Bachelor of Arts in Social Work
Student Handbook

Social Work Department
College of Liberal Arts

270 Millett Hall

937-775-2751

http://www.wright.edu/cola/Dept/social_work

Wright State University is committed to achieving full equal opportunity in all aspects of university life. We are proud of the diversity of the university community and strive to make all members of the community feel welcome.

The policy of Wright State University is to not discriminate against any persons on the basis of race, religion, color, sex, sexual orientation, disability, veteran status, national origin, age, or ancestry. In addition, we take affirmative action to recruit and assist members of various racial or ethnic groups, women, Vietnam-era veterans, and persons with disabilities whose ability to achieve academic success might otherwise be unrecognized because of cultural barriers. Our policy is fully consistent with the various federal and Ohio statutes which prohibit discrimination.

Revised August, 2011, 2012, 2013

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Dear Social Work Students,

Welcome to the exciting field of social work. You are embarking on a journey to master the knowledge, values, and skills of generalist social workers.

The Bachelor of Arts in Social Work degree from Wright State University is fully accredited with the Council on Social Work Education and has been reaffirmed every 8 years since 1974. In a 2007 survey, 92% of graduates from our program reported securing generalist social work positions and 91% of our graduates passed the generalist licensure exam required in the state of Ohio.

This handbook is developed to assist social work students in meeting the requirements to complete the BA in Social Work from Wright State University. You are responsible to follow all of the policies and requirements relevant to graduation. This book supplements other university policy documents, including the university student handbook, course catalog, and university code of student conduct.

Please do not hesitate to contact us or the other social work faculty with any questions at 937-775-2751.

Sincerely,

Carl Brun, PhD, Chair   Theresa Myadze, PhD
Professor   Professor
MASW Program Director   BSW Program Director

Social Work Department at Wright State University

The Department of Social Work is located in the College of Liberal Arts, one of the six undergraduate colleges/schools at Wright State University. The program is accredited by the Council on Social Work Education (CSWE) at the undergraduate level (www.cswe.org). This assures that the curriculum and faculty meet established, national standards. The degree in social work from an accredited educational institution is a prerequisite to apply for the Ohio social work license, effective October 1992 (www.cswmft.ohio.gov).

The full-time faculty and staff in the Social Work Department are:

Dr. Shreya Bhandari, Assistant Professor
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Carole Staruch, Administrative Support Coordinator
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Dr. Sarah Twill, Associate Professor
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The Part-Time Adjunct Faculty in the Department are:

Beth Kinsel, Ph.D., Greene County Council on Aging

Mary Anne Nelson, MSW, LISW, Montgomery County Children's Services

Jonathan Varhola, MA, Instructor, WSU Dept of Sociology

Definition of Generalist Social Work Practice

The faculty in the Social Work Department at Wright State University adhere to the following definition of generalist social work practice:

"Generalist social workers work directly with client systems at all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resources systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

Generalist Social Work Practice:
- **Utilizes generic practice processes to organize work with client systems**
- **Recognizes the potential for change at multiple system levels-within human systems, between systems, and among environmental systems**
- **Views human behavior in the context of the social environment**
- **Integrates direct practice with social policy and social work research activities"**

Taken from Miley, B., & Dubois, K. (2008). *Social work: An empowering profession* (6th ed). Boston: Pearson/Allyn & Bacon, p. 9. This text is used for the introductory course *Introduction to Social Work*.

Generalist Social Work Practice
- **Uses a systems or person-in-environment perspective**
- **Uses the strengths and client empowerment perspectives**
- **Requires multi-systems level intervention**
- **Involves the application of critical thinking skills to the planned change approach/process**
- **Integrates direct practice with social policy and social work research**
- **Is guided by the professional code of ethics**
- **Provides the core competencies (knowledge and skills) for beginning level practice in a variety of social and human service settings**
- **Serves as the foundation for advanced practice**

You will learn more about generalist social work practice as you progress through the introductory social work courses. By way of introduction, generalist practice prepares you for <u>beginning</u> practice with individuals, small groups, families, communities and organizations. You will develop basic <u>knowledge</u> of human behavior in the social environment, social welfare policy and services, practice and research. You will develop beginning <u>skills</u> in socio-behavioral problem solving, such as intervention planning, interviewing and leading groups. You will be prepared to intervene with clients of diverse backgrounds in a variety of social service settings. Upon graduation you will not be a specialist in any particular social work field. Rather, you will start out as a generalist social worker who can apply a common knowledge, skill, and value base across many settings.

You can still explore your interest areas by the specific topics you choose for term papers in your senior classes and especially by where you ask to do your senior field education`.

Social Work Program Mission Statement

The Social Work Department at Wright State University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners who pursue their work from a social justice perspective. The program strives to prepare students who are self-aware life-long learners, who deliver culturally competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

The Social Work Department's mission aligns well with the WSU Vision and Mission Statements*:

Vision Statement
In the pioneering spirit of the Wright Brothers, Wright State will be Ohio's most innovative university, known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve.

Mission Statement
We transform the lives of our students and the communities we serve.
We are committed to:
- achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional;
- conducting scholarly research and creative endeavors; and to
- engaging in significant community service

*The full WSU Strategic Plan is available at www.wright.edu/strategicplan

Social Work Program Goals

Goals

1. Prepare students to be professional, ethical, and competent generalist social workers.

2. Prepare students to practice without discrimination and be advocates for social justice.

3. Prepare students with a generalist knowledge, skills, and values foundation.

10 Competencies and 41 Practice Behaviors

Competency 1 - Identify as a professional social worker and conduct oneself accordingly.
    Students will:
    1. advocate for client access to the services of social work
    2. practice personal reflection and self-correction to assure continual professional development
    3. attend to professional roles and boundaries
    4. demonstrate professional demeanor in behavior, appearance, and communication
    5. engage in career-long learning
    6. use supervision and consultation

Competency 2 - Apply social work ethical principles to guide professional practice.
    Students will:
    7. recognize and manage personal values in a way that allows professional values to guide practice
    8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
    9. tolerate ambiguity in resolving ethical conflicts
    10. apply strategies of ethical reasoning to arrive at principled decisions

Competency 3 - Apply critical thinking to inform and communicate professional judgments.
    Students will:
    11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
    12. analyze models of assessment, prevention, intervention, and evaluation; and
    13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Competency 4 - Engage diversity and difference in practice.
    Students will:
    14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power;
    15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
    16. recognize and communicate their understanding of the importance of difference in shaping life experiences
    17. view themselves as learners and engage those with whom they work as informants

Competency 5 - Advance human rights and social and economic justice.
    Students will:
    18. understand the forms and mechanisms of oppression and discrimination
    19. advocate for human rights and social and economic justice
    20. engage in practices that advance social and economic justice

Competency 6 - Engage in research-informed practice and practice-informed research.
>   Students will:
>   21. use practice experience to inform scientific inquiry
>   22. use research evidence to inform practice

Competency 7 - Apply knowledge of human behavior and the social environment.
>   Students will:
>   23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
>   24. critique and apply knowledge to understand person and environment

Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
>   Students will:
>   25. analyze, formulate, and advocate for policies that advance social well-being;
>   26. collaborate with colleagues and clients for effective policy action

Competency 9 - Respond to contexts that shape practice.
>   Students will:
>   27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
>   28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
>   Students will:
>   29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
>   30. use empathy and other interpersonal skills
>   31. develop a mutually agreed-on focus of work and desired outcomes
>   32. collect, organize, and interpret client data
>   33. assess client strengths and limitations:
>   34. develop mutually agreed-on intervention goals and objectives
>   35. select appropriate intervention strategies
>   36. initiate actions to achieve organizational goals
>   37. implement prevention interventions that enhance client capacities
>   38. help clients resolve problems
>   39. negotiate, mediate, and advocate for clients
>   40. facilitate transitions and endings
>   41. critically analyze, monitor, and evaluate interventions

Assessment of Program Goals, and Practice Behaviors and Competencies

The Social Work program developed an assessment plan in June, 2004 in accordance to the WSU Assessment requirements (www.wright.edu/assessment/bpra/outcomes/index.html) and in compliance with the Educational Policy and Accreditation Standards 2001 & 2003 as stipulated for accreditation and reaffirmation with the Council on Social Work Education (www.cswe.org).

