



Bachelor of Social Work Student Handbook

The Department of Social Work does not discriminate based on age, class, race, disability, ethnicity, family structure, gender, marital status, national origin, religion, sex, and sexual orientation.

The BSW Student Handbook is intended for information purposes only. The content may change without notice or obligation. Last revised 11/30/2021

Preface

This Handbook orients you to the FAMU – Department of Social Work (BSW program). It provides information on those topics of most interest to students is yours for safekeeping. It is recommended that you read it thoroughly and use it as a guide to navigating through the program. Your involvement in the student organizations, such as (SSWA and the PHI ALPHA Honor Society), as described in this Handbook, are primary mechanisms for involvement.

This Handbook is a supplement to the FAMU University Student Handbook, and it contains specific information related to the BSW program. The Handbook was written and compiled by the BSW faculty. Please feel free to contact our office at (850) 599-3456 if you have any questions.

WELCOME

We are pleased with your decision to select the Department of Social Work for your social work program educational path. A degree in social work will open opportunities to a rewarding future for you. Social Work is a profession that seeks to improve the quality of life for all people. As a social worker, you will work with individuals, families, groups, communities, and organizations. There will also be opportunities for research, policymaking, and making a difference in the lives of others.

The Department of Social Work offers the Bachelor of Social Work (BSW) degree at the undergraduate level and the Master of Social Work (MSW) degree at the graduate level. Both degree programs are accredited by the Council on Social Work Education (CSWE). The BSW program prepares students for generalist practice, which is the entry-level of professional practice. Our BSW program prepares students to work in direct service and beginning levels of macro practice positions. They find employment in the public service sector at local, state, and federal levels and private agencies. Many states have policies that provide preferential hiring of BSW graduates from accredited social work programs.

The BSW program emphasizes the strengths of individuals. Specialized professionals will also train you in social work to assist you as you matriculate through the program. Feel free to consult with the Department Leadership Team, Faculty, and Staff if you have any questions about your educational or professional development.

DEPARTMENT OF SOCIAL WORK

Faculty Directory

Room #	Faculty Name	Telephone #
320	Ms. Aprell Merritt (Visiting BSW Field Director)	(850) 599-8852
319	Ms. Janay White	(850) 412-7787
303	Ms. LaRae Lauray (BSW Program Director)	(850) 561-2254
304	Dr. Jacquelyn McMillan	(850) 599-3781
301	Dr. Laura Myers	(850) 412-7552
302	Dr. Irma Gibson	(850) 412-7553
316	Mrs. Jocelyn Hayden (Academic Advisor)	(850) 412-7583
Other Important Numbers		
Department of Social Work (Main Office)		(850) 599-3456
Department of Social Work (Fax Number)		(850) 599-3215
Dean's Office (College of Social Sciences, Arts and Humanities)		(850) 599-3430
Dean's Office (Fax Number)		(850) 561-2290
Department of Social Work- Mailing and Campus Address		

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A Historical Overview

Florida Agricultural and Mechanical University was founded as the State Normal College for Colored Students, and on October 3, 1887, it began classes with fifteen students and two instructors. Today, FAMU, as it has become affectionately known, is the premiere school among historically black colleges and universities.

Prominently located on the highest hill in Florida's capital city of Tallahassee, Florida A&M University remains the only historically black university in Florida's eleven-member State University System. The University can credit much of its present academic stature to the leadership of its 11 distinguished presidents and seven interim presidents:



**Thomas DeSaille
Tucker**
1887-1901



Nathan B. Young
1901-1923



J.R.E. Lee
1924-1944



William H. Gray
1944-1949



George W. Gore
1950-1968



Benjamin L. Perry
1968-1977



Walter L. Smith
1977-1985



Frederick S. Humphries
1985-2001

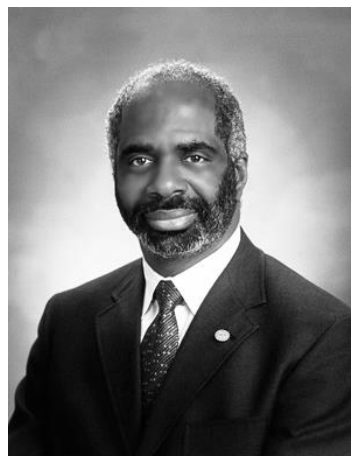


Fred Gainous
2002-2004



James H. Ammons
2007-2012

Elmira Mangum
2014 – 2016



Larry Robinson
President 2017- Present
Interim President
July 2012 - March 2014
Sept. 2016 - Oct. 2017

