledge of theories, methods, and techniques, and informed by appropriate values and ethics. Although the components of knowledge, skills, values and cognitive & affective processes are inseparable, they are categorized here to make them easier to conceptualize.

Knowledge: In keeping with CSWE accreditation standards, the knowledge areas you are expected to acquire are listed here. Although these knowledge areas are integrated throughout the curriculum including the general education courses, the course numbers identify the major courses (SWK) where these areas are particularly addressed.

- Social work values and ethics (SWK120, 301, 302, 303, 405)
- Human diversity (SWK120, 141, 264, 301, 303)
- Populations-at-risk and social/economic justice (SWK120, 141, 264, 303, 372)
- Human behavior and the social environment (SWK264, 301, 302 & 303)
- Social welfare policy and services (SWK120, 141, 372)
- Social work practice (SWK240, 301, 302, 303, 372)
- Social research (SWK360, 301, 303, 372, 405)
- Field education (SWK401, 404 & 405)

The knowledge you should acquire can be identified in each course syllabus, specifically in the course outline, and generally in the course competencies. If you believe that you are not developing the course competencies and practice behaviors because of a deficiency in the course, you should discuss your concern with the instructor and/or the program director when you first conclude that there is a course deficiency. *Do not wait until the end of the course when you complete a course evaluation to express your concern.*

Values: The professional values you are expected to demonstrate are defined in the [NASW Code of Ethics](#) (Appendix) and the [State of Ohio Licensing Board Code of Ethics](#). As the NASW code points out, “the core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective.” These are service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

The professional values social workers are expected to have can also be found in the learning environment here at Bluffton, as found in the university’s statement on fostering a “community of respect,” “*Bluffton strives to be a community of respect where everyone is held in mutual high regard. Our belief that every human being is created in the image of God demands that we recognize in each human being that ‘divine spark’, and that all of us welcome and celebrate the diversity in which we have been created as children of God. As members of the Bluffton*

University community, we strive to treat with respect each member of the community. Our standards of campus conduct are based on the mutual respect we believe we are committed to extend to each other.” This idea of mutual respect and affirmation of the diverse community of Bluffton, allows the students to openly express and discuss differences among each other. The learning environment at Bluffton affords the students the ability to challenge norms and gain respect for human differences. Also, in the four enduring values of Bluffton:

- **Discovery** embodies the explorative nature of our academic offerings and cross-cultural requirement, the development of new relationships and experiences, and the uncovering of personal spirituality and faith.
- **Community** represents the rich collaboration among faculty, students and staff, the residential and intimate nature of our campus, and the importance of the shared experience for discerning direction and meaning in life.
- **Respect** encompasses and symbolizes our sensitivity to diversity within our community and to our commitments to peaceful resolution of conflict and to environmental stewardship.
- **Service** personifies our heartfelt community outreach to meet the needs of others, and offers a means for helping to achieve a more fully reconciled, peaceful world.

Skills: The social work practice skills you are expected to learn in the coursework and demonstrate during fieldwork include basic work skills as well as skills needed in the phases of the helping process as defined by the practice behaviors related to the CSWE competencies. The generalist model of practice appropriate regardless of size of the client system requires another set of skills to properly and effectively apply this model:

1. *Self-Reflection*
2. *Engagement*
3. *Assessment*
4. *Planning*
5. *Implementation*
6. *Evaluation, Termination, and Follow-Up* (Gasker, 2019)

Cognitive & Affective Processes: The following skills are critical for high quality social work practice, they include communication skills (verbal and written), relationship skills, problem-solving, and analytical/critical thinking skills. The social work profession is one based on human interactions and mutual respect. However, there is always a power differential and it is our responsibility to use our professional skills to enhance the well-being of our clients. We do this through clearly articulating our professional observations (orally & written). We also use critical thinking to best assess situations and help the client create intervention plans.

Overview of Coursework:

The following distribution of semester hours are needed to satisfy the requirements of the University and Social Work Program. A total of 124 hours is required for graduation.

Course Category	Semester Hours
Required general education courses	44
Social Work required foundation courses	19
Social Work required courses	43
Elective courses (minimum)	18
Total:	<hr/> 124

General Education Requirements:

The general education and social work curricula are described in this section. A four year curriculum plan for the social work major is available in this manual on page 12 and [online](#). You need to schedule an advising appointment with your faculty advisor 1-2 weeks prior to registering for classes. In order to earn a Bachelor of Arts degree, Bluffton University requires students to complete an integrated program of general education courses. This core program (The Bluffton Blueprint) is designed to help the student experience an expanding view of self and the world from Becoming a Scholar through the Senior Capstone course. The general education requirements are listed in the University catalog which is available [online](#).

Foundation Courses for the Social Work Major:

Due to the range of persons and problems with which social workers deal, an effective social worker needs to know a lot. Social workers work in political systems, with issues concerning human biology, with many types of functional and dysfunctional human behaviors, and with a great diversity of people in many social contexts. The core program of general education requirements provide all Bluffton students with a strong background in the social sciences, to help students understand issues of social and economic inequality and human diversity, historical and philosophical perspectives on our culture, and experience in cross-cultural study and service. The general education program of courses is designed to provide the Social Work Program background content in the first two years and before the professional social work courses are taken.