Assessment of program goals and practice behaviors and competencies have been measured annually since 2004 using the following data collection methods:
* Alumni surveys related to program goals of employment, graduate school, and licensure
* Mastery of program practice behaviors and competencies through:
* Successful completion of logs during the first semester of field education that document mastery of program practice behaviors and competencies.
* Successful completion of the portfolio during the second semester of field education.
* Evaluation of program practice behaviors and competencies by field education supervisor and field education faculty liaison.
* Evaluation of program practice behaviors and competencies by field education faculty liaison during agency visits each semester.
* Exit surveys with all graduating seniors to assess the program's success and challenges in meeting program practice behaviors and competencies.
* Field education supervisors evaluate the coordination of field education annually.
* Students evaluate their field education site at the end of the field education placement.
* Students evaluate the field education faculty liaison at the end of the field education placement.

The annual results of the Social Work Assessment from 2004-2009 are available on our department website at www.wright.edu/cola/Dept/social_work. The reports include a discussion of how the results guided program changes.

Admissions Criteria

The admissions criteria to the Bachelors of Arts in Social Work program at Wright State University were developed to accept students who have the capability to meet the program mission, goals, and practice behaviors and competencies for generalist social work practice.

The admissions criteria include:
* Completing specific course work that builds the foundation for upper level social work requirements.
* Maintain a Grade Point Average of 2.25 that demonstrates a capability to complete upper level requirements in the major.
* Complete a professional statement in which the student demonstrates her/his knowledge, values, and skills base for pursuing the social work major and profession.
* Complete the professional references and criminal record disclosure to demonstrate preparation for pursuing the social work major and profession.

* Complete 20 hours of volunteer experience approved by the BSW Program Director.

Students must complete and submit the Social Work application by February 1. The full application is available on the Social Work website (www.wright.edu/cola/Dept/social_work).

The requirements for admission into the BA in Social Work program at WSU are

___Meet College of Liberal Arts requirements for admission which include completion of ENG 1100 and ENG 2100 and submit the application for changing majors to the CoLA advising office in Millett 120. Students can apply to CoLA to be a pre-Social Work major at any time that they meet the CoLA requirements. Students must still complete the Social Work application for acceptance into the Social Work program.

___Have passed SW 2700 – *Introduction to Social Work* or an approved equivalent course* from another university with a minimum grade of C.

___Pass or enroll in SW 2710 – *Intro to Social Welfare* or an approved equivalent course* from another university with a minimum grade of C.

___Pass or enroll in SW 2720 – *Multicultural Competence in a Diverse World* or an approved equivalent course* from another university with a minimum grade of C.

___Complete the following additional course content within the liberal arts foundation for the social work curriculum. The course meeting the content at WSU is in parenthesis. Students may take an equivalent course* at another college that was approved by the BSW Program Director of the WSU Social Work Department.

   ___Academic Writing and Reading (ENG 1100)
   ___Research Writing and Argument (ENG 2100)
   ___Intro to Sociology (SOC 2000)
   ___Political Life (PLS 2000) or American National Government (PLS 2120)
   ___Interpersonal Communication (COM 2020)
   ___Economic Life (EC 2000) or Social Issues (EC 2900)
   ___Intro to Psychology (PSY 1010)
   ___Health and Disease (BIO 1070) or Biology of Food(BIO 1050)

___ A minimum, overall GPA of 2.25.

___Complete the Social Work Application which includes:

____Two letters of PROFESSIONAL references.
- Letters must be on professional letterhead.
- One letter must come from a faculty member.
  - For students who have completed SW 2700, SW 2710, and SW 2720 (or SW 270-271-272) on the WSU main campus, the letter must come from a faculty member outside the Dept. of Social Work.

- o For students who have completed two of the following -SW 2700, SW 2710, and SW 2720 (or SW 270-271-272)- at another campus or university, the letter must come from a <u>social work faculty</u> member who is familiar with your academic work.
- The 2nd letter should come from employers, professors outside the Dept. of Social Work, or volunteer coordinators.
- Letters should NOT come from friends, employees you work with who are not your supervisor/s, your neighbors, a social service provider who has treated you (e.g., your mental health therapist, your AA sponsor), or others that cannot speak to your professional abilities.
- Letters should be written by people with whom you have had recent (2 years-present) professional contact.

_____20 hour volunteer experience form

_____ Complete criminal background disclosure statement.

_____ Social Work Professional Statement and Social Issue Statement for admission.

_____ Application for the major in Social Work.

_____ Copy of transcripts with grades of all classes taken at another college or university.

<u>Social work faculty may request an interview to discuss your application, including if you do not follow the instructions for the Professional Statement and Professional References. The faculty may also request that you rewrite sections of the application if some items are not clear.</u>

If you have taken courses at another university please arrange an appointment with Dr. Theresa Myadze, BSW Program Director, **before the due date** to discuss which courses may meet requirements for the Social Work Major.

Students cannot receive Social Work course credit for life experience or previous work experience.

<u>Admission Status/Decisions</u>
The Department may take the following action based on the student's admission application:
* admit to the major
* request an interview to clarify concerns or missing information contained in the application
* admit to the major on a conditional basis
* not admit to the major

The faculty may feel a student meets all of the admissions criteria and would be a good candidate but there is an area of concern that needs to be addressed. In such situations, the faculty may request an interview with the student. The outcome of the interview could be to develop a plan to address the concern, admit without conditions if there is no concern after the interview, or not admit the student based on the concern.

Examples of concerns are a student's writing skills or personal issues that may affect a student's academic work. A student will remain on conditional status until the student and faculty agree the concern has been addressed. Conditional status must be removed before a student can begin Senior Field Education.

Students may not be admitted into the program if they do not meet all admissions criteria during the term they apply to the major. Students may reapply for future admissions but they must notify the Department and make any updates to their application. The BSW Program Director is available to assist students in considering other alternatives if they are not accepted into the major.

The Department admits 60 students each year. If more than 60 students are eligible in a given year, students not accepted will be able to apply in subsequent years.

Once admitted to the major, each student is assigned a social work faculty advisor for general professional and career advising, to formulate a curriculum plan, and to discuss senior field education. Students can also check with the BSW Program Director for specific academic and course information. Students are encouraged to meet with their faculty advisor each term. Students must have their curriculum plans signed by their advisors during the semester they apply for field education and the semester prior to graduation.

TRANSFER STUDENTS

The Social Work Program is a professionally accredited program by the Council on Social Work Education. Thus, the curriculum must demonstrate continuity, integration, and sequencing of knowledge acquisition. This includes the core courses, related courses, and a structured sequence of social work courses.