Acting & Interim Presidents



Thomas Van Gibbs
First Vice President
1887-1900



H. Manning Efferson
Acting President
July 7, 1949 - April 1, 1950

William A. Howard
Acting President
1923-1924



Henry Lewis III
Interim President
Jan. 2002 - June 2002

J.B. Bragg
Acting President
April 5 - Sept. 1, 1944



Castell Vaughn Bryant
Interim President
Jan. 2005 - May 2007

Florida A&M University

Institutional Mission:

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African

Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the University community.

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the university's mission:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity
- Respect
- Collegiality
- Freedom
- Ethics
- Shared Governance

Vision

Florida Agricultural and Mechanical University (FAMU) will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

Achieving this vision requires the University to provide students with an educational experience that allows them to compete in the 21st-century global economy. Today's students are interested in becoming entrepreneurs and innovators. They are not just interested in getting a job, but addressing social issues and providing transformational solutions to world and community problems. At FAMU, we are enhancing our status as a first-choice institution that students will pay for and in which donors will invest. We will create strategies and choices to accomplish this, using six guiding principles: quality, integrity, transparency, accountability, core values, and outstanding customer service.

BSW Program Mission

The mission of the Bachelor of Social Work (BSW) Program is to provide generalist social work education to students that reflect the history, knowledge, values, ethics, and skills of the social work profession and prepare students for entry-level generalist practice. We seek to educate students who will: engage, assess and evaluate in the problem-solving process with individuals, families, groups, organizations, and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity. Program

graduates will be eligible for beginning social work practice and advanced standing upon entry into a graduate program of study.

BSW Program Goals

Goal 1: Prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities.

Goal 2: Prepare students to practice social work to understand the importance of respect for diverse people's inherent dignity and worth, particularly members of vulnerable populations.

Profession's Purpose:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, the purpose of social work 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, locally and globally." (pg. 5, 2015 EPAS)

Profession's Values:

"Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice." (EP 1.0, 2015 EPAS)

Person-in-environment framework- The BSW Program Mission provides generalist social work education that educates students who will engage, assess and evaluate in the problem-solving process with individuals, families, groups, organizations, and communities. This statement from our mission embodies the person-in-environment framework as a major part of the generalist education structure.

Global perspective- The BSW Program Mission includes promoting social and economic justice for oppressed people and demonstrating knowledge and sensitivity to human diversity. The global perspective, which focuses on diverse populations, is embodied in our mission and infused within the generalist practice curriculum.

Respect for human diversity- The BSW Program Mission includes promoting social and economic justice for oppressed people; and demonstrating knowledge and sensitivity to human diversity. This major component of the mission ensures that students learn cultural sensitivity and gain knowledge about diverse populations which promotes respect for human diversity.

Knowledge-based on scientific inquiry- The BSW Program Mission is to engage, assess, and evaluate the problem-solving process with individuals, families, groups, organizations, and

communities. Our mission ensures that students leave our program to understand qualitative, quantitative, and other research methodologies.

Quest for social and economic justice- The BSW Program Mission promotes social and economic justice for oppressed people. Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities.

Prevention of conditions that limit human rights-The BSW Program Mission promotes social and economic justice for oppressed people. Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities.

Elimination of poverty- The BSW Program Mission promotes social and economic justice for oppressed people. Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities.

Enhancement of the quality of life for all persons, locally and globally- The BSW Program Mission is to engage, assess, and evaluate the problem-solving process with individuals, families, groups, organizations, and communities. Promote social and economic justice for oppressed people, and demonstrate knowledge and sensitivity to human diversity. The global perspective, which focuses on diverse populations, is embodied in our mission and infused within the generalist practice curriculum. Our profession is a discipline that improves the quality of life and the well-being of others.