Social Work Courses:

The social work courses are divided into five general content areas:

1. Human Behavior and Social Environment,
2. Social Welfare Policy and Services,
3. Social Research,
4. Social Work Practice, and
5. Field Instruction

These courses are to be taken sequentially by academic level or concurrently as indicated by the course schedule.

**SOCIAL WORK MAJOR
Four Year Plan**

Please note: This is a suggested program guide. It is not to be interpreted as a contract. Changes may occur. Please see your program advisor before you register for courses. Updated 8/20

Year	Fall	Spring
First year	SWK 141 Social & Economic Justice 3 PSY 110 Introduction to Psychology** 3 LAS 105 Becoming a Scholar 3 Writing Well Competency 3 Speaking and Listening Competency <u>3</u> Total 15	SWK 120 Introduction to Social Work 3 SOC 152 Intro to Sociology** 3 Lab Science 4 Creative Expression Competency 3 Reading the Bible Competency <u>3</u> Total 16
Second year	PSY 235 Developmental Psychology 3 PSY 250 Abnormal Psychology 3 SWK 240 Interviewing Theory & Skills** 3 Living Well Competency 2-3 Elective <u>3</u> Total 14-15	SWK 264 Human Behav & Soc Envir 3 SWK 240 Interviewing Theory & Skills** 3 Or Elective SWK 360 Basics of Social Research** 3 BENV 200 Learning in Community 5 Total 14
Third year	SWK 301 Social Work Practice 1 3 SWK 360 Basics of Social Research** 3 Exploring the Past Competency 3 Religious Understanding Competency 3 Behav & Soc Sci Course <u>3</u> Total 15	SWK 302 Social Work Practice 2 3 SWK 372 Social Welfare Policy 3 BENV 300 Cross Cultural experience 3 Or six hours of one foreign language Electives 7 Total 16
Fourth year	SWK 303 Social Work Practice 3 3 BENV 400 Christian Values 2 Critical Analysis Competency 3 Electives <u>6</u> Total 14	SWK 401 Field Work * 12 SWK 404 Field Work Seminar 1 SWK 405 Social Work Capstone Sem <u>3</u> Total 16

124 total hours to complete graduation requirements (this includes 2 hours of Arts & lectures credit)

Bold face indicates major course requirement

Parenthetical suggestions for elective are strongly recommended

Social Work majors can participate in a semester abroad (such as the Guatemala trip), but such arrangements require extra planning, so see your advisor

* Field Work involves 15 weeks of approximately 32 clock hours per week in the agency for a total of 448 hours

**TAKE FALL OR SPRING SEMESTER

Dual Major/Minor/Electives:

The major can begin in the freshman, sophomore or even in the junior year, although the later beginnings presume substantial prior work on the general education and foundation courses. While breadth in the liberal arts is encouraged, some students may wish to combine the social work major with one of the following minors or majors:

- Art
- Criminal justice
- Music
- Peace and conflict studies
- Psychology
- Sociology
- Spanish
- Theatre
- Women's studies
- Religion

Students are encouraged to make other selections on the basis of their potential use in meeting their career objectives. For example, if you are interested in social work in a medical setting, you may consider taking such electives as BIO 230 Human Anatomy and Physiology 1 or HFS 220 Personal and Community Health Concerns. If the administration of social work programs appeals to you, you may wish to take the economics, finance, or management courses.

Students planning to add a minor or second major should consult with their faculty advisor. This requires careful planning and scheduling, and may mean taking an overload, or even an additional semester. A second major or a minor in Spanish works well with social work. The Women's Studies minor or the Peace and Conflict Studies program (minor) would be valuable for preparing social workers for dealing with troubled families, organizations, and communities. Students planning to attend graduate school are encouraged to take **PSY 284 General Statistics** since this content is required before entrance to most graduate schools of social work.

Independent Study & Departmental Honors:

Upper level students with a demonstrated ability to work independently may earn credit for doing an independent study. See the University catalog for procedures and requirements. In addition to University requirements, the Social Work Program invites the student to give a presentation of their study to interested peers and department faculty. The student's field instructor and other social workers also may be invited. The purpose of this expectation is to reward responsible scholarship, and to provide opportunity to students to disseminate the knowledge base of the profession.

Students with a 3.0 GPA may apply to do a Departmental Honors study in his/her major field. This involves 5-7 semester hours of independent research spread over two consecutive semesters. There is more information about Departmental Honors study later in this manual and you may also reference the University Catalog for details on Departmental Honors.

Field Work:

Field work is the signature pedagogy and an important feature of social work education. The student engages in one semester of in-agency practicum within a broad choice of settings. Bluffton University has partnered with more than 40 local human service agencies who allow students to **complete 448 hours** of required practicum experience in your senior year. **Field instruction is taken in the last semester of the senior year**, after the student has completed the three social work practice courses. This provides opportunity for the student to integrate knowledge with practice and demonstrate skills and competencies learned throughout the

curriculum. This allows for 32 clock hours at the agency each week for the 15 week term excluding the week of spring break (total 448 clock hours), which is generally taken as four full days per week. Students doing a summer internship following their senior year work 37 hours per week for twelve weeks.

Advising:

The academic advising policies and procedures at Bluffton University are based on the premise that significant learning and growth can occur within the context of a close relationship between students and advisors. Academic advising provides assistance to the student in forming realistic and appropriate educational goals and in selecting an academic program directed toward these goals. Each student at Bluffton University is assigned to a faculty member who serves as their academic and professional advisor.