Transfer students must meet the same, aforementioned admissions criteria. <u>Students cannot receive Social Work course credit for life experience or previous work experience.</u>

Students, transferring from other accredited social work programs, will have their coursework reviewed by the BSW Program Director so as to prevent duplication of academic content and to ensure equivalent content of WSU social work courses. Students transferring from social work programs that are not accredited will have their transcripts and courses reviewed on a case-by-case basis for equivalent content as well as validation of the credentials of the faculty teaching the courses. Students will be required to provide the following: the institution's course catalog, copy of the syllabus, and credentials of the instructor.

Note: Applications to the Social Work Department are due February 1st
SOCIAL WORK REQUIREMENTS (124 hrs total)
For New and Transfer Students applying to the SW major

Name: _____U# _____ Date: _____ Advisor: _____

Wright State Core   39 semester hours

1) Communication (6 sem hrs) both classes are required for SW
____ **ENG 1100**, 1130, 1140   *or equivalent* _____
____ **ENG 2100**, 2110, 2120, 2130   *or equivalent* _____

2) Mathematics (3 sem hrs)
____ EGR 1010, MTH 1440, 1450, 2240, 2300, 2310, STT 1600, 2640   *or equivalent* _____

3) Global Traditions - Global Studies (3 sem hrs)
____ AFS 200, ATH 2500, CS 1000, CST 2210, 2310, 2320, 2410, 2420, 2430, 2510
      EC 2100, 2500, 2900, RST 2610, 2620, 2710, 2810, 2910, 2920, URS 2000 *or equivalent* _____

4) Global Traditions – History (3sem hrs)
____ CLS 1500, HST 1100, 1200   *or equivalent* _____

5) Arts and Humanities (3sem hrs)
____ ART 2140, CLS 2040, CST 2310, 2420, ENG 2040, 2050, MP 1310, MUS 1210, 2140, 2900
      PHL 2040, 2100, REL 2040, TH 2140, UH 2010   *or equivalent* _____

6) Social Sciences (6 sem hrs) both classes are required for SW
____ **PSY 1010**   *or equivalent* _____
____ **SOC 2000**   *or equivalent* _____

7) Natural Sciences – Biological Science (3sem hrs) one class is required for SW
____ **BIO 1050 or 1070**   *or equivalent* _____

8) Natural Sciences (3 sem hrs) one additional class
____ BIO 1050, 1060, 1070, 1120, 1150, ATH 2100, CHM 1020, 1050, 1060, 1070, 1210L & 1210, 1220L & 1220
      CS 1150, EES 1030, 1050, 1070, 2510, 2550, KNH 2500, PHY 1050L & 1050, 1060L & 1060, 2400L &
      2400, PHY 2410L & 2410, SM 1010 (FA12 or after)   *or equivalent* _____

9) Additional Core Courses (6 sem hrs) both classes are required for SW
____ **SW 2720**   *or equivalent* _____
____ **EC 2000 or 2900**   *or equivalent* _____

Social Work - Related Requirements (6 sem hrs) both classes are required for SW
____ **COM 2020**   *or equivalent* _____
____ **PLS 2000 or 2120**   *or equivalent* _____

Social Work - Departmental Requirements (6 sem hrs) both classes are required for SW
____ **SW 2700 – Intro to Social Work (TAG)**   *or equivalent* _____
      *(SW 2700 must be completed before applying to the major. Usually the Fall term before applying.)
____ **SW 2710 – Intro to Social Welfare (TAG)**   *or equivalent* _____

**<u>Above courses bolded and underlined must be completed before the term you will
begin the Social Work major. (courses on this page only)</u>**

Foreign Language Requirement (through 2020 level of one language)
    Spanish, French, German, Greek, Latin, Chinese, Russian, Italian, Japanese, American Sign Language or other.
    _____ _____ _____ _____ _____ _____

Methods of Inquiry (6 sem hrs)
        Quantitative Thinking (3 sem hrs) SW 2910 is required for SW
        ____ **SW 2910**, COM 4490, MS 2040, PLS 2100, SOC 3400, 3410, STT 1600, URS 4980 *or equivalent* _____
        Qualitative Thinking (3 sem hrs)
        ____ PHL 2150, 2230, 4710, 4720   *or equivalent* _____
        (PHL 4720 is recommended for social work majors)

Social Work - Departmental Requirements (11 courses – 33 sem hrs)

        ____ **SW 3700 – Human Behavior in the Social Environment: Micro** *or equivalent* _____
        ____ **SW 3750 – Human Behavior in the social Environment: Macro** *or equivalent* _____
        ____ **SW 3800 – Ethics and Social Work Practice I**   *or equivalent* _____
        ____ **SW 4700 – Social and Economic Justice**   *or equivalent* _____
        ____ **SW 4810 – Social Work Practice II**   *or equivalent* _____
        ____ **SW 4820 – Social Work Practice III**   *or equivalent* _____
        ____ **SW 4860 – Social Work Field Practicum I**   *or equivalent* _____
        ____ **SW 4870 – Social Work Field Seminar I**   *or equivalent* _____
        ____ **SW 4880 – Social Work Field Practicum II**   *or equivalent* _____
        ____ **SW 4890 – Social Work Field Seminar II**   *or equivalent* _____
        ____ **SW 4900 – Social Work Research and Critical Thinking**   *or equivalent* _____

Electives (19 sem hrs) no more than 4 sem hrs of Physical Education courses may contribute toward a degree
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____
    ____ _____   *or equivalent* _____

Additional Notes:

Students can access a Semesters Degree Audit Reporting System (DARS) electronically through WINGS Express using their University Identification Number. The DARS reports the requirements currently met toward a student's progress toward receiving the BASW. Students who are not yet Social Work majors can request a "What If" DARS by answering the prompts as if your major was Social Work. All Social Work faculty utilize the DARS to help students with advising questions.

Each set of curriculum objectives and requirements to receive a BASW are described next.

GENERAL EDUCATION (CORE)

The social work program builds on a strong Liberal Arts foundation before beginning the upper-level social work courses. Thus, most of the general education courses will be completed prior to beginning the major. The list of courses under General Education, now called CORE, are listed on the checksheet on page 12.

Students must apply to the Social Work major by February 1st of their Sophomore Year in order to graduate in four years. **With the exception of SW 2700, students are permitted to still be taking pre-requisite courses at the time they apply to the major, as long as all pre-requisite courses will be completed by the end of summer term.**

In completing your core courses, you should have at a minimum:

1. Developed your critical, analytical thinking abilities to be able to separate facts from assumptions and values and then to put them together again in a logical fashion to develop causal explanations and support rational actions.

2. Developed beginning problem-solving skills. Be able to use knowledge (especially socio-behavioral knowledge) and your critical thinking abilities and apply them to any specific client-problem situation in order to develop a rational, workable approach.

3. Developed your communication skills, both verbal and written. Communication skills are the primary tools of our profession. Social workers must speak accurately, clearly, and often times convincingly. Social workers must also <u>write</u> in the same fashion. The University Writing Center is available to assist with papers and other writing requirements, including the application to the major.

4. Become aware of your values, how they differ from others' values, and how they guide your interpersonal behavior. This awareness will help you make a positive, workable synthesis between your value system and that of the profession.