Valuing service- The BSW Program Mission provides generalist social work education to students that reflects the social work profession's history, knowledge, values, ethics, and skills. Our profession is a discipline that improves the quality of life and the well-being of others.

Valuing social justice- The BSW Program Mission promotes social and economic justice for oppressed people. Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities.

Valuing dignity and worth of the person- The BSW Program promotes social and economic justice for oppressed people; Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities. Students learn to enhance clients and self-determination.

Valuing the importance of human relationships- The BSW Program provides generalist social work education to students that reflect the social work profession's history, knowledge, values, ethics, and skills. This major component of the mission ensures that students learn cultural sensitivity and gain knowledge about diverse populations which promotes respect for human diversity. Our program encourages students to strengthen relationships among people.

Valuing integrity- Provide generalist social work education to students that reflects the social work profession's history, knowledge, values, ethics, and skills. Students are expected to uphold the social work professional values and their ethical standards.

Valuing competence- The BSW Program Mission provides generalist social work education to students that reflect the social work profession's history, knowledge, values, ethics, and skills. Students are expected to uphold social work professional values.

Valuing human rights- The BSW Program Mission promotes social and economic justice for oppressed people. Our students are encouraged to advocate for change to promote equality and justice for individuals, families, and communities.

Valuing scientific inquiry- The BSW Program Mission seeks to educate students who will: Engage, assess and evaluate in the problem-solving process with individuals, families, groups, organizations, and communities. Our mission ensures that students leave our program to understand qualitative, quantitative, and other research methodologies.

National Association of Social Workers

Code of Ethics

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:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession 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 exist among social workers concerning how values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision-making in a given situation must apply the informed judgment of the individual social worker and 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 consider 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 and 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 values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance, social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers,

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

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

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

Updated 11/28/2021

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.

As a Social Work major, it is your responsibility to read and govern yourself according to the NASW Code of Ethics. For the entire Code of Ethics:

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



2015 Educational Policy and Accreditation Standards (EPAS) Core Competencies and Behaviors

The mission and goals of the BSW Program are linked with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). BSW students are prepared for entry-level social work practice through holistic competency of the nine CSWE 2015 EPAS Core Competencies. Upon completion of the BSW program, students will:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance

Updated 11/28/2021

of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 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; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, alienation, and privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate the 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; and
- 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

Social workers understand that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations. They are knowledgeable about theories of human need and social justice and strategies

to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- 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; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels. They actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to engage with diverse clients and constituencies effectively. Social workers value relationship-building principles and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in assessing diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- 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; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the

dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to intervene with clients and constituencies effectively. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- 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; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment and critically assess and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW Curriculum

The BSW curriculum is designed to prepare social work students for competent and effective practice of the social work profession. Our BSW curriculum is themed to include advocacy, empowerment, and transformation. These themes promote social justice and social change. The course content focuses on the strengths and growth perspective of people, groups, families, communities, and organizations.

The BSW curriculum provides integration of learning for the classroom and field experience. The knowledge acquired by students includes values, skills in policy, methods, Human Behavior and the Social Environment (HBSE), and research. The application of the classroom is modeled and demonstrated during their field experience and practicum.

BSW Course Descriptions

SOW 3104: Human Behavior in the Life Cycle (HBSE I - Credits: 3 - Prerequisites: BSC 1005, PSY 2012, SYG 2000). - This course introduces students to a life-span approach to human development within the context of families, groups, organizations, and communities. Emphasis is on the interplay of biological, cultural, psychological, and social factors that influence human behavior. The course will survey the major theories of human development with particular attention given to the psychology of the individual and the sociological significance of the individual's environment; and will address the unique situations of diverse groups, including ethnic/racial minorities, women, sexual minorities or gay and lesbian persons, the poor, the chronically ill, and the disabled. An ecosystems perspective will be used to examine three interrelated areas of life, that is, life transitions, environmental pressures, and interpersonal processes.