The academic and professional advising policies and procedures are as follows. First-year students who have decided on a major are assigned to an advisor within the department in which they plan to major. First year students who are undecided are advised by the Center for Career and Vocation. Transfer students are advised by a faculty member in their department. The advising procedures are handled jointly by the social work faculty. Typically first year faculty will not have advisees but this can be changed based on the program director's needs for distributing advisees and the capability of the faculty member. Students can anticipate having the same advisor for all four years of study unless a request is made otherwise.

Application Procedures for Entering the Social Work Program

Students apply for **official admission** to the Social Work Program while taking SWK 264 (usually spring of your sophomore year). Students will be informed of their admission into the Social Work major before fall registration begins (mid-March).

The **criteria for admission to the program** include:

- Minimum 2.5 GPA or
 - 2.25 overall and 2.75 in Core and Foundational Social Work classes
- Declaration of Social Work as a major
- Completion of the following:
 - Application to the social work program (pg. 27) (completed in SWK 264)
 - A personal philosophy statement of 1200 words (completed in SWK 264),
- Review of the Bluffton University Social Work Program Manual and agreement to abide with its contents
- Completion of a successful program interview.

All students who want to declare a Social work major will inform the program director who will then inform the registrar's office. Declaring a major does not ensure one will be admitted into the Social Work Program. Social work faculty have an obligation to the profession and indirectly to every potential client you will face throughout your career. Accredited programs recognize that both academic factors and professional factors are significant in identifying persons suitable for the profession. Usually the process of self-selection is sufficient for filtering out those who lack the necessary qualities to be effective social workers. However, the program faculty maintain responsibility for approving the student's entrance into the Social Work Program. The profession needs mature and competent individuals who have a commitment to helping people and working for a more just society. To be effective, the social worker must demonstrate emotional and intellectual growth and maturity, sound judgment, effective interpersonal skills, a strong sense of ethics, personal values and integrity, and a developing sense of self-awareness so that personal needs do not interfere with client needs.

All students must submit, their application form, a 1200 word autobiographical statement Write an essay of at least 1200 words that addresses the following four questions:

1. Describe a social problem of concern to you. Include at least one evidenced based article that helps demonstrate your grasp of the problem.
2. Outside of your personal desire to help people, why have you chosen social work as a profession over another profession or major?
3. Reflect upon a time when you've had a long-cherished or accepted belief challenged. How did you respond? How did the challenge affect your belief?
4. How have your life experiences and identities shaped your understanding of power and privilege?

Students submit their application form, autobiographical statement, Record of Professional Socialization Activities (if applicable) and recommendation forms (if applicable) to the Program Director (Walt Paquin). Dr. Paquin will schedule a program interview for the student with the social work program director and a social work faculty member when appropriate documentation is completed.

Transfer students coming into the program as juniors will need to complete the admissions process at the beginning of the practice course series. Students transferring in more than **45 credit hours** must also submit two recommendations in addition to their application and autobiographical statement. One of the recommendations should be completed by a professor from the previous institution. The recommendation form is available in the appendix of this manual.

Concerns when applying to the Social Work Program:

Students with a **criminal history** should inform the program faculty of this fact. A criminal history does not in itself exclude one from a social work career. In the state of Ohio, the social work licensing board considers applicants having been convicted of a felony on a case-by-case basis. Program faculty can help you understand the factors and risks which the board may examine in determining whether to issue you a license upon graduation. If it is doubtful that the board will issue you a license, you will be advised to communicate directly with the board, or find another major. Likewise, students with active mental health problems or addictions should inform program faculty of this fact. While every effort will be made to support students' progress in treatment or recovery, it is sometimes advisable for the student to step out of the demands of academia to focus on their recovery efforts. The program faculty may require a student demonstrating problem behaviors to get treatment as a condition for remaining in, or returning to the program.

Students who demonstrate a pattern of behavior that exploits or abuses others, uses deceitful manipulation in dealings with others, demonstrates poor relationship skills including a severe deficit in empathy skills, demonstrates gross errors in judgment, displays irresponsibility for themselves and the impact of their conduct on others, or other behaviors that clearly violate the professional code of ethics, will not be admitted into the program, or will be removed from the program. Termination will require consensus of the full time social work faculty following deliberate examination of the facts. The Dean of Academic Affairs will be asked to participate in the meeting with the student when program faculty explain the termination decision. Students are entitled to the normal University appeals procedures if they wish to contest the decision.

If it is determined that an applicant cannot be admitted to the Social Work Program, the student will need to redirect his or her course of study and select another major. The social work faculty advisor can assist in this process.

When faculty members have concerns about your progress, you may be asked to meet to discuss these concerns. If it becomes apparent you are unable to address or remedy the concerns, you may be asked to consider other career options. In extreme cases where, in the judgment of the faculty, the student's behavior or judgment is so impaired that future clients are likely to be at risk, the faculty members of the program reserve the right to dismiss a student from the program. The student has the right to appeal as described under "Grievance Procedures" later in this manual.

Evaluation and Notification for Admission to the Social Work Program:

The process and procedure of evaluation and notification for student admissions into the Social Work Program is as follows:

- Submit application documentation and autobiographical statement to Program Director (Walt Paquin).
- Once all completed documentation has been received, Walt Paquin will assist in setting up the admissions interview with the social work faculty.
 - At the interview, students are evaluated on areas of knowledge, values, skills and cognitive & affective processes in their social work education (interview outline found in the appendix of this manual).
 - At the end of the interview, the interviewing faculty will discuss the criteria for admissions and determine if the candidate has indeed met all criteria.
- You will receive written notification regarding your admission status within two weeks from the interview date. The interview outcome will be either **full admission, conditional admission or non-admission** into the Social Work Program. If the student is conditionally admitted, a performance plan will be developed with the student.