WRITING ACROSS THE CURRICULUM

Wright State University's Writing Across the Curriculum (WAC) program has three goals:

- To improve students' writing proficiency-their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields. (www.wright.edu/academics/wac/).

The above goals match the Competencies and Practice Behaviors in Social Work, especially those pertaining to critical thinking and writing skills.

INTEGRATIVE WRITING (IW) IN THE MAJOR

All students (new, returning and transfer) will be required to successfully complete two Integrative Writing courses in their major field to complete the Writing in the Major component of WAC.

Successful completion of ENG 1100 and 2100 is a prerequisite for all Integrative Writing courses in the major.

The IW designation for a course must be approved by the WAC Committee, a standing subcommittee of the Undergraduate Curriculum and Academic Policy Committee. Courses will have at least 5000 words (20 double-spaced pages) of writing, which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All writing will count as part of students' performance in the course. Responsibility for ensuring that these course requirements are met rests with the colleges offering the courses and the Writing Across the Curriculum Committee. Guidelines and examples of how the writing requirement may be met are available from the Writing Across the Curriculum Coordinator. Additional assistance is provided by the University Writing Center.

RETURNING STUDENTS MUST COMPLETE THE TWO-COURSE WRITING REQUIREMENT IN THE MAJOR.

It is important to note that departments may designate certain sections of a course as Integrative Writing during any term. Course sections designated as Integrative Writing are identified in the class schedule.

Social Work courses currently designated as Integrative Writing (IW) are: SW 3800, SW 4700, and 4810.

COLLEGE OF LIBERAL ARTS REQUIREMENTS

The vision for the College of Liberal Arts is to continue and expand the international, national, and state recognition for our exemplary students, faculty, and staff, as evidenced by our outstanding educational, research/scholarship, and professional service programs. To accomplish this vision, our mission is:
- to provide our students with a quality general education program, and undergraduate and graduate experience;
- to engage in creative, innovative, and applied scholarship and professional service in the region and beyond.

We pride ourselves in offering excellent teaching in the humanities, social sciences, and fine and performing arts (www.wright.edu/cola/).

The vision for CoLA is met through the curriculum requirements of the specific major and through the following common requirements across all CoLA majors: Foreign Language and Research Methods.

FOREIGN LANGUAGE

A College of Liberal Arts requirement is to take courses in a modern foreign language or American Sign Language through the 2020 level. If you choose the traditional foreign language and have no particular preference, we recommend Spanish. It is the second most spoken language in the U.S. and is especially

useful for social workers. For more information on the CoLA Foreign Language requirement, go to www.wright.edu/cola/Dept/ml/languagerequirement.html.

RESEARCH METHODS

CoLA students are required to take at least one Statistics course. Taking SW 2910 meets the COLA Statistics requirement.

Students are required to take one of the following Logic Courses: PHL 2150, PHL 2230, PHL 4710, or PHL 4720. Social Work students tend to perform best in *Philosophy 4720 – Philosophy of Social Science*. Taking PHL 4720 also meets 3 hours towards the requirement of taking at least 60 credit hours at the 3000 or 4000 level.

OTHER COLLEGE OF LIBERAL ARTS REQUIREMENTS

- All students must have at least 124 hours completed to graduate.
- At least 30 hours of course work must be completed at Wright State University.
- At least 10 of the last 30 hours must be completed at Wright State University.
- At least 67 hours must be completed in the College of Liberal Arts.
- At least 42 hours must be at the 3000 or 4000 level.

Students may need more than 124 hours to graduate if they take developmental course work and/or they exceed the maximum limit of Social Work courses or Physical Education skills courses.

The curriculum for the Social Work majors contains 33 hours at the 3000/4000 level. So all majors will need at least 9 hours of additional courses at the 3000/4000 level to meet the Liberal Arts requirements of 42 hours at the 3000/4000 level. PHL 4720 meets an additional 3 hours of the 3000/4000 level requirements.

You should check your progress towards meeting the CoLA requirements each term by reviewing your Semester Degree Audit Reporting System (DARS). You may review your DARS on-line at any time through WINGS Express. Contact your Social Work faculty advisor or the BSW Program Director if you have any questions about the DARS.

REQUIRED SOCIAL WORK COURSES

Below is the Wright State Undergraduate catalog description of the required Social Work courses in the major. A grade of "C" or higher is required in all Social Work courses.

A. *Introductory Courses available to any students*

SW 2700 – Introduction to Social Work
Includes an introduction to: the historical development of social work as a profession, the major fields of practice, social systems theory, the ecological perspective on social problems, and the tenets and value base of the profession. The course includes an introduction to foundation knowledge, the skills and values needed for the profession, the development of critical thinking, self awareness, problem solving skills and an appreciation of diversity.
3 credit hours

SW 2710 - Intro to Social Welfare
Study of federal and state social welfare in the United States, with an emphasis on policies that reduce poverty, oppression, and discrimination. Study the values and ethics that form the foundation of social services. 48 hour agency observation required.
3 credit hours

SW 2720 - Multicultural Competence in a Diverse World
This course provides an introduction to the methods of inquiry in the social sciences used to develop the knowledge and skills required to work and relate in a multicultural world. Content covers the historical development of discrimination in the U.S. and the need for multicultural competency to be an engaged and informed citizen in a democratic society.
3 credit hours

B. *Courses in the first year of the major:*

SW 2910 – Social Science Data Analysis
Quantitative and qualitative analysis of social science research. Includes theory and application of descriptive and inferential quantitative statistics, using Statistical Package for Social Sciences. Includes theory and application of qualitative data analysis.
3 credit hours

SW 3700 - Human Behavior in the Social Environment - Micro
Analysis of human behaviors in order to guide assessment, intervention, and evaluation of social work practice. Includes theories such as the psychoanalytic, behavioral, ecological, and normative life stages.
3 credit hours

SW 3750 – Human Behavior in the Social Environment - Macro
Analysis of groups, systems, and community organizations in order to guide assessment, intervention, and evaluation of social work practice. Includes theories such as systems theory, social justice, oppression, and basic human rights.
3 credit hours

SW 3800 - Social Work Practice I
Focus on ethics and an introduction to practice skills. Field observation required to apply skills related to ethics, rapport building, interviewing techniques, and bio-psycho-social assessment. Integrative Writing course.
3 credit hours

SW 4700 - Social and Economic Justice
Examination of how social welfare policy affects service delivery and active engagement in policy practice to promote social and economic justice. Integrative Writing course.
3 credit hours

SW 4900 - Social Work Research
Basic skills of quantitative and qualitative social research methodology and techniques of gathering, analyzing and interpreting data. Evaluation of research reports for relevance to practice with at-risk populations.
3 credit hours

C. *Courses in the second year of the major:*

The remaining 4000 level social work courses are taken concurrently with the field education and field seminar. These courses are only offered once each year. If you miss taking any of these courses (including practicum) or you do not receive a "C" or higher in one or more of these classes, you will need to wait one year to re-take the course and thus your graduation date will be pushed back one year.

