



**BACHELOR of SOCIAL WORK
STUDENT HANDBOOK**

MIDDLE TENNESSEE STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
DEPARTMENT OF SOCIAL WORK

Welcome to the Middle Tennessee State University Social Work Program. As you begin preparation for a career in the social work profession, please accept our sincere good wishes for a rich and stimulating professional educational experience.

The MTSU Bachelor of Social Work Program was granted professional accreditation through the Council on Social Work Education (CSWE) in 1976. The program has been fully accredited since that time. Professional social work accreditation enables graduates of the program to belong to professional social work organizations such as the National Association of Social Workers and to apply for advanced standing in MSW programs.

The Bachelor of Social Work (BSW) degree is recognized as the entry level professional degree for generalist social work practice in public and private social service agencies. The MTSU social work curriculum consists of 54 hours of required courses that include the study of human behavior in the social environment, social work practice, social policy, research, social and economic justice, populations at risk, values and ethics, and field experience. Majors must maintain an overall GPA of 2.0, as well as a GPA of 2.0 in all social work courses, and complete a total of 540 hours of practicum, which includes experiential learning activities in a social service agency.

The MTSU Social Work Department has ten full-time faculty and approximately six part-time instructors. Students have the opportunity to complete field practicum at more than 100 different social service agencies in various locations throughout middle Tennessee. A professional social work advisory board consisting of social workers from the practice community provides input and feedback to faculty.

As a social work major, you will be encouraged to pursue your own interests and goals as well as those of the program in order to become an active and independent learner. Each member of the MTSU social work faculty stands ready to assist you, and we look forward to establishing a team effort towards your social work education.

This handbook is intended to:

- *help MTSU social work majors learn about the BSW program
- *acquaint prospective students with the program
- *serve as a reference for students
- *supplement the university catalog

We look forward to working with you and getting to know you.

Faculty & Staff
Dept. of Social Work

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DEPARTMENT OF SOCIAL WORK

MISSION STATEMENT

The Social Work Program will provide a learning environment where students are taught to think critically, be creative, participate actively in their education, and grow as individuals while respecting the rapidly changing and diverse world in which they will live and practice social work. Class work and special student work experiences must demonstrate how to relate effectively to all types of people and to appreciate how emotional, social, economic, political, and spiritual forces influence the behavior of those we are helping. Our goal is to develop competent, ethical professionals with the knowledge, values and skills for effective practice with individuals, families, groups, agencies, and communities, and who can provide outstanding leadership in the field of social services.

SOCIAL WORK GOALS

1. To prepare a diverse student population for generalist social work practice to serve client systems of various sizes and types. This includes value based direct services to diverse populations at risk to facilitate the reduction of poverty, oppression and discrimination that will promote social and economic justice.
2. To provide a flexible educational program that increases the students understanding of the bio-psycho-social-spiritual variables that affect the person within the environment and the community, which will include the history of social welfare and the social work profession, its policies, structures, and issues.
3. To develop analytical skills and critical thinking that will encourage active participation in the development, evaluation, and improvement of evidence-based social work knowledge and skills through research aimed at disseminating knowledge and advancing social work practice.
4. To prepare graduates to foster their commitment to lifelong learning and development of social work knowledge, values, and skills, with effective supervision, which will empower them and their clients.
5. To experientially assist students in developing self-awareness and their ability to deal effectively with the stressors of social work practice.

SOCIAL WORK PROGRAM OBJECTIVES

Graduates of the Middle Tennessee State University Social Work Program will be able to:

1. Apply critical thinking and research skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and the social welfare institution and their contemporary structures and issues, including the global perspective.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interaction among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies that promote social and economic justice.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations and communities and with colleagues.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

CURRICULUM DESIGN

The BSW curriculum at Middle Tennessee State University is organized, implemented and evaluated based on a generalist practice framework. This framework incorporates a systems perspective which includes the problem-solving approach, a focus on human diversity, the ability to understand and analyze social work research and to begin to evaluate one's own practice, a commitment to serving populations at risk and working toward their empowerment, and a commitment to the values and ethics of the social work profession that leads toward social change and social justice.

The curriculum design is based upon Middle Tennessee State University's mission and requirements, and is developed in accordance with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) (see Appendix). It is designed to prepare students for beginning-level professional generalist social work practice with individuals, families, groups, organizations, and communities.

BACHELOR OF SOCIAL WORK MAJOR

Admission to the Social Work Program is a prerequisite for enrollment in SW 4590 Field I, and other courses restricted to Social Work Majors.

The following courses are required for social work majors

SW 2570, Introduction to Social Work	3 hrs
SW 2630, Interviewing Skills	3 hrs
SW 3000, Social Policy	3 hrs
SW 3110, Research Methods	3 hrs
SW 3120, Data Analysis	3 hrs
SW 3160, Human Behavior and the Social Environment I	3 hrs
SW 3161, Human Behavior and the Social Environment II	3 hrs
SW 3200, Cultural Diversity	3 hrs
SW 4480, Social Work with Groups	3 hrs
SW 4580, Social Work Practice I	3 hrs
SW 4590, Field I	6 hrs
SW 4650, Social Work Practice II	3 hrs
SW 4680, Field II	9 hrs
SW 4690, Integrative Seminar	3 hrs
Elective	3hrs
 TOTAL	 54 hrs

Recommended Curriculum Sequence
(completion within 4 semesters)

Pre-requisites:

Intro to Social Work
and required general education courses

Recommended General Education:

Intro to Sociology
Intro to Psychology
Biology

JUNIOR YEAR

First Semester*

HBSE I	3 hrs
Research	3 hrs
Policy	3 hrs
Interviewing	3 hrs
Elective/Minor	<u>3 hrs</u>
Total	15 hrs

*Apply for admission as a Social Work Major

Second Semester °

HBSE II	3 hrs
Data Analysis	3 hrs
Practice I	3 hrs
Diversity	3 hrs
Elective/Minor	<u>3 hrs</u>
Total	15 hrs

°Apply for admission to Field

SENIOR YEAR

First Semester (classes MWF only)

Practice II	3 hrs
Field I	6 hrs
Groups or Elec/Minor	<u>6 hrs</u>
Total	15 hrs

Second Semester (classes TTh only)

Groups or Elective	3 hrs
Field II	9 hrs
Integrative Seminar	<u>3 hrs</u>
Total	15 hrs

Part-time students should work closely with their faculty adviser to ensure that courses are taken in the correct sequence.

ADMISSION TO SOCIAL WORK MAJOR

Prior to declaring a social work major, a student must first be admitted to Middle Tennessee State University. This procedure is handled by the University's Office of Admissions. Incoming freshmen students are normally advised through Academic Advisement. That office is responsible for the advisement of students until they are ready to declare Pre-Social Work as a major, at which time advisement becomes the responsibility of the Social Work Department. Transfer students, who have identified Pre-Social Work as their major, are normally assigned immediately to the Social Work Department for advisement.

A student qualifies to change the major from Pre-Social Work to Social Work when the following requirements are completed:

- Completion of at least 60 semester hours toward a degree including at least 41 hours of General Education requirements;
- Completion of SW 2570, Introduction to Social Work, and 3 additional hours in social work courses with a grade of C or better;
- An overall GPA of 2.00 for degree credit courses;
- Completion of at least 40 hours of volunteer work in a social service setting. Full or part-time social work employment may be considered in lieu of volunteer work.

APPLICATION PROCEDURE

Students must complete an application packet and submit the packet by the due date. There are two application submission dates each academic year: September 20 and January 30.

The application packet consists of:

1. Application form
2. Three letters of recommendation
3. Signed copy of the Student Contract
4. A completed upper division form
5. A completed intent to graduate form
6. Copy of your transcript
7. The essay

Admission Packets are distributed in SW 3160 HBSE I class or they can be obtained in the Social Work Office.

Criteria for acceptance into the Social Work Program:

1. Submission of completed application packet by deadline date of the appropriate semester;
2. Judgment of satisfactory quality of essay and suitability for professional social work by Social Work Faculty Admissions Committee;
3. Satisfactory performance of required number of volunteer hours based on reference form;
4. A majority of "above average" and "outstanding" ratings on reference forms.

ADMISSION TO FIELD: SW 4590 and 4680

There is a formal admission process for students to enter the field practicum.

For Field I, students must complete an application and meet the following requirements:

- Prior admission as a Social Work major
- Completion of at least 90 credit hours
- Completion of all General Education requirements
- Completion of SW 2570, 2630, 3000, 3110, 3160, 3161, 3200, and 4580
- Overall GPA of 2.0

For Field II, students must complete an application and meet the following requirements:

- Completion of SW 4590
- Completion or concurrent enrollment in SW 4480, 4650, and 4690
- Overall GPA of 2.0

See the Field Practicum Manual for information, policy, and procedures.

GRADUATION REQUIREMENTS

- A. 2.0 GPA
- B. Minimum grade of "C" in all social work courses
- C. A total of 120 credit hours must be completed for a BSW degree. This includes a minimum of 41 hours general education, 54 hours in the major, and required hours in the minor selected. The remaining hours to complete the 120 credit hours for graduation may be taken as free electives from any college or department.
- D. 42 hours at the 3000/4000 level must be completed with an average grade of C or better.
- E. 30 hours minimum at MTSU.

See the University Catalog for a complete listing of all graduation requirements. In all instances, meeting the requirements for graduation is the responsibility of the student.

MINOR IN SOCIAL WELFARE

Social Work majors cannot minor in Social Welfare.

Non social work majors may earn a minor in social welfare by completing 15 hours. Students are required to take SW 2570 and four other social work courses of their choice, which are not restricted to social work majors.

SCHOOL SOCIAL WORK OPTION

To receive a certification in School Social Work from Middle Tennessee State University, the student must take the following courses:

- FOED 2110 Educational Psychology
- SPED 3010 Survey of the Exceptional Child
- CDFS 4350 Parenting
- SW 3250 School Social Work

Students must also complete the two field placements in school settings. Upon completion of these requirements, students should contact the Social Work Office for authorization to apply for licensure. The Teacher Licensing Office in the College of Education and Behavioral Science handles the paperwork for application for licensure once authorization is received from the Social Work Department.

EXCEPTIONS TO SOCIAL WORK DEPARTMENT POLICIES

Exceptions to Social Work Department policies are rare, however, in unusual situations students may request an exception by submitting a request in writing. Students who do not meet admission requirements, course prerequisites, or other stated conditions may also appeal the decision in writing. Requests and appeals for exceptions, which are made by students, should include a statement why they believe their case is exceptional and merits additional consideration.