Program Policies

Bluffton University Honor Code:

Faculty members do not proctor exams and students are expected to encourage each other to behave ethically. Students sign the honors pledge on each exam to indicate that they are "unaware of any inappropriate aid having been given or received during this exam." If they are unable to sign the pledge in good conscience, the professor will contact them to explore the matter.

The spirit of the honor code is to permeate all areas of campus life, including respect for the property of others, following proper library procedures, and following academic conventions for citations and giving due credit for the work of others.

A student demonstrating a pattern of abuse of the honor code will likely have disregard for the social work profession's code of ethics. Such a pattern will be sufficient grounds for dismissal from the Social Work Program.

Policy of Nondiscrimination:

The Social Work Program places high value on justice for all people, and promotes nondiscrimination in our program through teaching, in modeling of professional behavior, and as a matter of program policy. The Social Work Program does not discriminate based on race, color, religion, creed, gender, gender identifications ethnic or national origin, other abled, age, political beliefs, or sexual orientation.

Transferring Credits:

Students who transfer to Bluffton University from other institutions should consult with the Registrar and the Social Work Program Director. The University recognizes the need to minimize the duplication of content where students can demonstrate they have already acquired the knowledge and skills in the foundation curriculum areas. The Registrar will determine the compatibility of liberal arts courses, and the Program Director will determine which social work or human service courses can transfer into our program. If the source program is an accredited social work program, the transfer is usually rather easy. Otherwise, the transferring student will be asked to produce course syllabi from the other institution to determine compatibility of course

content. Factors such as credentials of instructor, textbook used, course outline, and course assignments will be considered. Credit can most appropriately be given for the foundation, introductory, or “pre-professional” courses. CSWE accreditation standards prohibit granting transfer credit for the professional practice courses or for internships from unaccredited programs. **Under no circumstances can social work credit be given for learning from life experience or for previous work experience.**

Evaluation of Student Performance (interview criteria for the Social Work Program):

In social work, professional use of self is held to be of equal importance with specific curriculum requirements. Faculty members are responsible for evaluating the student's growth, using the following criteria:

1. Motivation for social work: Your motivation is reflected in your effort to understand the purpose and mission of social work, your promptness and responsibility for work assignments, your abilities in self-assessment, and your willingness to address your personal and professional growth needs.
2. A commitment to the adopted values of the profession: Evidence of your value commitment is shown in course/field assignments, and reflected in the ways you relate to peers, faculty, staff of agencies, and clients. The ethics of the profession are paramount (NASW Code of Ethics).
3. The ability to interact productively with others: A social worker must be a good team worker. You are expected to show respect for colleagues in accordance with the social work Code of Ethics, where "colleagues" is understood to mean student peers, social work faculty, staff of agencies, or other professionals. You should be able to accept and benefit from faculty/field instructor supervision, including content not only related to course work, but also to your emotional and professional behaviors.
4. The ability to communicate: The student develops competent communication skills, both written and oral. You should be able to present your ideas in course and field assignments clearly, confidently, and persuasively, and in an organized manner.
5. The ability to analyze: With intellectual maturity, one learns to think critically and analytically rather than by rote memory. You are expected to increasingly reflect this ability in the classroom and in individual discussions by asking questions, by raising points for consideration, and by appropriately challenging the instructor on important issues.
6. Identification with the profession: You show that you identify with the profession by attending extracurricular social work activities and professional meetings, Social Work Club activity, and as a student member of NASW.

Faculty and students may interact informally regarding these criteria at any appropriate time. Formal occasions upon which they will be addressed include:

- 1) At application interview for admission to the Social Work Program,
- 2) At application for fieldwork, and

3) At final fieldwork evaluation.

Although the primary function of the evaluation process is to provide feedback and promote growth, letters of reference written by faculty on your behalf will generally reflect this current assessment. If you are concerned or unclear about faculty assessment of your development, you may ask your advisor to see the Professional Development Form on record. If you disagree with faculty and/or field instructor perceptions, you have the right and responsibility to say so. If you are unable to come to agreement, you may accept the evaluation uncontested, or you may use the appeal process described below.

Professional Socialization Requirements:

One of the characteristics of a profession is that members affiliate themselves with various associations related to the profession in order to share their knowledge, to advance their skill and practice, and to help achieve the goals of the profession. With licensing of social work practice, most states require continuing education for renewal of the license. Ohio requires that social workers obtain thirty clock hours of seminars, workshops and courses every two years, with three of those focusing on matters of professional ethics. The cost in time, transportation, and registration fees should be considered a necessary and expected investment in one's professional practice.

Bluffton University social work students are also expected to associate with other professional members in order to develop a sense of growing as a social work professional, become aware of current issues within the profession, learn the organizational structure of these associations, realize professional associations as resources for continuing education, and begin contributing leadership to the profession.