SW 4810 - Social Work Practice II
Develops a framework for understanding micro-inclusive practice interventions with individuals and families. Integrative Writing course.
3 credit hours

SW 4820 - Social Work Practice III
Develops a framework for understanding mezzo-to-macro inclusive practice interventions in groups within organizations throughout communities of varying types.
3 credit hours

SW 4860 – Social Work Field Practicum I
First of two field practicum courses where students apply generalist social work practice knowledge to practice in agency settings. Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison.
3 credit hours

SW 4870 – Social Work Field Seminar I
First of two field seminar courses where faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites.
3 credit hours

SW 4880 – Social Work Field Practicum II
Second of two field practicum courses where students apply generalist social work practice knowledge to practice in agency settings. Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison.
3 credit hours

SW 4890 – Social Work Field Seminar II
Second of two field seminar courses where faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites.
3 credit hours

In this major field education students must complete 420 hours in the field. Students must complete the Student Profile form and meet with the Field Education Coordinator during the Spring term preceding the year in which field education will begin. Students will then take field practicum and seminar during the following Fall and Spring terms. The Field Education Coordinator, taking into account the interest areas and needs of the student, plans the placement. You are in the agency approximately 15 hours per week.

It is the student's responsibility to make initial contact with the Field Education Coordinator regarding the practicum process. The initial practicum interview will include:

- Reviewing the types of practice sites available (on file in the Social Work Office)
- Student interest
- Role Clarification
  *Student
  *Field Education Coordinator
  *Agency Based Field Instructor/Supervisor

POINTS TO REMEMBER ABOUT FIELD EDUCATION

- All social work majors are encouraged to volunteer as early in the major as possible in a social service setting.

- Students must start the field education by taking SW 4810, SW 4860, and SW 4870 concurrently.

- Students must take practice courses, SW 4810 and 4820 concurrent with SW 4860, 4870, 4880, and 4890.

- Students should have obtained and completed the Student Profile Form (on the department web page, www.wright.edu/cola/Dept/social_work/sw_major.htm) before the initial practicum advising appointment.

- Students should develop a list of goals and objectives for their field education experience.

- Emotional readiness is an integral part of the field education requirements.

- Because SW 4860 and 4870 requires permission of the instructor, all students registering for these courses must be interviewed by the Field Education Coordinator and have the Field Education Coordinator's permission to register for SW 4860 and 4870.

- Student must meet with their faculty advisor and develop a curriculum plan. The curriculum plan must be signed by the advisor and presented to the field coordinator at the practicum advising appointment.

- SUCCESSFUL COMPLETION OF BOTH THE agency observations in SW 2710 AND SW 3800 AND THE MAJOR FIELD EDUCATION IS NECESSARY TO GRADUATE AS A SOCIAL WORK MAJOR!!!

ELECTIVES

Electives are courses in addition to Wright State Core, Liberal Arts, or Social Work requirements. Electives are courses you choose to take in order to meet the minimum 124 hours needed to graduate.

Consider a minor. Any available minor at WSU complements the Social Work major. The most common minors for Social Work students are: Women's Studies, Urban Affairs, Sociology, African and African American Studies, Psychology, Crime and Justice Studies or the Nonprofit Leadership Alliance Certificate.

The Social Work Department offers two electives in child welfare, SW 4730 – Child Welfare I in Fall and SW 4874 01 – Child Welfare II in Spring. There are no pre-requisites for either course. They are required of students in the Senior Child Welfare Program but are open to all students.

SW 3890 - Selected Topics in Social Work
Selected topics related to current issues in social work practice; readings, research, and discussion. Topics vary.

SW 3990 - Independent Study Social Work
Independent research on social work topic. Requires 3.0 GPA and completed independent study form. 1-3 credit hours

SW 4620 - Social Gerontology I
Study of the social aspects of aging, the needs of the aging population, and society's response to those needs. A life course perspective that incorporates cultural, economic, historical, and structural contexts provides the framework for examining aging-related issues, particularly in regards to the impact on quality of life for older adults.
3 credit hours

SW 4730 - Child Welfare I
Framework for categorizing child welfare problems. Historical and current examination of legislation, policies, programs, and services to address child welfare needs including the role of the child welfare worker.
3 credit hours

SW 4740 - Child Welfare II
Addresses the developmental and permanence needs of children in the child welfare system.
3 credit hours

SW 4800 - Gerontology Practicum
Supervised learning under direction of the Gerontology Certificate Director and staff from a social service agency serving older adults.
3 credit hours

SW 4850 - Gerontology Certificate Project
Applied research in an agency setting that serves older adults under the guidance of the Gerontology Certificate Director.
3 credit hours

Elective hours can be used in a number of fundamental ways:

1. Take courses that will develop you as a person or that you just find interesting. Take that one class you wish you would have taken several terms ago. Have fun!!!
2. Take courses that support your major and career interests. For instance, if you are planning to work in the criminal justice system, take Sociology courses on the family, social deviance, or corrections. Some Psychology courses would also be supportive of that particular career choice. The Social Work Department offers two electives on Child Welfare. Consult the WSU undergraduate catalog for course descriptions.
3. Meet the requirements of another major or a minor in another department. Meet with the advisor in the appropriate Departments to discuss a dual major or minor.
4. Use your electives to meet the requirements of a certificate program, such as the WSU Certificate in Gerontology, a functional complement to a social work degree. Contact the Social Work office to discuss the Certificate of Gerontology.
5. Take courses in Psychology or Counseling if your focus is to strengthen a direct practice orientation.
6. Take courses required for the Nonprofit Leadership Alliance Certificate.
7. Take courses in the Humanities to broaden your perspective on Social Work issues.
8. Take courses to improve public speaking.
9. Take courses to expand your knowledge of social welfare policies.
10. Take courses to expand your use of computers.

GRADES

A grade of "C" or higher is required in all Social Work courses including SW 2910.

Incomplete grades will be given only for valid, verifiable reasons such as personal illness or injury of a dependent who needs your direct care. Even in this circumstance, satisfactory arrangements must be made with the professor prior to the end of the course (and as soon as possible), or an X grade will be given.

MANDATORY ADVISING

Students must maintain a G.P.A. of 2.0 or higher. If the G.P.A. falls below 2.0, mandatory advising is required. All persons on mandatory advising must meet with the BSW Program Director. The BSW Program Director will discuss the progress needed to be removed from mandatory advising. Failure to make progress may result in dismissal from the University. Persons on mandatory advising cannot register without the signature of the BSW Program Director.

PETITIONS and APPEAL PROCESS

Any university, college, or department rule or requirement can be petitioned. A valid petition is for good reasons and contains as much supporting evidence as possible. Only in very rare circumstances are academic requirements ever waived.

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade should follow the College of Liberal Arts Academic Mediation Process found on the CoLA website. Students should first discuss their concerns with the Instructor. If the student does not agree with the resolution, they then can send a written complaint to the chair of the Social Work Department (with a copy to the instructor) within 15 days of the meeting with the instructor. The chair will meet with the student and instructor separately and together to discuss the concern. The chair will provide a written notice of the decision related to the concern within 15 days of the meeting between chair, instructor, and student. If the student does not agree with the chair's decision, the student may then submit a written complaint to the CoLA Petitions Committee. The CoLA academic mediation petition is available in Millett 162. The CoLA Petitions Committee will collect information and then make its recommendation to the Dean. The student may submit a written appeal to the CoLA Dean of the Petitions Committee decision. The Dean will meet with the instructor and chair and make a final decision.