SOCIAL WORK COURSE DESCRIPTIONS

- 2570 Introduction to Social Work (3 hrs.)
The methods, history, philosophy, and present organization of the social work profession.
- 2630 Interviewing Skills (3 hrs)
An introduction to principles and processes of social work practice including interviewing and developing relationships.
- 3000 Social Policy (3 hrs) Prerequisite: SW 2570
Emphasis on recurring themes in social welfare policy development processes, historical turning points, societal ethics, causal relationship, social problems, social change, and social welfare policy analytical frameworks for assessing social welfare policy and programs
- 3050 Women and Poverty (3 hrs) Prerequisite: WMST 2100 or SW 2570.
Predominant theories, policies, and programs dealing with poverty among women. Explores the effects of poverty on women in addition to a general knowledge of poverty; ageism, sexism, and racism in relation to poverty; historical treatment of women and views of poverty.

- 3100 International Social Work (3 hrs)
International dimensions of social work. Explores the impact of globalization on social work problems. Includes status of women, aging populations, family breakdown, drug addiction, child abuse and neglect, poverty, and emerging problems such as civil strife, ethnic cleansing, resettlement, and AIDS.
- 3110 Research Methods of Social Work Practice (3 hrs) Prerequisite: SW 2570
Research processes, includes information about values for research, knowledge of methods, and opportunities for skill development.
- 3120 Data Analysis for Social Work Practice (3 hrs) Prerequisite: SW 3110
Data analysis and interpretation. Opportunities for skill development in the use of statistical procedures and knowledge of the meaning of results of such procedures. Instruction in computer use for data entry and data analysis, including the development of programming skills using SPSS.
- 3160 Human Behavior and the Social Environment I: Individuals and Families (3 hrs)
Major theories of human development across the life span and life course; useful for entry-level social work practice. Ecological relationship of diverse individuals and families with other systems in the social environment described with focus on biological, psychological, and social context and content.
- 3161 Human Behavior and the Social Environment II: Groups, Organizations, and Communities (3 hrs) Prerequisite: SW 3160
Builds on concepts learned in SW 3160. Presents theories on and about the development, structure, and function of small groups, organizations, and communities and how they interrelate eco-systemically with individuals and families.
- 3170 Family Caregiving Across the Life Span (3 hrs) Prerequisite: SW 2570
Caregivers - gender roles, cost of caregiving, managing stress, respite care, finding recourses, financial and legal matters, establishing support groups, differentially caregiving tips for various illnesses and disabilities from infancy to old age, emerging trends, and long distance caregiving.
- 3200 Cultural Diversity: Competency for Practice (3 hrs) Prerequisite: SW 2570
An examination of culturally appropriate practice issues that are essential considerations for effective service delivery, including African American families and ethnic subcultures predominant in the US.
- 3250 School Social Work (3 hrs) Prerequisites: SW 2570 and SW 2630
Introduces social work students to practice in school settings. Examines various roles of social workers in school systems and the specifics of practicing with students from 3-21 years of age in individual, group, and organizational level interventions.
- 4150 Topics in Social Work (3 hrs)
Selected topics important in current social work practice but too specialized to be taught as regularly scheduled courses.

- 4200 Creativity and Personal Growth (3 hrs) Prerequisites: Junior standing, including 18 hours in the arts, social work, and/or social or behavior sciences, or permission of instructor.
Introduces the creative process and the use of that process in the development of self-awareness and empathetic relationships with others. Assignments include the creation of individual and group projects and the facilitation of a creative project in a community agency or school.
- 4430 Social Work with the Terminally Ill (3 hrs)
Factors and principles involved with the terminally ill which should stimulate students to learn and think about what he/she values and anticipates experiencing in the area of medical social work.
- 4440 Social Work with the Disabled Individual (3 hrs)
The effects of disability on the individual, the family, and society. An examination of a variety of intervention strategies from a social work perspective.
- 4480 Social Work with Groups (3 hrs) Prerequisites: SW 2570, 2630, and 4580.
Must be admitted as a social work major.
Group process and group techniques as they apply to social work practice, including both treatment and task groups.
- 4580 Social Work Practice I (3 hrs) Prerequisites: SW 2570, 2630, 3000, and 3160
Must be admitted as a social work major.
Theories and related techniques for beginning level social work.
- 4590 Field Instruction I (6 hrs) Prerequisites: SW 2570, 2630, 3000, 3110, 3160, 3161, 3200, 4580, Completion of all General Education requirements, senior standing.
Must be admitted as a social work major. Field application required.
Student is assigned to a social agency under the joint supervision of agency and instructor with concurrent seminar. 215 hours at the agency plus class seminar required.
- 4620 Child Welfare Services (3 hrs)
The contemporary child welfare system and services designed to strengthen families. Historical trends, policy issues, and child advocacy.
- 4640 Health: Organizations, Policy, and Ethics (3 hrs)
A resource allocation assessment of US health care systems. Applied ethics topics (i.e., justice, virtue, and informed consent) included.
- 4650 Social Work: Practice II (3 hrs) Prerequisites: SW 3110, 3120, 4580, senior standing.
Must be admitted as a social work major.
Theories and related techniques for advanced level social work practice.

- 4680 Field Instruction II (9 hrs) Prerequisites: SW 4580, 4590, senior standing. Must be admitted as a social work major. Field application required. Second field placement for social work majors. 325 hours at the agency plus class seminar required.
- 4690 Integrative Seminar in Social Work (3 hrs) Prerequisites: SW 4650 and 4680 or concurrent enrollment. Must be admitted as a social work major. An opportunity for the student, with instructor and peers, to explore the knowledge, values, and skills gained from academic and field experiences and to synthesize and integrate theory and practice.
- 4720 Crisis Intervention (3 hrs)
The basis of crisis theory applied to intervention services for suicide, rape, natural disasters, and other crises.
- 4800 Special Projects (1-6 hrs)
Field experiences or reading courses through which special interests or needs of the student may be pursued under individual supervision. Arrangements must be made with an instructor prior to registration.