SOW 3203: Introduction to Social Work. (Credits: 3 – taken during Freshman year). - This course provides an overview of the field of social welfare and the profession of social work. It characterizes persons having needs and illustrates how these needs are met (or unmet) through social welfare institutions. The course introduces the value base of social work practice and defines the major methods used in generalist practice with individuals, families, groups and communities.

SOW 3230: History of Social Welfare (Credits: 3). -This course introduces the student to the history of social welfare from the period of the Ancient Greeks and Romans to the Elizabethan Period and its influence on the American Social Welfare System. Students will be exposed to the development of American social welfare policies from the 1700s to the present. The role of politics and economics will be critically examined. In addition, students will become familiar with the political process and the role that the individual citizen can play in influencing policies, including lobbying and monitoring legislation.

SOW 4290: Professional Development for Social Workers (Credits: 3- Open to Social Work Majors ONLY) - This course is designed to assist students in gaining knowledge of social work as a profession and developing the professional and practical skills necessary for entry into social work-related careers. It prepares students for beginning generalist practice by providing the knowledge, values, and skills associated with social work career development and planning. The student will engage in curriculum-focused, “on-the-job” training while examining his/her professional knowledge, skills, and accomplishments. Oral and written communication skills are vitally important in the professional realm of social work and related fields. The design of this

course will help to assess student proficiency in oral and written communication and assist students in understanding the need for continuous personal and professional development.

SOW 3341: Social Work Practice with Individuals. (Credits: 3 - Open to Social Work Majors ONLY) - This is the first of a three-course practice sequence. It provides an overview of generalist practice, a problem-solving approach, systems theory and an ecological perspective. Students will become familiar with Social Work practice in seven identifiable stages: engagement, data collection, assessment, intervention, evaluation, termination, and follow-up. Application of social work knowledge, skills, values, and human diversity will be highlighted as they pertain to each stage. This course provides knowledge of contemporary theories of counseling individuals and knowledge of practice evaluation as a part of the general method of practice.

SOW 3350: Interviewing and Recording. (Credits: 3 – Open to Social Work Majors ONLY) - This course provides foundation knowledge and practice of interviewing and process recording for generalist social work practice. This course is organized as an experiential laboratory to build good interviewing and writing skills. Essential interviewing skills are analyzed for the appropriate application with different populations.

SOW 3801: Human Diversity and Self Awareness. (Credits: 3 – Open to Social Work Majors ONLY)- The course is designed to help students develop awareness of self and the use of self to empower others in social work practice. The student will examine his/her identity, interpersonal relationships, problem-solving skills, styles of communication, and values.

SOW 4103: Macro Theories of Human Behavior (HBSE II - Pre-requisite to SOW 3104 - Open to Social Work Majors ONLY) - This course introduces students to theories of human behavior. These theories promote the practice of social work and can be applied to the diversities that characterize our society and allow for human differences within cultures. Selected theories differentially explain the development and behavior of individuals and how the individual's development is significantly impacted by the complex interaction with larger social systems including families, groups, institutions, organizations, and communities in society. Students will be exposed to group and community theories (field, social exchange, human ecology, structural, functionalist, conflict, symbolic interaction, learning, psychoanalytic, systems, empowerment, feminist, etc.); organizational theories (classical, human relations, feminist, cultural, political-economy, institutional, contingency, culture-quality, ecosystems, etc.); and Social Justice within organizations and the global community.

SOW 4232: Social Welfare Policies and Programs. (Credits: 3 - Prerequisite: SOW 3230 – Open to Social Work Majors ONLY) - This course provides an introduction to the major social welfare programs in the United States, describes the history, trends, and current problems of existing programs, and addresses the controversies and conflicts surrounding them. Students will be encouraged to: (a) critically analyze social welfare policies, (b) become aware of value systems and the role they (the systems) play in the development of attitudes toward social welfare programs, and (c) adopt a politically oriented approach to social work practice.