Social Work majors are expected to attend *at least* two meetings, workshops, or conferences per year. A program-sponsored urban excursion or cross-cultural trip will qualify for one of these meetings. Announcements of professional meetings and conferences will be made in classes and through Social Work Club. Students are encouraged to select conferences and workshops which are clearly sponsored and/or attended by professional social workers. The Social Work Department may organize transportation to conferences each year.

Students are to maintain a record of their participation in professional activities using the form available in the appendix of this manual. Students will be asked to keep their advisor informed of these activities so that a record can also be kept in their advising folder. Students may be asked to submit a brief summary or reaction paper for conferences attended.

Membership in professional organizations and leadership experiences listed in your resume will in many cases give you an edge when applying for jobs. It demonstrates your commitment to the profession and your willingness to assume leadership in helping the organization work toward its goals. Several avenues exist for the student to participate in professional associations including: NASW, BPD, and NACSW.

Student Evaluation of the Social Work Program:

There are three ways a student may make recommendations regarding the Social Work Program.:

Personally address individual faculty members

- Students are invited to make suggestions to individual faculty members. Students frequently offer excellent ideas related to a particular course in the program or to program requirements.

End of semester course evaluations

- Course evaluations provide a second opportunity. University policy requires the registrar to distribute evaluation forms at the end of each course. These are submitted electronically and shared with the instructor after grades are turned in

Send concerns to the Social Work Program Advisory Council

- A third opportunity to recommend program change is through the Social Work Program Advisory Council. The council is comprised of social work practitioners, and social work students. The social work practitioners come from various agencies of the community. Each social work class elects its representative to serve on the council. The council meets two times per academic year.

Academic Performance Policy:

Social Work majors are expected to maintain an overall GPA of 2.5 or higher and receive a C- or higher in all Social Work foundational and required classes.

Academic Performance Procedure:

The Social Work Academic Advisor will review the student's academic performance each fall and spring. In each advising session students are reminded of the GPA/grade requirements to be a Social Work major in good standing. If a student receives a grade below a C- in a Social Work program course, they must retake the course. If a student's GPA is below or near the 2.5 requirement, the Social Work advisor will discuss the academic challenges and refer the student to appropriate resources on campus including tutoring and the writing center. If a student's GPA is consistently below or near a 2.5 or they need to repeat multiple Social Work program classes, they will be advised to consider changing their major.

Professional Performance Policy:

Students are expected to maintain a professional demeanor as defined by the NASW Code of Ethics.

Professional Performance Procedure:

Students are expected to be familiar with the NASW Code of Ethics and adhere to the Code as appropriate for a BSW student. Faculty are evaluating professional behavior in an ongoing manner. The department, through university procedures is also made aware of honor code violations. If the Social Work faculty observe behaviors that indicate a lack of professionalism, especially those that violate the NASW Code of Ethics, they will discuss the behavior with the student. If non-professional behaviors continue, the student will meet with the Social Work program director to discuss their fit with the Social Work Profession, based on the Student Manual and the NASW Code of Ethics. If the student is a good fit for Social Work, a plan of action to address professionalism will be developed and the student will work through that plan with their Social Work advisor. If the student is not a good fit for Social Work, they will be advised to change their major and assistance will be given to help them make the best choice possible given their aptitudes and academic progress.

Grievance Procedures:

Disputes between a student and faculty member may arise concerning a variety of issues including application decisions, grades, and evaluations. Students are expected to handle disputes befitting a professional with integrity and responsibility. University procedures for grade appeals and academic grievances have been defined, and a statement of procedures is available from the Academic Dean. Be aware that it requires the student to initiate a grade appeal no later than ten class days after the next term begins. In brief, the student must first discuss the grade with the course instructor, then, if still unresolved, to the academic dean. If the Academic Dean cannot successfully arbitrate the matter, an ad hoc faculty committee will be appointed to hear the case.

Other concerns should first be addressed with the instructor at issue, and failing that, with the individual at the next organizational level, e.g. course instructor, program director, department chair, dean. Standard organizational protocol (and indeed, due process) requires that a complaint made to superiors be made only with notice given to the target of the complaint.

The Campus Judicial Board handles problems of student conduct, or other complaints of students toward faculty. The Bluffton University Student Handbook describes these procedures in full.

Enrichment Opportunities

Departmental Honors:

Departmental Honors is a program of independent study in the student's major field. A GPA of 3.0 or higher is required and planning should begin the fall term of their junior year with work beginning the following spring semester. Students with advanced scholarship skills may apply to do a Departmental Honors study in his/her major field. This involves 5-7 semester hours of independent research spread over two consecutive semesters. See the University Catalog for details on [Departmental Honors](#).

Social Work Club:

Social work students organize to develop programming that meets their needs and interests through the social work club. Goals include increasing students' knowledge of specific social problems and resources, promoting social work interests and values on the Bluffton University campus, providing opportunities for students to work together in community service projects, and increasing a sense of affiliation with other social work students. These goals may be achieved through the organization's meetings with outside speakers, field trips, or social events. All social work students are encouraged to attend and support your club.

Social Work Program Advisory Council:

The Advisory Council is composed of a wide variety of local practicing social workers, faculty from area technical degree programs and social work student representatives. The social work practitioners come from various agencies of the community. Each social work class elects its representative to serve on the council. The Social Work Club President and Vice President will serve as their class representatives. The council meets two times per academic year. The council reviews and advises on topics such as the social work curriculum including course content, sequencing, and requirements, content of fieldwork manual, including fieldwork placements and policies, and criteria for the evaluation of student fieldwork performance as well as the annual and long range program goals.