ADVISEMENT POLICIES AND PROCEDURES

Student advisement is an important and essential component of the Social Work Department. All full-time social work faculty members serve as academic advisors. All faculty hold a minimum of a master's degree.

The purpose of advisement is to:

1. Advise the student through the process of obtaining a BSW degree, which includes completing a degree plan, preparing an application packet, obtaining a final degree check, and preparing for field practicum and graduation.
2. Assist the student in preparing semester schedules prior to registration.
3. Work with the student around any academic problems that may arise.

The advisor is the student's major link with the University faculty and the channel for communication with the administration. Students are expected to meet with their assigned faculty advisor each semester to outline their social work program and goals, and to set semester schedules.

Prior to declaring a Pre-Social Work major, students are assisted through the Academic Advisement Office. To declare a Pre-Social Work major, students should visit the Social Work Office and complete an informational declaration form. A Social Work Faculty Advisor will be assigned and the student will be notified.

During the pre-social work advisement process, the advisor discusses with the students their professional goals and the students' understanding of their suitability for the social work profession. The student's degree plan and college transcripts provide consistent academic information to assist accurate planning of their progression through the program.

When appropriate, advisors inform and refer students to the MTSU Counseling and Career Center, the Writing Lab, the Financial Aid Office, the Student Health Center, and other university services. Faculty confine their role in advisement to those issues germane to student academic needs.

FIELD INSTRUCTION PRACTICUM

The Field Coordinator or faculty representative visits the Practice I class to inform students of the practicum requirements and procedures. Application procedures for practicum are clearly outlined in the Field Practicum Manual. A directory of approved practicum agencies is kept and maintained by the Field Coordinator. Assignments to practicum agencies will be made to take student interests into account. Ultimately, however, placement will be made according to the educational needs of the student, and the educational opportunities available in approved agencies. The final decision rests with the Field Coordinator and faculty. Once they are accepted into a practicum, students receive professional guidance from their on-site field supervisor and the faculty-field liaison who guides them through the semester. All social work students are assigned to social service agencies for field experience as generalist social workers.

NO EXEMPTIONS from practicum will be given. Life/work experience credit is not given for social work practicum. Only social work majors may take practicum courses.

For additional information, please see the Field Practicum Manual which is available online at the department home page.

STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENT PARTICIPATION

The Social Work Program fully supports students' rights and responsibilities in formulating and modifying policies affecting academic and student affairs. Social work students are encouraged to be full participants in the rights and responsibilities provided them at Middle Tennessee State University as outlined in the MTSU Catalog. The program also encourages, and will facilitate, students organizing in their interests. To further the goal of student participation in the development of Social Work Department policies, student liaisons and student representatives will be selected as follows:

FACULTY MEETINGS

A student will be elected by the social work club (Forum) to function as liaison between social work students and social work faculty. Social work faculty may choose to select additional student(s) to serve as student liaisons. The liaison(s) will be non-voting participants at social work department faculty meetings and will have a scheduled time on the agenda to share concerns and information from student organizations and the student body. Student liaisons will be excused from the discussion at faculty meetings when the faculty address confidential issues.

SOCIAL WORK DEPARTMENT ADVISORY BOARD

A student will be elected by the social work club (Forum) to be the student representative on the Social Work Department Advisory Board and will be a full participant in board activities.

GRADE APPEAL

Students have the right to appeal grades or other academic matters. These policies are published in the [University Catalog](#).

ACADEMIC MISCONDUCT

It is expected that all work you complete for all courses is your own. You are expected to include appropriate citations in all of your work for a course. The University policy for academic misconduct will be followed. Academic misconduct includes the following behaviors: Plagiarism, cheating, fabrication, or facilitating any such act. The following definitions apply:

- (1) Plagiarism.** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgment.
- (2) Cheating.** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- (3) Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise.
- (4) Facilitation.** Helping or attempting to help another to violate a provision of the institutional code of academic misconduct.

Refer to the University Catalog for additional information.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability that may require assistance or accommodations, or if you have any

questions related to any accommodation for testing, note taking, reading, etc., please speak with the instructor as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with any questions about such services.

HOPE SCHOLARSHIP

To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility. If you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. For additional lottery scholarship rules please refer to your Lottery Statement of Understanding form, review lottery scholarship requirements on the web at <http://scholarships.web@mtsu.edu/telsconteligibility.htm>, or contact the MTSU financial aid office at 898-2830.

REPORTING OF UNOFFICIAL WITHDRAWALS

Federal regulations require that students who cease class attendance but do not officially withdraw from the University must be reported so that future financial aid will cease and/or the student will be required to return funds. Therefore, during the term, the instructor is required to complete a roster indicating those students who have stopped attending class without officially withdrawing.

NON-DISCRIMINATION POLICY:

MTSU is a community of people with respect for diversity that emphasizes the dignity and equality common to all individual faculty, staff, and students. For information on non-discrimination contact the Institutional Equity and Compliance Office, Cope Administration Building #220, 615-898-2185.

The Social Work Department at Middle Tennessee State University makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional practice and values; therefore, the MTSU Social Work Department provides a learning context that is nondiscriminatory and reflects the professions fundamental tenets. The learning context, the educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and the curriculum model understanding of and respect for diversity.