ACADEMIC MEDIATION CHART

Student

↓

Instructor

↓

Department Chair

↓

CoLA Petitions Committee

↓

CoLA Dean
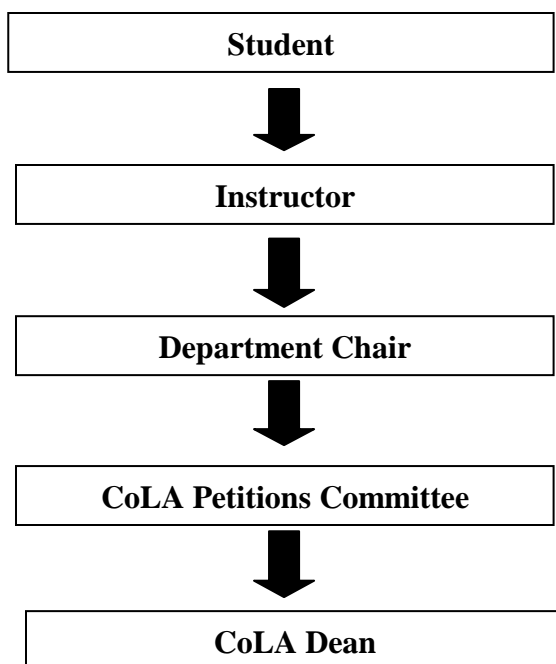
INDEPENDENT STUDY

- Students who want to deepen their understanding and expertise in an area already familiar to them or who wish to develop and improve their research capacities in that area may pursue independent study.
- Courses offered for independent study may not substitute for core curricular offerings.
- Independent study should not be used as a substitute for a closed class. Independent study should not be used to accommodate a student's work or study schedule.
- In order to qualify for independent study, a student must have attained a cumulative grade point average of 3.0 or above.
- Each student intent upon pursuing a directed course of study enters a written agreement for such study with a faculty member competent to direct the study topic on the basis of his/her training and experience.
- The Independent Study includes the following:
    1. The specific topic, subject, or problem to be investigated.
    2. The minimum number of meetings between the student and faculty member during the term in which the study is to occur.
    3. The basis for evaluating the student effort.
    4. Approval of the department chair or designee prior to registration.
- The independent study form is Appendix C.

CURRICULUM PLAN

During the first term you are in the Social Work major you complete a curriculum plan with your faculty advisor. This plan is a way for you to consider all of the requirements and class schedules that have been described above. Use the Sample Curriculum Plans as a guide.

Fill out the curriculum plan and discuss it in person with your advisor. The plan is then signed by your advisor. The Department Advisor may review the plan and make recommendations regarding graduation requirements. You may need to adjust your plan according to your own circumstances, both academic and non-academic.

When you develop your curriculum plan make sure you pay attention to the term that each course is offered. You are the person responsible for meeting graduation requirements. It is worth the time to check your plan each term. If you change the plan make sure the revised plan is signed by your advisor.

Sometimes students need to take a break from classes in the major for one or more terms. This may mean not attending any classes at Wright State or it may mean not taking any Social Work courses. Since students enter our major at different times there are some terms when required classes reach the seat limit of 25. The class limit of 25 is set by CSWE and agreed upon by the Social Work faculty as the required class maximum to meet the intensity of the theory and application taught in the upper level Social Work classes. Under the current faculty size in the Department additional sections of these classes cannot be offered.

For the reasons stated above, <u>being accepted into the major does not guarantee enrollment in the Social Work 4000 level classes</u>. If you take a break from Social Work courses at any time, meet with your advisor right away! You and your advisor will work out the schedule that is <u>best for you</u>. Your revised plan will then be presented to the Department Advisor who will review it within the availability of seats for the appropriate course.

Don't panic if you get closed out of the Social Work course. Contact your advisor, together you and your advisor and the rest of the faculty will explore all possible options.

<u>Students who do not enroll in classes at Wright State for more than one year are subject to any changes made in the Social Work major and the University CORE requirements</u>.

Please contact the Social Work advisor if you must take more than a one-year break from classes.

IMPORTANT TIPS
ABOUT CURRICULUM POLICIES

❑ Follow the College of Liberal Arts Degree Audit Reporting System (DARS) that was completed by the COLA advisor. You can access your DARS through WINGS Express.

❑ Keep a copy of all important documents related to meeting graduations requirements:

  ✓ Updated Social Work checklists initialed by Social Work Advisor
  ✓ Transcripts from other colleges or universities
  ✓ Letters received from Social Work, COLA, or University Registrar

❑ Meet with your Social Work advisor each term.

❑ Complete your curriculum plan and review each term. <u>Do not wait until the term you wish to graduate to find out whether all requirements are met.</u>

❑ Discuss any changes in your curriculum plan with your advisor.

❑ Get the most from your education. Plan your electives to prepare you for career goals.

  The Department of Social Work does not provide academic credit for life experience and previous work experience, in whole or in part, in lieu of the field education or of courses in the professional foundation areas (social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research and field practicum).

Wright State University Department of Social Work Student Dismissal Policy

Students in the Social Work program during the annual orientation into the program are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the on-line version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All WSU students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to http://www.wright.edu/students/judicial/conduct.html. The faculty of the Social Work Department follows the procedures outlined by the Office of Community Standards and Student Conduct (http://www.wright.edu/students/judicial) to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work Department that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behaviors prevents him/her from being able to complete the expectations in the Social Work curriculum, especially the application of course work in the field education setting. The WSU Social Work Department's Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

Minimally, the Social Work requirements are:
> * Students must maintain a 2.25 GPA to be accepted into the program and to begin field
> education.
> * Students must receive a "C" or higher in all Social Work classes.
> * Students may NOT repeat a Social Work course more than two (2) times.
> * Students must follow the student responsibilities outlined in the Social Work Handbook and
> Social Work Field Manual.

The Social Work Department's Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Social Work requirements, and the appeal process for the student if she/he disagrees with the actions taken by the Department.

Definition of Student Concerns:

Wright State University's Department of Social Work adheres to the following definition of concern: Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: " (a) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire

of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning" (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the *NASW Code of Ethics, Section 4.05*:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties or 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, psychological 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.

First Identification of Student Concerns:

The identification of a concern is a necessary entity in order to maintain the integrity of the social work program. This identification can happen in one of the following ways:

1) A **student** can self identify for issues regarding concern.
2) A **student** may observe a concern in a fellow student.
3) A **faculty member** may observe a concern in a student.
4) A **field supervisor** may observe a concern in a student.
5) A **staff person** may observe a concern in a student.

There are 3 possible options when a student concern is identified to the social work faculty for the **first time**:
1) The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
2) An ad hoc committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
3) Dismissal from the major is recommended if the concern is severe.

1) Procedures for Plan of Action Form when a student agrees there is a concern

If a faculty member or field supervisor has cause for concern for issues of student concern, the faculty member/field supervisor is to meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the Chair of the Department of Social Work.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the Chair, will write a *Plan of Action Form* in order to remediate the concern. The plan could include, but is not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. The Chair will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The *Plan of Action Form* will become part of the student's departmental record. Students may have no more than two *Plan of Action Forms* during their academic time in the Department of Social Work.

2) Procedures for Plan of Action Form when a student does not agree there is a concern

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the chair that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the Chair of the Department of Social Work, who will facilitate the committee. Membership will include: one member of the Professional Advisory Committee and/or the Social Work Alumni Society, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

- Ideally, within two weeks (but up to thirty days) of notification to the Chair, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.
- All parties present will discuss the student's behavior of concern, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional course work, or additional field experiences.
- The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the Department Chair will be the final decision maker of the Plan of Action.
- The student's Social Work advisor will monitor the plan of action and consult as needed with the Department Chair for two weeks following the meeting.
- All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

3) Procedures for Recommended Dismissal after first student concern:

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the Social Work Department may suggest immediate dismissal.

Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

Second Identification of Student Concerns

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action.

However, a student may be asked to develop her/his second and last Plan of Action under the following circumstances:
      1) She/he is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and she/he agrees to a second Plan of Action;
      2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
      3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
      4) A second concern occurs that is severe and warrants a recommendation for dismissal from the major.

The same procedures described for the identification of the first student concerns apply here:
      1) & 2) Students who agree there are concerns will develop a second Plan of Action with their faculty advisor.
      3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
      4) Dismissal or voluntary withdrawal from the major will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

Student Appeal of Decision for Plan of Action or for Dismissal

Students may withdraw from the major voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the Chair to appeal a decision.

The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility to termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients.

All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the

program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the Chair of Social Work. Upon receipt of the written recommendations from the Ad Hoc Committee, the Chair of Social Work will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts. The decision including recommendations will be determined by the Department Chair. A letter detailing the decision made by the Chair will be sent to the student, ideally within two weeks but up to thirty days after the Chair's receipt of the Committee's recommendations.

If the student disagrees with the appeal hearing decision, the student may proceed with the College of Liberal Arts academic mediation process (http://www.wright.edu/cola/Academic_Mediation_Policy.pdf). Students should begin their process and pay specific attention to Phase Four of the CoLA appeal protocol.

Plan of Action Form

Meeting Date: _____

Persons Present (Please include Name and Title):
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Student in Attendance:

_____

Reason(s) for meeting:

_____
_____
_____
_____

Plan (include date by which outcomes will be reached)
Student will:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Faculty Member/Field Educator will:

_____
_____
_____
_____
_____
_____

Ad Hoc Committee will:

_____
_____
_____
_____
_____
_____

Special Notes:

_____
_____
_____
_____
_____
_____

Next Review Date: _____
(Ideally, within two weeks but up to thirty days from today)

_____
Student   Date

_____
Faculty Advisor/Field Educator   Date

_____
Chair   Date

If Appropriate:

_____
Assistant Dean for Academic Affairs   Date

_____
Ad Hoc Committee Member   Date

CO-CURRICULAR PROGRAMS
AND ACTIVITIES

ALPHA DELTA MU (ADM)

The Department also houses the Gamma Omega Chapter of Alpha Delta Mu, a national social work student honor society.

Student members must be a social work major. An undergraduate member must:

1. Have completed a minimum of two required social work courses.
2. Have achieved an overall Grade Point Average of 3.25.
3. Have achieved junior or senior standing.
4. Have demonstrated leadership ability, a high standard of personal behavior and a dedication to social work practice.

The faculty advisor to Alpha Delta Mu will identify eligible social work majors and invite them to apply for membership.

The application for Alpha Delta Mu is Appendix D.

HONORS PROGRAM

The Department, through the University Honors Program, offers Departmental Honors. A formal, individual project is required in the major. For more details and the specific eligibility criteria, please see the department's academic advisor/chair.

The Honors application is located in Appendix E.

CERTIFICATE IN GERONTOLOGY

This program allows you to study in the area of aging and is an excellent way to use your electives if you are interested in work with older adults. It allows you to add specialization to your social work preparation.   Please contact the director of the certificate program, Dr. Beth Kinsel, beth.kinsel@wright.edu for more information.

CHILD WELFARE UNIVERSITY PARTNERSHIP PROGRAM

This partial tuition reimbursement program provides students with the educational and field experience to become beginning level social workers in the career of child welfare. Students complete their senior field education in a public child welfare agency, attend two required courses on child welfare, and attend additional practicum seminars with the program coordinator. For more information on how to apply to this program contact Jo Ellen Layne at 775-3431 or joellen.layne@wright.edu.

NONPROFIT LEADERSHIP ALLIANCE CERTIFICATE

Nonprofit Leadership Alliance (NLA) is a national organization that collaborates with affiliated college/university programs and nonprofit agencies in recruiting, preparing, and placing students in meaningful careers with youth and human service agencies. Participation in the Nonprofit Leadership Alliance program builds on and enhances a student's chosen major course of study and provides the tools required to achieve success in the field of youth and human service agency management.

DEPARTMENT ACTIVITIES

There are many ways you can become involved in decisions and activities of the Department.

Here are a few ways:

The Social Work Club invites you to join. The club sponsors many events, from social related lectures and workshops to community service activities and "social gatherings." Stop by the Social Work Department office for more information. They need your participation to make it work!

There are university job fairs every year where practitioners from many area social services attend. This is an opportunity to get leads on practicum placements, job trends, and future employment opportunities.

Locally, there are several social work conferences and workshops addressing social work practice and social concerns. Listen to announcements in class, like us on Facebook at wright.state.socialwork, and check the student bulletin board and Department bulletin boards on a regular basis.

There are student representatives who attend the bi-monthly faculty meetings. If you are interested in being a Student Representative to the faculty meetings please contact the President of the Social Work Club.

We encourage student involvement on Department Committees to work with the faculty to address tasks such as developing procedures to assess our program or discussing the admissions process for the major. If you are interested in serving on a Department Committee please contact the Department Chair or the Social Work club president.

We also appreciate student participation at campus wide recruitment fairs. If you are interested in meeting with prospective social work majors please let us know.

PROFESSIONAL ORGANIZATIONS

There are several professional organizations that have opportunities for local participation:

1. Ohio College Association of Social Work Educators.
   This organization hosts two conferences each year: Fall and Spring. These are statewide conferences. The Spring Conference is a student sponsored, state wide social work conference. Social work majors from all over Ohio attend as well as present papers and give mini-workshops. The OCASWE student conference is held every spring.

2. The National Association of Social Workers.
   Our largest professional organization has a state chapter as well as a Dayton program unit.
   There are opportunities for student participation, especially at the local program unit level.
   Join now to take advantage of the student membership fee. The NASW website is
   www.naswdc.org. Join the local chapters website for notices of meetings and work
   opportunities. NASW_OH_region_7_Dayton_Area@yahoogroups.com The Ohio NASW
   conference is held every fall.

3. The National Association of Black Social Workers.
   These are also opportunities for student involvement in this organization. There are many
   local members as well as regional and national conferences. The NABSW website is
   www.nabsw.org

4. The Council on Social Work Education (CSWE).
   CSWE holds an annual conference. There are also planned activities for students from all
   over the U.S. as well as volunteer activities in return for conference fee waivers. The CSWE
   website is www.cswe.org

5. Social Workers Guild.
   The Social Workers Guild of the Miami Valley Area, organized in 1944, is a professional
   organization which functions as a support for citizens concerned with improving the human
   condition in our area, placing emphasis on networking, skills building, gaining knowledge of
   community services and addressing public issues related to the health and welfare field.
   Membership includes monthly newsletters, informational speakers each month, networking
   opportunities, membership directory and job bank information. The Guild meets the third
   Thursday of each month. Mailing address: Social Workers Guild, PO Box 292127, Dayton,
   Ohio 45429.

6. The Association of Social Work Boards
   The Association of Social Work Boards (ASWB) is the association of boards that regulate
   social work. ASWB develops and maintains the social work licensing examination used
   across the country, and is a central resource for information on the legal regulation of social
   work. Through the association, social work boards can share information and work together.
   ASWB is also available to help individual social workers and social work students with
   questions they may have about licensing and the social work examinations. To register to
   take the licensure exam or with any questions regarding the exam contact the ASWB at
   www.aswb.org or (800) 225-6880.