SOW 4322: Social Work Practice with Groups. (Credits: 3 - Prerequisite: SOW 3341 – Open to Social Work Majors ONLY) - This course continues the learning process of social work skills, thought to be more clearly understood in relationship to selected group processes, structures and functions. Students shall examine the use of groups in helping individual members solve problems

and in helping groups accomplish goals. The classroom will become a laboratory for students to practice and develop additional social work skills. In addition, students will establish relationships with an organized group to observe and analyze group work activities this is a practice-oriented course.

SOW 4343: Social Work Practice w/ Communities and Organizations. (Credits: 3 – Pre-requisites: SOW 3341 and 4322 – Open to Social Work Majors ONLY) - This course prepares students to use the method of social work practice with organizations and communities. Community organizing is viewed as a political process aimed at empowering those who may currently have little involvement in decisions affecting their lives. Community development is viewed as the attainment of both problem-solving skills and the development of organizations that can provide long-term capacity to address problems. In this perspective, the goals of community organizing are to enhance the potential of individuals to solve problems confronting them and in the process, strive to enhance democracy through a more equitable division of resources.

SOW 4403: Research Methods. (Credits: 3 – Open to Social Work Majors ONLY) - This is the first in a two-course sequence required for all undergraduate BSW majors. The course is designed to provide competency in problem solving processes through utilization of research methodologies. The course concentrates on the appropriate language, knowledge and skills associated with generalist social work practice in the defining of and resolution of problems relevant to professional practice and evaluation of practice effectiveness. Substantive topics include values, ethics and philosophical issues in research; problem formulation; methods involved in problem solving; procedures for collecting and analyzing data and writing of the research report.

SOW 4414: Measurements in Social Work Research. (Credits: 3 - Prerequisites: SOW 4403 – Open to Social Work Majors ONLY) - The objective of the research sequence in baccalaureate (BSW) programs of social work education is to teach students to be "intelligent consumers" of research (Council on Social Work Education [CSWE], 1974). Baccalaureate students are expected to learn how to read and understand research studies so they can apply research results to their own professional practice (Task Force on Social Work Education, 1991). Research Methods II in social work practice and research is the second course in a two-part sequence of research courses. Measurement in social work practice and research provides a review of the scientific approach to social work research and in-depth knowledge and application of quantitative and qualitative data analysis in social work.

SOW 4510: Field Experience. (Credits: 12 - Co-requisite: SOW 4522 – Open to Social Work Majors ONLY) - Students must complete all required social work courses before entering field). Field experience is the practicum portion of social work education. In the field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. A minimum of 400 clock hours in field experience is required for the bachelor's degree in social work (BSW).

SOW 4522: Integrative Seminar. (Credits: 3 - Prerequisite: Co-requisite: SOW 4510 – Open to Social Work Majors ONLY) - Students must complete all required social work courses before entering field). A weekly seminar, accompanying SOW 4510 Field Experience offered to facilitate

discussions of prior learning (social work curriculum) with agency practice in field placement. Each student will select cases from placement for discussion (with confidentiality) throughout the seminar.

Special Interest Courses

SOW 4152: Human Sexuality. (Credits: 3) - Sexuality is an important part of human growth and development. It is imperative that social workers and others acquire knowledge of human sexuality as a sphere of human development and an appreciation for its biopsychosocial significance to the well-being of all persons in our society. This course covers human diversity, sexual variance and the span of human sexuality and psychosexual development.

SOW 4602: Social Work Practice in Health Care. (Credits: 3) - This course focuses on social work practice (from an ecosystems perspective) in health settings. Issues related to the overall health care delivery system are explored, including legislation and policy, structural factors, the contributions of other disciplines, and organizational and professional standards. Special attention is given to the specific skills and tools used by social workers in health care settings; and the increasingly challenging ethical, financial, and quality of care issues associated with the delivery of health care services. Finally, the needs of special populations are emphasized.

SOW 4613: Mental Health Services. (Credits: 3) - This course will define and describe the current models of service and underlying theories; and examine the mental health perspectives being advanced by ethnic minority groups: children, women, and LGBT/Q populations, etc.