ORGANIZATIONS

SOCIAL WORK FORUM is the organization of social work majors officially recognized by MTSU. All social work students are invited to become members along with other interested students. Some of the purposes of the Forum are to advocate for professional social work, to improve interdepartmental communication between faculty and students, and to increase interaction among social work students and the community. Students utilize the Forum to formulate and modify policies affecting academic and student affairs. The Forum provides opportunities and encourages students to organize in their interests. Students receive notices of meetings in classes and on Campus Bulletin Boards. Students are invited to become involved in all the activities. Typical activities include: monthly meetings, fund raising, attending NASW Conferences, parties and receptions.

PHI ALPHA HONOR SOCIETY

This honor society is for social work students dedicated to excellence in scholarship and high professional standards. The national social work honor society was chartered at MTSU in 1998. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Membership requirements include:

1. Approved application for admission to the social work major
2. Achieved at least sophomore status
3. Completed 8 semester hours of social work courses
4. Achieved an overall GPA of 3.0
5. Achieved a 3.25 GPA in required social work courses
6. Payment of dues

Applications for Phi Alpha are available in the Social Work office.

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)

NASW is the national organization for professional social workers with over 150,000 members and 56 chapters throughout the United States and abroad. The organization's programs in professional development, professional standards, professional action to achieve sound social policy affecting those who are served, and membership services, are structured to help all Social Workers to advance their practice in the field of helping people. The organization believes in commitment to a high standard of practice and guides its members to this standard through the Code of Ethics (see Appendix). NASW meetings are held annually, both on the National and State level. Local branch meetings are held monthly. Low student membership rates are offered for those pursuing an education in the field of Social Work. Liability insurance, sometimes required during a student's practicum semesters is also obtained from NASW. Applications for insurance and NASW membership can be obtained in the Social Work Office. Members of NASW also receive the professional journal *Social*

Work, which is committed to improving practice and extending knowledge in social work and social welfare. The journal is published bimonthly and is indexed/abstracted in: *Criminal Justice Abstract*, *Social Citation Index*, *Social Work Research and Abstracts*, *Social Sciences Index*, and various other publications.

AWARDS/SCHOLARSHIPS

Outstanding Student Award

Criteria for nomination and selection include:

1. Nominees must be junior or senior social work majors (already accepted into the program); GPA, field work performance, and public service outside the Social Work Department will be considered but the most important criteria will be the following:
 - love of learning
 - assistance to other social work students in their learning process
 - contribution to the Social Work Department
2. Any social work student or social work faculty member can nominate. Nominees must be nominated by two people (two students, two faculty, or one student and one faculty). Nomination forms are available in the Social Work Office. Those making nominations should include a "Statement of Nomination" on the nomination form. This statement will assist the committee in its determination of the recipient of the award
3. Award nomination deadline is in February each year.

Marian Clark Scholarship

Criteria:

- Open to Junior, Senior, or Graduate students in Social Work, Sociology, or Anthropology
- Minimum overall GPA of 3.0 or 3.5 in major
- Demonstrated commitment to the field of social service
- Financial need

Complete information and applications can be obtained in the Department of Social Work office. Application deadline is in February each year.

Dale Seime Scholarship

Criteria:

- Junior or Senior Social Work majors going into medical social work
- Minimum overall GPA of 3.0
- Demonstrated commitment to the field of medical social work
- Financial need

Complete information and applications can be obtained in the Department of Social Work office. Application deadline is in February each year.

GENERAL INFORMATION

TENNESSEE DEPARTMENT of CHILDREN'S SERVICES IV-E STIPEND PROGRAM

Students have the opportunity to make a commitment to serve Tennessee families and children at risk. Applications are available to all full-time undergraduate social work majors at MTSU. Title IV-E trainees are required to take child welfare courses and complete the field placement at approved child welfare service agencies. Financial assistance is provided to help defray educational expenses. Selected students may sign contracts to participate in the Title IV-E Program for up to two years at MTSU. Upon completion of the B.S.W. degree, social workers enter DCS employment as Family Service Workers.

SOCIAL WORK ADVISORY BOARD

A Board of community social service professionals serves in an advisory capacity to the Department of Social Work. The Board meets once each Fall and Spring semester. The Board provides current professional community input to the school.

PROCEDURES FOR TERMINATION OF ENROLLMENT IN THE BSW PROGRAM

Enrollment in the MTSU BSW program may be terminated for the following reasons:

1. Failure of student to maintain a satisfactory GPA.
2. Failure to meet expectations in the social work program.
(See Section on Counseling Out)
3. Violations of the University Code of Student Conduct. (See University Catalog)

COUNSELING OUT

"Counseling out" is a term used to describe discontinuing a student's enrollment in the social work program. In most cases, the decision to discontinue a student as a social work major is considered permanent. In certain circumstances, a student may be counseled out with specific remedial steps to be taken before formal re-application to the program may be made.

A student may be counseled out of the program on recommendation by a faculty member, field instructor or a participating practicum agency. The recommendation is made to the Social Work Department Chair. All faculty familiar with the student's performance must be consulted prior to this action being taken. A formal vote of the faculty is required to initiate such a process.

A student may be counseled out of the program on the basis of:

1. Academic Performance: Student must meet grade requirements. Student must pursue academic honesty.
2. Absenteeism: Student must meet the requirements of class and practicum attendance.
3. Professional Behavior: Student must act in a professional manner with peers, faculty, agency personnel, and clients; always treating others with respect, courtesy, fairness, and good faith.
4. Assaultive or Threatening Behavior: Student will not participate in inappropriate behavior that is directed at clients, colleagues, or instructors.
5. Damaging Behavior: Student must treat others with respect, demonstrate a respect for diversity, protect confidentiality, ensure freedom of expression, and demonstrate a commitment to community.
6. Ineffectiveness in Work with Clients: Student must demonstrate minimal levels of effective performance and apply progressive learning techniques to evidence progress in working with clients. Student must not violate practicum agency policy.