National Association of Social Workers:

NASW is the national organization for practicing social workers, and has a special student category with reduced membership fees. Benefits of membership include publications (SOCIAL WORK, NASW NEWS, OHIO NASW NEWSLETTER), and reduced fees for NASW sponsored workshops and conferences. The Ohio Chapter has a conference every fall, and students can sometimes attend sessions free in exchange for serving as conference assistants.

Other Socialization Opportunities:

Other social work professional organizations sponsor state, regional, or national conferences and workshops, and often have reduced fees for students. These organizations may be specific to a field of practice (i.e. Child Welfare League of America, Family Service America, etc.)

Other campus organizations:

Multi-Cultural Student Organization, International Connection (Icon), SERVE, Peer Awareness Leaders (PALs), to name just a few. More options listed online at:

<http://www.bluffton.edu/studentlife/involvement/index.html>

Additional Information

Bluffton University Social Work Page: <http://www.bluffton.edu/swk>

National Association of Social Workers (NASW): <http://www.socialworkers.org/>

- NASW Membership: <https://www.socialworkers.org/join>
- National Association of Social Workers – Ohio Chapter: <http://www.naswoh.org/>

Council on Social Work Education: <http://www.cswe.org/>

- Educational Policy and Accreditation Standards:
<http://www.cswe.org/File.aspx?id=13780>

Licensure Information: <http://www.cswmft.ohio.gov/>

Bureau of Labor Statistics: Social Work: <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

APA Format: <http://owl.english.purdue.edu/owl/resource/560/01/>

Tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

LSW License Instructions

Education Requirement:

Complete a bachelor's, degree in social work from an accredited program. If you are in the final semester of a social work program, you may apply and start the process at any time.

Steps toward Licensure (ALL steps must be completed before your license can be issued):

1. The first step for licensure is to complete the LSW application online and pay the \$80 application fee (plus a \$3.50 processing fee) on the [eLicense Site](#). You will need to register and create a User ID and password to access the e-License system. Once you've registered, complete the application for Licensed Social Worker.

As part of this application, you will also be requesting approval to take the licensure examination. Bachelor's-level graduates, or those who are enrolled in the final term of a Bachelor's program, are required to take the Bachelor's exam. Be prepared to attach a copy of your driver's license and a copy of your degree (or a letter of good standing detailing your anticipated degree and graduation date, if you have not yet graduated) to the application.

The remaining steps for licensure can be completed in any order.

2. Upon receipt of the above items, you will receive an exam pre-approval email, approving you to contact Association of Social Work Boards (ASWB) to pay the examination fee (\$230 for the Bachelor's exam). Once you pay for the test, ASWB will email information so you can register with a Pearson Testing Center for the exam. Your exam score will be received at the Board on Wednesday the week after you take the exam. In the event that you are unable to pass the exam on your first attempt, see the instructions for [exam re-approval](#).
3. View the Board's online [Laws and Rules video](#). This is a review of the Board's rules and ethics requirements, and will help you understand your responsibilities as a licensee.
4. Complete the [BCI and FBI background checks](#). Background checks are valid for one year once completed.
5. Have your school submit OFFICIAL transcripts, showing your degree conferred, directly to the board. You can have your transcript emailed to socialwork@cswb.ohio.gov (preferred method of delivery), or mailed to the address below. Please note: Your degree must be awarded in order for your official transcript can be accepted. Many schools may take as long as 1-4 weeks following graduation to post your degree to your transcript. Your license can not be issued until after you have graduated and submitted a transcript showing the degree.

Documents required for completing your LSW licensure file:

1. LSW application with fee
2. ASWB Test Results
3. Watch the Board's online [Laws and Rules video](#)
4. [BCI and FBI background check](#)
5. Official Transcript showing your conferred degree, sent directly from your school

Once you are licensed, you will receive an email from the board indicating that you may now call yourself an LSW. A wall certificate will be attached to this email, which you may print and display in your workplace.

After You Have Submitted Your Application

1. Be sure to submit any required documents.
2. Complete the background checks.
3. Track the status of your application by clicking on Review Status under Options on your license application tile in eLicense. The review checklist indicates whether the Board has received your background checks, submissions such as your transcript or hours of supervision, and your exam score.

Appendix Contents

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**Bluffton University Social Work Program
Application for Admission**

Date: _____

Name: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Marbeck Box #: _____ Commuter: Yes _____ No _____

Cell Phone: _____ Home Phone: _____ E-Mail: _____

Major: _____ Minor: _____

Faculty Advisor: _____

Expected graduation date: _____

Have you ever been convicted of a felony? Yes _____ No _____

I have reviewed the on-line Bluffton University Social Work Program Manual, including the Social Work Code of Ethics, and agree to abide with its contents: Yes _____ No _____

I hereby apply to be formally admitted to the Social Work Program.

Signature: _____

Write an essay of at least 1200 words that addresses the following four questions:

1. Describe a social problem of concern to you. Include at least one evidenced based article that helps demonstrate your grasp of the problem.
2. Outside of your personal desire to help people, why have you chosen social work as a profession over another profession or major?
3. Reflect upon a time when you've had a long-cherished or accepted belief challenged. How did you respond? How did the challenge affect your belief?
4. How have your life experiences and identities shaped your understanding of power and privilege?