SOW 4622: Social Work with African American Families. (Credits: 3) - Theories, practice and research relevant to African American families are examined around the socio-cultural forces influencing family structures and functions. Particular attention is given to misconceptions and myths about African American families in contemporary America. The generalist method of social work practice, the problem-solving process and the eco-systems theoretical framework are utilized to provide a conceptual framework for practice with African American families.

SOW 4643: Social Work with the Aged. (Credits: 3) - The course will expose students to the life stage of aging from a biopsychosocial perspective. The course is designed to introduce students to a broad base of gerontology and to prepare students to work with the older and aging population within a variety of settings. Emphasis will be placed on the realities of aging in its proper perspectives.

SOW 4651: Children and the Law. (Credits: 3) - This course focuses on the impact which State and Federal laws have on social workers in various child welfare settings. Florida Statutes dealing with the protection of children including child: abuse and neglect, medical/mental health care, juvenile justice, family law/custody issues and rights of biological parents and children, and social work roles in the formation of laws related to children are examined.

SOW 4654: Social Work with Children. (Credits: 3) - The course focus on the impact which State and Federal laws have on social workers and the various child welfare settings; Florida Statutes dealing with the protection of children (including child abuse and neglect, medical/mental

health care, juvenile justice, family law/custody issues, and rights of biological parents and children); and social work roles in the formation and implementation of laws related to children.

SOW 4657: Youth in Crises. (Credits: 3) - This course provides an overview of the impact of violence on our nation's youth. Students will examine how domestic violence, physical abuse and sexual abuse, sexual battery and other forms of violence affect the development of our adolescents. Society's role in perpetuating violence as well as political moves to address violence will also be explored.

SOW 4682: AIDS: Impact on the Life Cycle. (Credits: 3) – This course provides an overview of the HIV and AIDS epidemic; information and knowledge related to HIV testing, ARC Treatment and Prevention, and associated legal and ethical issues. Students will examine the effects of AIDS on children, women, adolescents, substance abusers, incarcerated individuals, African American and other specific groups, and provides knowledge and information on the entire span of the human sexuality and psychosexuality development.

SOW 4700: Social Work with Chemical Dependency. (Credits: 3) - The nature and incidence of substance abuse; treatment modalities utilized; the influence of organized crime; the politics of the drug "war," and efforts towards prevention are the focus of this course. To facilitate a greater understanding of human diversity, substance abuse will emphasize poor racial/ethnic groups.

SOW 4740: Death and Dying. (Credits: 3) – This course introduces students to the nature and role of death education, death-related experience, attitudes towards death and dying, as well as how different cultural and religious groups view death and death rituals. In addition, the course will examine grief and coping, and various interventions utilized by health care professionals to avoid burnout among themselves.

SOW 4930: Social Work Topics and Seminars. (Credits: 3) - Selected Topics in Social Work is a title used to offer a course that is not currently in the Master Course File. A course plan is developed, and the subject matter is announced to students prior to registration. Simultaneously, the course plan is submitted to the Common Course Numbering System, so that the course information will be available when offered again.

BSW Program Admission

The BSW Program is an open-access program, and students can declare that they are a pre-social work major upon acceptance to the University. Students in this category receive academic advising through the university's centralized advising system as a pre-social work major. Upon completing the sophomore year, students can continue their college matriculation by taking upper-division social work courses as Social Work majors. The following criteria are required for students to become Social Work majors:

Criteria

- Students are in good standing with the University.
- Students have completed at least 60 hours of lower-division coursework, including Introduction to Social Work
- Transfer students have an Associate of Arts (AA) degree

Procedure: Given that the BSW Program is an open-access program, documents required for admission (e.g., transcripts) are submitted to and reviewed by the Academic Advisor to ensure that:

- Students are in good standing with the University
- The student's transcript documents successful completion of 60 hours of lower-division course work, including the Introduction to Social Work course
- Transfer students' transcripts have documentation of the (AA) degree and declare Social Work as their major
- Students complete the Change of Major Form indicating the change from pre-social work major to social work major

Transfer Students

Policies:

Transfer students will receive credit for courses directly equivalent to a FAMU course (most BSW required courses are similar across programs). If the course is an upper-division social work elective course that FAMU does not offer, the student will usually be given credit for SOW 4930 (Special Topics in Social Work) which will count as one of the student's Social Work special interest courses. Credit cannot be awarded for (1) courses with a grade lower than a C, (2) credit by examination only from another institution, nor for (3) life experience. Credit received on a quarterly basis cannot receive equal credit on a semester basis and therefore are scaled at a smaller course credit equivalent. Students must complete a minimum of 30 semester hours and the last two semesters of coursework at FAMU to receive a degree.