Progressive Discipline. If a student violates any of the above tenets, the student will be counseled and receive one warning. Continuation of the behavior will result in being counseled out of the program. However, dangerous violations can result in immediate expulsion.

Understanding of the requirements and comportment expected of a student in the social work major are detailed in the Application to the major and must be signed by the student when the application is submitted.

Students have the right of appeal for the counseling out process through the identified grievance procedures of the Social Work Program and the University.

GRIEVANCE PROCEDURE

Any student who is dissatisfied with his/her treatment in any academic situation (except grades) which may occur in the Social Work Department may have his/her grievance addressed by utilizing the Department's grievance procedures. MTSU has a specific procedure for grade appeals. The Social Work Department's Grievance Procedures are as follows:

1. The student discusses the issue with the faculty member(s) with whom there is a difference.
2. If the issue remains unresolved, the student should contact the Chair of the Social Work Department.
3. If there is still no resolution, the student should prepare a written statement addressed to the Social Work Department Review Committee. The statement should provide the committee with all relevant information about the issue or problem, and the steps the student has taken to obtain a resolution of the problem.

4. Upon receipt of the student's statement, the Committee will meet to consider the issue or problem. The Committee will accept written statements from any involved faculty member. The Committee will prepare a written report with recommendation(s) for resolution. Membership of the committee will include all faculty with the exception of the Department Chair and the faculty member with whom the student has a dispute.
5. The Committee will send the report to the Department Chair for appropriate action.
6. The student, if not satisfied, may confer with the Chair of the Department of Social Work and with the Dean of the College of Liberal Arts.

APPENDIX A
APA Style and Writing Guide

APA STUDY GUIDE SOCIAL WORK PROGRAM

The purpose of this study guide is to assist the student in utilizing APA style in writing academic papers. This guide does not replace the APA manual. Students are responsible for utilizing APA style in all their papers.

FORMATTING

- Margins will be a minimum of one inch on all sides
- The entire paper, including the reference page, will be double spaced. There will be no extra spacing in the paper. Example: Do not double-double space between paragraphs
- Font size will be 12
- Font style should be standard; Times New Roman, Courier, or Arial are recommended
- Headings are **required** in the text of your paper. These headings should be taken from the outline for the paper, usually found in the syllabus. There are many ways to set up headings. Below is one example using three levels of headings but you should check the APA manual if you need additional assistance.

First Level Heading
(centered uppercase and lowercase heading)

Second Level Heading
(flush left, italicized, uppercase and lowercase side heading)

Third level heading.
(indented, italicized, lowercase paragraph heading ending with a period, with two spaces before the beginning of the paragraph)

TITLE PAGE

There are only four things on the title page:

- The running head
- The title of the paper
- The student's name
- The name of the university the student attends

No other identifying information is allowed on the title page.

PAGE NUMBERS

- All pages are numbered consecutively, beginning with the title page and continuing through the reference list
- The actual number "1" is not shown on the title page
- Page numbers are on the upper right corner of the page

WRITING STYLE

- The author (that's you) is not allowed to write in first person. Therefore, the words I, me, mine, or my are FORBIDDEN in APA style.
- There is no such thing as a one sentence paragraph. A paragraph should have a topic sentence and a minimum of one explanatory sentence, with most paragraphs being 3 to 5 sentences in length.
- You must proofread your paper. Careless errors reduce your grade.
- Critical thinking skills in analyzing the information obtained through the research of literature must be included in the paper. Personal opinions are not included in academic papers, unless your instructor specifically requests it.
- As you write, you must write for the reader. Explain the ideas completely (don't assume your reader knows certain information).
- Jargon, including professional jargon, should be avoided. For example, don't assume your reader knows what you are writing about when you refer to NASW, CSWE, SASSI, PTSD, etc. You should spell it out, list the abbreviation in parenthesis the first time, then you may use the abbreviation in the remainder of your paper.
Example: National Association of Social Workers (NASW)
- Plagiarism is representing someone else's work as your own. If you use a quote, you must cite your source. If you summarize information you have read, you must cite your source. If you talk with a representative who gives you information on the topic of your paper, you must cite your source. **Plagiarism is the fatal flaw from which there is no reprieve.**

CITATIONS WITHIN THE TEXT OF THE PAPER

When you decide on a topic for your paper and begin finding sources of information, you will be presenting this information in one of three ways:

- (1) you may quote the source
- (2) you may summarize the source
- (3) you may synthesize information you have learned from the sources by applying your own critical thinking skills.

When you quote or summarize a source, you must cite the source. For example, if you put in your paper that there are 350,000 social workers in the US, then you must cite the source of this information or be able to prove that you personally counted all of them. If you put in your paper that agency XYZ provides services to special needs children, then you must cite the source of this information. If you state that in Social Systems Theory the conversion operation is divided into structure and function, you must cite the source of this information, unless of course you are the theorist who first hypothesized this theory.

The APA style manual does not define plagiarism by number of words in a row but does define plagiarism in relation to ideas. In writing a student paper for the Social Work Program, the student may not put an entire sentence in their paper which is "lifted" from a source unless it has quote marks around it. Also, be careful in summarizing. Taking an entire sentence and changing a "the" to an "a," is not a summary. In this instance the student should quote the information.

Examples of Citations within the text of the paper:

When citing, you must use the author and date. You CANNOT use the title of the book or article.