Submit completed application form and autobiographical statement (and two reference forms, if applicable) to Walt Paquin (Program Director). Upon receipt of these documents, your program interview will be scheduled.

This section to be completed by Social Work faculty members

Date of program
interview:

Cumulative GPA:

Levels of Acceptance:
(circle appropriate outcome)

Acceptance / Conditional Acceptance
/

Acceptance Denied

Signature of Program
Director:

Signature of Social Work Faculty
Member:

**Bluffton University Social Work Program
Recommendation Form for Admission to the Social Work Program*****

(**Applicable only to students transferring in 45 or more credit hours** from another institution)

For Student: Under the terms of the Family Educational Rights and Privacy Act of 1974, you have the right to inspect and review this evaluation. If you sign the statement below, you are agreeing to give up this right. There is no obligation to sign the statement.

I hereby waive my right to inspect and review this recommendation.

Signature of _____ Date: _____
Student: _____

For Individual Completing Recommendation: Please complete the following evaluation of the student who is applying to admission to the Bluffton University Social Work Program. Return completed recommendation to **Walter Paquin, Social Work Associate Professor, Bluffton University, 1 University Dr., Bluffton, OH 45817.**

Name of Student (Printed): _____

How long have you known the applicant? _____

In what capacity have you known this applicant? _____

Please rate the student on the characteristics listed below:

	Superior	Good	Average	Poor	Not Known
Academic ability					
Ability to relate to people					
Dependability					
Verbal communication					
Written communication					
Personal integrity					
Emotional maturity					

Would you recommend this person to enter the social work profession?

_____ Yes _____ No _____ Undecided

Comments as they pertain to your opinion of the applicant's probability of success in the field of social work:

Name of Evaluator (please
print): _____

Signature of
Evaluator: _____

Date: _____

**Bluffton University Social Work Program
Model for Generalist Practice**

Phases	Micro Practice	Mezzo Practice	Macro Practice
1. Intake & Engagement	Connecting with and establishing a relationship with a client system of individual or family.	Forming a group: screening/assessing potential group members, pre-group preparation.	Identifying populations at risk (locality based or issue based), or organizations in need of change.
2. Data Collection & Assessment	Use of techniques for interviewing & information gathering from individuals and families and with client system's environment. Analysis and interpretation of data within an ecological perspective to identify strengths and needs.	Assessing individual strengths and needs, group cohesion, group dynamics.	Using survey techniques, information gathering from key informants, and use of existing reports/studies/demographic data to determine strengths and needs of organizations, neighborhoods, communities and populations.
3. Planning & Contracting	Developing case service plan through a partnership with the client system. Identify mutually agreed-upon objectives & tasks for worker and client. Plan includes mechanism for monitoring and evaluating outcomes.	Identifying and clarifying individual and group goals, clarifying leader and member roles, developing trust.	Developing service plans, social programs, organizational change strategies, through partnerships with the client system. Identify mutually agreed upon objectives & tasks for the action system. Monitoring and evaluation.
4. Intervention & Monitoring	Worker and client each carry out tasks of the plan. Worker monitors progress of the plan.	Developing internal leadership & mutual aid, providing appropriate structure, providing support & challenge in meeting goals.	Action system (committees, groups, etc.) carry out tasks of the plan. Worker helps monitor progress of the plan.
5. Evaluation & Termination	Worker and client examine outcomes and process to systematically learn from the experience and reinforce gains. Tasks of terminating the helping relationship.	Consolidation of the learning, evaluating the group experience, termination of the group. Referral and follow-up as appropriate.	Worker with client system examines outcome and process to systematically learn from the experience, and report to grant/funding sources. Reinforce gains.

Social Work Club Bylaws

Article I. Name

Section1. The name of the organization shall be the Social Work Club.

Article II. Purpose

Section1. The purpose of this organization shall be to create interest in and to inform of the nature of Social Work and to create an identity base for those interested in Social Work or related activities.

Article III. Membership

Section1. Membership shall be open to all persons interested in the profession of Social Work.

Article IV. Organization

Section1. The officers of this organization shall be: president, vice-president, secretary and treasurer.

Section2. The executive committee shall be composed of the officers and the advisors of the organization.

Section3. The advisors shall be the members of the Social Work faculty.

Article V. Duties of Officers

Section1. The president shall preside at all meetings and shall be chair-person of the executive and planning committees.

Section2. The vice president shall assume the president's duties in the absence of or at the designation of the president. He or she shall be an ex-officio member of all committees.

Section3. The secretary shall keep an accurate record of all club activities and executive committee meetings. He or she shall keep on file a list of the members, and carry on all correspondence for the organization.

Section4. The treasurer shall keep an accurate record of all receipts and expenditures, and be prepared to give a report of the same at any time requested.

Section5. The membership will elect the planning committee, consisting of a representative of each class, and other committees deemed necessary. The planning committee will work with the executive committee to organize meetings and activities of the club.

Article VI. Meetings

Section1. The organization shall meet at least twice per semester.

Article VII. Procedures

Section1. A majority of members present shall be required for the passage of any legislation.

Section2. All activities of the organization shall be approved by the advisors.

Article VIII. Reorganization

Section1. Reorganization shall be held by the end of March to facilitate the transition of leadership.

Section2. The preliminary slate shall be proposed by the executive committee prior to the election, with revisions or additions proposed by members.

Section3. The term of office in each case shall be for one year, beginning the following academic year.