Procedures:

The State University System of Florida promotes and maintains an Articulation Agreement between Florida Junior and Community Colleges and State 4-year universities, which permits graduates holding the AA degree to transfer to any State University with junior-level status without penalty. The University's Office of the Registrar ensures that students transferring into FAMU receive credit for each eligible lower-division course. If a student is transferring into FAMU from a Florida college or university with an AA degree, the Registrar's office will ensure that the student is given full credit for the AA Degree, allowing them to enroll in upper-division courses. If a student is transferring into FAMU from a non-Florida college or university, the Registrar's office will analyze the student's transcript and give credit for each of their eligible courses.

FAMU's BSW Program does not grant academic credit for previous paid employment, volunteer work, or life experience.

Please Note: The BSW Program considers life experience significant in one's professional practice. However, the BSW program does not waive academic requirements in lieu of professional practice, life experience, and volunteer experience. While it is recognized that life experiences are valuable, they do not warrant academic credit.

The BSW Program's written policy aligns with the CSWE policy indicating that it does not grant social work course credit for life experience or previous work is stated on the BSW Program Webpage

Academic Advising

An essential component of the BSW Program is the student advising system. The advisee/advisor relationship includes both mentoring and modeling behaviors, which assist students in becoming social work professionals. Advisement is available prior to upper-level program admission for students desiring information and exploring their interest and aptitude for professional social work study.

The BSW Program has a designated academic advisor for all pre-social work and all social work majors.

Academic Advising Procedures include:

- Facilitating semester Student Orientations
- Advising of pre-social work and social work majors
- Scheduling meetings with students at least three times per semester through virtual and face-to-face appointments
- Using Inspire/Civitas (digitized communication and documentation system which facilitates communication between professors, advisors, and students) to document visits and student notes
- Course Registration facilitation and support

- Reminding students of important dates e.g., drop and add, withdrawal, etc.
- Maintaining open communication via emails, texts, and phone calls
- Maintaining open Zoom Rooms for at least four hours per week
- Reviewing degree plan progression and effective use of the university's academic advisement module iRAttler

Professional Advising Procedures include:

- Discussing professional and personal goals
- Professional Communication (e.g., talking with professors and email/face-to-face etiquette)

Evaluating Student's Academic and Professional Performance

Policies: Students must attain a grade of "C" or higher in all core social work courses.

Procedures:

- Academic performance is evaluated by individual faculty using various course-embedded assignments and evaluation methods (e.g., exams, projects, presentations, papers, grading scales, and rubrics).
- Academic performance in the field is evaluated by the Field Instructor and Director using the *Field Instructor Evaluation of Student Performance*.

Evaluating Student's Professional Performance

Policies: The NASW Code of Ethics, CSWE Core Competencies and Behaviors, and the University's Student Code of Conduct serve as the guide for expected professional performance. Students are expected to familiarize themselves with and follow these Codes in the classroom, field, and while participating in extra-curricular activities on and off-campus.

Procedures: Faculty evaluate student professional performance on an ongoing basis and specifically take note of the following behaviors:

- Class attendance and punctuality
- Professional class participation
- Time management
- Respectful demeanor and interactions
- Appropriate attire
- Professional language and communications
- Accountability and integrity
- Emotional self-regulation
- Responsiveness to feedback

Professional performance in the field is evaluated using the *Field Instructor Evaluation of Student Performance* instrument.

When a student's evaluation of professional performance is less than satisfactory, students meet with the BSW Program Director and Department Chair to discuss a plan of action for corrective behavior.