Quoting an author

"Reaction times . . ." (Jones, 1998, p. 101).

Jones (1998) found that "reaction times . . ." (p. 101).

Note that the period is **after** the parenthesis, not before it, as the cite is part of the sentence. A quotation of 40 or more words should be placed in a free standing block.

If the quotation is from an article retrieved online you may not have journal page numbers.

If this is the case then use paragraph numbers (yes, that means you have to count and number them yourself).

Summarizing or paraphrasing an author

Jones (1998) compared reaction times . . .

In a recent study of reaction times (Jones, 1998) . . .

Do not list page numbers when summarizing.

Citation from a Secondary Source

In other words Freud did the original work but you read about it in a book or article by Jones. Freud (as cited in Jones, 1998) found . . .

[note that in the reference section you list only Jones, not Freud]

Citation from a personal communication/interview

Personal communications may be interviews, phone conversations, emails, letters, memos, etc. Because they do not provide recoverable data, personal communications are not

included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

T. Jones (personal communication, November 23, 2005) reported that the majority of clients at the XYZ agency . . .

REFERENCES

References for an academic paper must be professional references. You can use other sources in your paper, but only professional references will count toward the number of references required for the assignment. For your information *The Reader's Digest*, *Psychology Today*, and *The Family Networker* are not professional references.

References must be within the last 10 years, unless they are a classically recognized work. An example of a classical work would be *Social Diagnosis* by Mary Richmond.

Rules for the Reference List

- The Reference List must be in alphabetical order.
- The authors must be listed in the order they appear on the title page of the book or in the heading of the journal article.
- Author's names must be listed last name first, followed by a comma, then the author's first initial. Use of the first name of the author in the reference list means you are incorrectly using APA style and points will be deducted from your grade.
- When there are multiple authors, use & not the word and, before the last author is listed
- For titles of books or articles, capitalize the first letter of the first word of the title, capitalize proper names, capitalize the first letter of the first word following a colon, do not capitalize the other words in the title.
- For titles of journals, capitalize the first letter of each word in the title.
- Italicize the names of books and the names of journals, do not italicize the title of journal articles.
- If a book has an edition number, the edition is required to be shown.
- For books, the city and state of publication is required, as is the name of the publisher.

Examples for the Reference List:

Book, which has been authored

Hepworth, D., Rooney, R., & Larsen, J. (2002). *Direct social work practice: Theory and skills* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Chapter in an edited book. [Look on the title page of the book. If after the title is shown it states "Edited By" then it is an edited book, otherwise it is an authored book. Also, an edited book has chapters by different authors, that is why you will be listing the chapters separately and you will be listing the page numbers of the entire chapter.]

Gilchrist, L. (1990). Themes in the discussion of epistemology. In L. Videka-Sherman & W. Reid (Eds.). *Advances in clinical social work research* (pp. 405-408). Silver Spring, MD: NASW Press.

Journal article [in APA style you never use the words Volume or Page in the listing, instead, the volume number comes first, followed by the page numbers. Note that if pages are consecutively numbered in a journal you do not have to list the issue number:
37, 210-214 vs. 37(3), 10-14]

Zippay. A. (1992). Corporate funding of human services agencies. *Social Work*, 37, 210-214.

Journal article obtained online.

Simpson, B. (1999). Cartooning and casework. *Journal of Multimedia Social Work*, 2, 220-227. Retrieved March 5, 2005, from <http://www.naswdc.org/simpson.html>.

Information obtained from a webpage.

Salvation Army. (2006). Homepage. Retrieved January 5, 2006 from
<http://www.salvationarmy.com>.

National Association of Social Workers. (2006). Homepage. Retrieved January 9, 2006 from
<http://www.naswdc.org>.

Pamphlet or Agency produced information

Department of Human Services. (2006). *Child Welfare policy manual*. Oklahoma City, OK: Author.

Planned Parenthood. (2005). *Directory of services*. Tulsa, OK: Author.

Personal communication/interview

Although cited within the text of the paper, personal communications are not included in the reference list.

The following is an excerpt from a doctoral dissertation. The purpose here is to give you a sample paragraph with appropriate citation, followed by a reference list of the citations.

The reluctant social work research student has been well documented in the literature (Fraser, Jenson, & Lewis, 1993). "All I want to do is to learn how to help people. Why do I have to study research?" (Dawson, Lasss, Guy, & Edgley, 1991, p.1). This is a common complaint heard from social work students (Royse, 1991). Social work students are people-oriented and often have difficulty incorporating the idea of research activities into their perception of their chosen profession (Taylor, 1990). However, "social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice" (Council on Social Work Education, 1992, M3.2). The educational component of research is a reality which must be dealt with by the social work student.

References

- Council on Social Work Education. (1992). *Curriculum policy statement for master's degree programs in social work education*. Alexandria, VA: Author.
- Dawson, B., Klass, M., Guy, R., & Edgley, C. (1991). *Understanding social work research*. Boston: Allyn & Bacon.
- Fraser, M., Jenson, J., & Lewis, R. (1993). Research training in social work: The continuum is not a continuum. *Journal of Social Work Education, 29*(1), 46-62.
- Royse, D. (1991). *Research methods in social work*. Chicago: Nelson-Hall.
- Taylor, F. (1990). The numerate social worker. *Journal of Social Work Education, 26*(1), 25-35.