Section4. Permanent vacancies shall be filled by election by the organization for the balance of the term of office.

Article IX. Adoption and Amendments

Section1. To be adopted, the constitution must be accepted by three-fourths vote of members present.

Section2. Any amendments to this constitution shall be submitted to the executive committee for their consideration, approved by the advisor, presented to the organization, and voted on at a following meeting.

Revised and approved October 1988

Reviewed January 2004 and approved by SW Club March 2004

Social Work Program Advisory Council Bylaws

Preamble

The name of this group shall be the Social Work Program Advisory Council, Department of Social Work at Bluffton University.

Purpose

The purpose of the Social Work Program Advisory Council shall generally be to advise and give counsel. More specifically, the Council functions as follows:

1. To provide connections between Bluffton University and the community-at-large through the social service organizations within the community.
2. To articulate to the community-at-large any developments in the social work department at Bluffton University.
3. To communicate to the social work department any community-at-large developments and practice needs.
4. To develop accreditation self-study reports or interim reports as required by the Council on Social Work Education.
5. To review program assessment material and identify potential changes to the curriculum as necessary.
6. To help construct annual and long range program goals.
7. To provide counsel on the social work curriculum, including course content, sequencing, and requirements.
8. To respond to content of fieldwork manual, including fieldwork placements and policies, and criteria for the evaluation of student fieldwork performance.
9. To provide counsel in the selection of the annual Smucker Lecturer.
10. To facilitate student input through the class representatives, regarding any program issues.
11. To discuss any other matter relevant to the support or development of the social work program.

Article I

Section 1 Membership

The Social Work Program Advisory Council will consist of at least twelve (12) members: at least eight (8) agency representatives from the social work community, including those in a position to evaluate and hire BSW's, and may consist of up to six (6) student members. Student representatives ideally should consist of the president of the Social Work Club, one (1) senior, one (1) junior, one (1) sophomore, one (1) first year student, and one (1) non-traditional student (if applicable). The program's retired professors will also be invited to serve on the Council.

The Director of the Social Work Program and social work faculty shall serve as ex-officio members of this council.

Section 2 Term of Office

The individual term of each student member shall be at least one (1) academic year. Agency and community representatives shall serve a three (3) year, potentially renewable, term.

Section 3 Election of New Members

Student members shall be elected by classmates during the early part of fall semester. Nominations for new non-student members may be made by Council members at either fall or spring meetings.

Article II

Meetings

The regular meeting of this council will be held two times per academic year. Meetings will be called by the Program Director. Other meetings may be called as needed. The Program Director shall conduct the meetings, and the minutes will be taken by department faculty on a rotating basis.

Article III

Section 1 Amendments

Alterations, amendments, or repeals of these bylaws may be made by a simple majority of the membership provided that notice of such change is given to each member in writing at least three weeks prior to the meeting.

Section 2 Reviews

The bylaws shall be reviewed and updated bi-annually at the fall meeting.

Revised: March 1990 Reviewed: Feb 1994 Reviewed: Apr 00 Reviewed Jan 2006

Approved: May 1990 Revised: Feb 1996 Revised: Apr 02 Reviewed Jan 2008

Reviewed: Feb 1992 Reviewed: Feb 1998 Reviewed: Jan 04 Reviewed Jan 2010

Revised: Oct. 2013

Revised Spring 2015

Council on Social Work Education
Educational Policy and Accreditation Standards (2022)

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a personal and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education-at the baccalaureate, master's, and doctoral levels-shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging model of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) Program mission (2) Anti-Racism, Diversity, Equity and Inclusion (3) Explicit curriculum; (4) Implicit curriculum; and (5) Assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

The full accreditation standards can be found at:

[CSWE EPAS](#)

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes: The Code identifies core values on which social work's mission is based.

1. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
2. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
3. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
4. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
5. 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.
6. The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics,

recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern

- 1) Social workers' ethical responsibilities to clients,
- 2) Social workers' ethical responsibilities to colleagues,
- 3) Social workers' ethical responsibilities in practice settings,
- 4) Social workers' ethical responsibilities as professionals,
- 5) Social workers' ethical responsibilities to the social work profession, and
- 6) Social workers' ethical responsibilities to the broader society.

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

For the full Code of Ethics go to:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

State of Ohio Licensing Board Code of Ethics

4757.11. Codes of ethical practice.

The counselor, social worker, and marriage and family therapist board shall establish a code of ethical practice for persons licensed under this chapter as professional clinical counselors or professional counselors. The board shall establish a code of ethical practice for persons licensed under this chapter as independent social workers or social workers, persons registered under this chapter as social work assistants, and persons licensed as independent marriage and family therapists or marriage and family therapists. The codes of ethical practice shall be established by adopting rules in accordance with Chapter 119. of the Revised Code. The codes of ethical practice shall define unprofessional conduct, which shall include engaging in a dual relationship with a client or former client, committing an act of sexual abuse, misconduct, or exploitation of a client or former client, and, except as permitted by law, violating client confidentiality. The codes of ethical practice may be based on any codes of ethical practice developed by national organizations representing the interests of those involved in professional counseling, social work, or marriage and family therapy. The board may establish standards in its codes of ethical practice that are more stringent than those established by national organizations.

Referenced at:

<http://cswmft.ohio.gov/Portals/0/pdf/CSWMFT%20Board%20Laws%20and%20Rules%204757.pdf>