Academic and Professional Performance Grievance Policies and Procedures:

Students have the right to appeal any action they believe is inaccurate or unfair. It is the responsibility of all students to become familiar with the various policies and regulations of the University and the Department of Social Work and to meet the conditions they impose. Students are strongly encouraged to seek resolution of academic and professional performance disputes directly with the instructor before engaging in the formal grievance process. The BSW Program follows the procedures of the College of Social Sciences, Arts and Humanities (CSSAH) as indicated below:

- The formal grade grievance procedure may be initiated by the student only after trying to resolve the appeal informally with the instructor who has assigned the grade. Review and reconsideration of the issue by these two parties may be all that is required for resolution. The student should initiate the formal grade grievance process with the instructor as soon as possible after receipt of notification of the grade.
- If the instructor and student cannot resolve the student's issue, the student should make an appointment with the BSW Program Director. If the instructor is the Program Director, the student should contact the Social Work Department Chair and discuss the issue with this individual. If the Department Chair is the instructor, the student should contact an Associate Dean in CSSAH and discuss the issue with this individual.
- The program director or chair may offer to meet with the student and the instructor if the student thinks a mediating presence would be helpful. If the student would like to remain anonymous and the nature of the concern makes anonymity possible, the program director or chair may offer to speak to the instructor on behalf of the student.
- If the program and department fail to resolve the student's grievance, the student may elect to file an Application for Student Grade Grievance to the CSSAH-Grievance Committee. The application shall be filed ***within 30 working days*** from the first (1st) day of class, at the beginning of the following semester in which the disputed grade was issued. The first (1st) day of class is stipulated in the FAMU Official University Calendar for the summer, fall, and spring semesters. At this point, the Instructor, Program Director, and Department Chair provide documentation and responses to questions per request by the Grievance Committee. The Grievance continues through the College and University process as applicable.

Termination Based on Academic Performance

All BSW students are required to maintain a “C” average (2.0 on an A=4.0 scale) in all required social work courses each semester to be eligible to graduate with the BSW degree. This includes Field Experience and Seminar. Because the BSW Program is not a limited access program, students who fail to maintain this academic standard will fall under the University’s Student Academic Policy (SAP).

Termination Based on Professional Performance

Because the BSW Program is not a limited access program, termination of students falls under the University’s Student Code of Conduct policies and procedures.

Student Organizations

Student Social Work Association

The Student Social Work Association (SSWA) allows students to practice group interactions and group leadership. Program planning with committee responsibilities extends participation to many students, and faculty consultation assures that the activities provide appropriate learning experiences. Students select all projects. Students are also encouraged to expand their participation to other campus groups.

The Student Social Work Association (SSWA) is the avenue by which BSW students participate in formulating and modifying program policies and procedures affecting academic and student affairs. Generally, the President and/or Vice-President act as liaison to the Social Work faculty.

Phi Alpha Honor Society

The Phi Alpha National Honor Society was established in 1962 with our neighbor, Florida State University, as one of its six charter chapters. Today there are over 275 chapters, including Florida A&M University’s Beta Zeta chapter of the Phi Alpha Honor Society. The mission of Phi Alpha is to “provide a closer bond among students of social work and promote humanitarian goals and ideals.” Phi Alpha fosters high education standards for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

For the Bylaws of the Phi Alpha National Honor Society, go to:

<https://d9v.0de.myftpupload.com/wp-content/uploads/2020/03/phi-alpha-bylaws-.pdf>

Each Fall and Spring semesters, GPAs will be calculated for the seniors in the BSW program (including students in Research Measurements - SOW 4414 and Field Practicum – SOW 4510), and the top 35% will be invited to join the Phi Alpha Honor Society. Students who want to join Phi Alpha pay a \$50 fee, including a \$ 30-lifetime membership to Phi Alpha National Honor Society, a Phi Alpha medallion to be worn at graduation, and an induction ceremony. The induction ceremony is part of the Department of Social Work Convocation held every semester to honor BSW graduates, MSW graduates, and Phi Alpha inductees (*both BSW and MSW inductees*). For more information, contact the Phi Alpha National Honor Society Faculty Advisor.