APPENDIX B
GUIDE TO SOCIAL WORK JOURNALS

GUIDE TO SOCIAL WORK JOURNALS

Addiction and Recovery
Administration in Social Work
Adoption Quarterly
Advances in Alcohol and Substance Abuse
Affilia
Ageing International
Alcohol and Alcoholism
Alcohol and Addiction
Alcoholism Treatment Quarterly
American Journal of Drug and Alcohol Abuse
American Journal of Family Therapy
American Journal of Mental Retardation
American Journal of Sociology
American Sociological Review
American Sociologist
Arete
Behavioral Health Management
Biofeedback and Self Regulation
British Journal of Social Work
Canadian Journal of Social Work Education
Canadian Social Work
Canadian Social Work Review
Care Management Journals
Child Abuse and Neglect
Child and Adolescent Social Work Journal
Child and Youth Services
Child Welfare
Children and Youth Services Review
Clinical Social Work Journal
The Clinical Supervisor
Computer Use in Social Services Network
Computers in Human Services
Contemporary Crises: Law, Crime, and Social Policy
Crime, Law and Social Change
Families in Society
Family Therapy
Feminist Studies
Health and Social Work
Human Services in the Rural Environment
Indian Journal of Social Work [Bombay]

International Journal of Aging & Human Development
International Journal of Childrens Rights
International Journal of Sociology and Social Policy
International Social Work
Issues in Social Work Education
Journal of Analytic Social Work
Journal of Applied Social Sciences
Journal of Case Management
Journal of Child Sexual Abuse
Journal of Continuing Social Work Education
Journal of Education for Social Work
Journal of Elder Abuse and Neglect
Journal of Ethnic and Cultural Diversity in Social Work
Journal of Family Social Work
Journal of Gay and Lesbian Social Services
Journal of Gerontological Social Work
Journal of Health and Social Policy
Journal of Homosexuality
Journal of Independent Social Work
Journal of International & Comparative Social Welfare
Journal of Jewish Communal Services
Journal of Long Term Home Health Care
Journal of Marriage and Family Counseling
Journal of Multicultural Social Work
Journal of Policy Analysis and Management
Journal of Progressive Human Services
Journal of Social Service Research
Journal of Social Welfare
Journal of Social Welfare & Family Law
Journal of Social Work and Human Sexuality
Journal of Social Work Education
Journal of Social Work Practice
Journal of Sociology and Social Welfare
Journal of Teaching in Social Work
Journal of Technology in Human Services
Journal of Women and Social Work (Affilia)
Measurement and Evaluation in Counseling and Development
New Social Worker (www.socialworker.com)
Policy & Practice of Public Human Services
Policy Evaluation
Policy Review

Prevention in Human Services
Psychoanalytic Social Work
Public Welfare
Race and Class
Race and Society
Research on Social Work Practice
Research Policy
Residential Treatment for Children and Youth
School Social Work Journal
Social Casework
Social Development Issues
Social Perspectives
Social Work
Social Work and Christianity
Social Work Education
Social Work In Education
Social Work In Health Care
Social Work Research
Social Work Research & Abstracts
Social Work Today
Social Work With Groups

INFORMATION ON DATA BASES

EbscoHost Masterfile includes indexing for some 3100 periodicals and full text for about 1900 including such titles as:

- Affilia*
- Child Welfare*
- Health and Social Work*
- Journal of Social Work Education*
- Social Work*
- Social Work in Education*
- Social Work Research*
- Social Work Research & Abstracts*
- Society*
- Sociological Methods and Research*
- Sociological Perspectives*
- Sociological quarterly*

Lexis/Nexis: Compendium of social legal, political, economic, and current affairs information in a number of areas, through a broad range of publications, including such journals as

- Administration in Social Work*
- Journal of Social Welfare and Family Law*

Search Bank, Expanded Academic Index. An index and full text compendium of approximately 1500 periodical titles in a number of fields. Selective full text titles include:

- Administration in Social Work*
- Affilia, Journal of Women and Social Work*
- Child & Adolescent Social Work Journal*
- Child Welfare*
- Clinical Social Work Journal*
- Families in Society: The Journal of Contemporary Human Services*
- Health and Social Work*
- International Social Work*
- Journal of Gerontological Social Work*
- Journal of Social Work Education*
- Policy & Practice of Public Human Services*
- Public Welfare*
- Research on Social Work Practice*
- Social Work*
- Social Work Research*
- Social Work with Groups*

EbscoHost Health Source: full text health periodicals, pamphlets, and reference books

ProQuest Direct: full text Research II Periodicals and Research II Peer Reviewed general topics

APPENDIX C
NASW CODE OF ETHICS

Code of Ethics of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly
Revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to

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

The NASW Code of Ethics serves six purposes:

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

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

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, 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 well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers 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.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping

clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should

review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients,

their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for

professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to

resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are

responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure

confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware

of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

APPENDIX D

**COUNCIL ON SOCIAL WORK EDUCATION
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

**Council on Social Work Education
Educational Policy and
Accreditation Standards**

PREAMBLE

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational

Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY

1. Purposes

1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability,

ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
 5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.¹
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

¹ Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the

integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
 - B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

- M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.
- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
- 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
 - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
 - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
 - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
 - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
 - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

² This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

3. Program Governance, Administrative Structure, and Resources

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
 - 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
 - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
 - 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
 - 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
 - 3.0.5 The field education director has a master's degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
 - 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
 - 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

- 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
 - 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
 - 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
 - 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).
- 4. Faculty**
- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
 - 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
 - 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
 - B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
 - M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.

M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

6. Nondiscrimination and Human Diversity

- 6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

- 7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.
- 7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.
- 7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and

were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.