FACULTY ADVISOR

The advising process assists students in assessing how their decision-making approaches, knowledge of curriculum and knowledge of career choices all have an impact on their educational plan at this particular time in their life.

Once a student has chosen social work as a major, the advising process can help students map out a curriculum plan. This curriculum plan will take into account the schedule of offered courses in social work, the application date to the major, the graduation plan, and the personal needs of students to meet their goals within this major.

The BSW Program Director is available to clarify curriculum requirements of Wright State University, the College of Liberal Arts, and the Social Work major. The BSW Program Director will update your Curriculum Plan and initial it at your request or the request of your faculty advisor. During the term you apply for graduation, your faculty advisor will review your DARS to confirm that all graduation requirements are met. If you have any questions related to social work requirements call 775-2751 to set up an appointment. Any question is an important question.

FACULTY ADVISOR

Once admitted to the major, you will be assigned a faculty advisor. This person will be one of the social work faculty who will assist you in planning for a graduation date, answer questions about the profession, assist you in preparing for graduate school, and, in general, help guide you into the profession!

Since we all have different practice backgrounds, we can also assist you in assessing different fields of social work. Some of the more traditional areas of practice are child welfare, medical social services, substance abuse, counseling, family and mental health. Newer, but growing fields, are providing social services to older adults (e.g. adult day care, nursing homes, senior citizen centers) and occupational social services (e.g. providing social services in the workplace). For more detailed listings of employment opportunities, please ask the BSW Program Director or your faculty advisor.

Career preparations that students can start as early as their first year are volunteering and summer jobs. The benefits of these experiences are two-fold:

1.   They provide exposure to various practice roles.
2.   They provide practical experience that will assist the social work major in deciding the area of specialty she/he is interested in and/or determining the desire and abilities to continue with the major.

For volunteer work, visit the United Way website at www.daytonunitedway.org

Many of our alumni employed in social work are willing to talk with you and have you visit their agencies. From them you can gain some realistic insights to career challenges and satisfactions.

Most employers are looking for someone who has had some practical experience in the social services. We suggest getting volunteer or paid experience early. Also a person willing to leave his/her local town or move into a rural setting is more likely to find other employment opportunities.

Check out the following from the WSU library for more information on fields of practice, salaries, hiring trends:

> U.S. Department of Labor, Occupational Outlook Quarterly, Gibelman, Margaret, (1999). <u>Who we are: The social work labor force as reflected in the NASW membership</u>. Washington, D.C.: National Association of Social Workers Press.

The Department posts job announcements, volunteer opportunities, and calls for papers in 270 Millett Hall. The Department also has copies of articles related to careers in Social Work and brochures from NASW and other professional organizations. Please call at 775-2751 to learn more about these resources. Career material is also available in the Social Work office in 270 Millett Hall.

CAREER SERVICES

Be sure, <u>before</u> your senior year, to register with the University Career Services. As most job vacancies are sent directly to us by area social agencies, the Department of Social Work will post positions to the Social Work Student email listserve and Social Work Facebook page. Fellow students, because of their practicum experiences, know of upcoming jobs. Frequently, our alumni will also notify us. Overall, get involved! Attend Job Fairs, go to local conferences and workshops, frequent local meetings of NASW and join the Social Work Alumni Society. This is the best way to assess the upcoming job market.

The Career Services office provides assistance with resume writing and job searches as well as orientation sessions on posting your resume on the web. Please call 775-2556 for Monday through Thursday walk-in hours. The Career Services office is located at E334 Student Union.

SOCIAL WORK LICENSING

The Counselor, Social Worker and Marriage & Family Therapist Board licenses Social Workers (LSW) and Independent Social Workers (LISW). The requirement for the LSW is a bachelors degree in Social Work from an accredited university and receiving a 70 or higher on the basic social work exam. Contact the licensing board at:

<div align="center">

Counselor, Social Worker, & Marriage & Family Therapist Board
77 South High Street,16th Floor
Columbus, Ohio 43266-0340
(614) 466-0912
www.cswmft.ohio.gov

</div>

GRADUATE STUDY

If you plan to get your Master's, start preparing early in your senior year. Decide on a school by writing different schools inquiring about their programs. Find out if they require the GRE (Graduate Records Examination) and/or Miller's Analogies Test. Also, find out about Advanced Standing Programs (one year MSW program) that are opened to baccalaureate graduates who have completed a CSWE accredited

social work program.   Some schools also offer a part-time program and/or a weekend program. Brochures of MSW programs are available in the Social Work Student Lounge, 270 Millett.

Consult with your advisor and the other faculty to provide letters of reference for employment and/or graduate school. We want to support your future ventures.

AWARDS, SCHOLARSHIPS, AND OTHER ITEMS OF INTEREST

SCHOLARSHIPS

University Scholarships

You may be eligible for University Scholarships. A Financial Aid Form (FAF) must be submitted to the Wright State Financial Aid Office to be eligible for scholarships. The continuing student scholarship application deadline is March 1st. For more information contact the Raider Connect or visit their website at www.wright.edu\raider-connect.

The Department of Social Work Annual Scholarships

The Social Work Department at Wright State University awards several scholarships annually ranging from \$250 to \$1000 each. Applications must be received by March 1st and are reviewed during Spring Term to be awarded for the following academic year. The scholarships are awarded based on demonstrated financial need and to support the academic performance and career goals of the applicants. Student Professional Development Scholarships are also available to support student presentations at conferences. There is a separate application for those scholarships. See Appendix F for the scholarship application.

All persons must fill out the identifying information below and submit a separate typed request that contains:

1) A statement of need listing any other financial assistance you receive and how the Social Work Scholarship will be used to support your goal to receive a B.A. in Social Work.
2) The academic and career goals that will be supported by the scholarship. Include evidence of current academic performance.
3) A description of any of your leadership or volunteer roles within social work or other groups.

The Ellen Wiedemann-Berger Memorial Award
    This is the longest standing scholarship awarded in the Social Work Department. It was first
    established in 1980 by the parents of Ellen Wiedemann-Berger, an Assistant Professor of Social
    Work at Wright State University who was killed in an auto accident. The faculty of the social
    work department selects one student each year who highly exemplifies the integrity and values of
    social work. Students may submit a letter acknowledging their qualifications for this award.

Faculty may also submit a written letter of recommendation for a student to be considered for this award.

Blazer & Social Work Scholarships

The Blazer award was established in 1993 in honor of the late Richard Blazer, a Dayton area social worker. Funds for the Social Work award come from the annual Wright State University Campus Scholarship Campaign. Both awards are given to social work majors. Special consideration is given to students under-represented in the major, such as minorities, non-traditional aged students, or students with disabilities. Applicants should demonstrate a financial need that impacts their ability to complete the social work requirements. The student should submit a letter specifying the need and how the scholarship will be utilized, such as toward the purchase of books or transportation.

Gladys Turner Finney Scholarship

The Gladys Turner Finney Social Work Scholarship was established in 1998 to promote and support academic excellence in social work through supplementary aid to African American students with a minimum GPA of 2.75 majoring in social work at WSU. Students may submit a letter acknowledging their qualifications for this award. Faculty may also submit a written letter of recommendation for a student to be considered for this award.

Student Professional Development

The purpose of this award is to provide students a broader exposure to the social work profession through attendance at national, state, and local conferences. Awards cover partial costs of transportation, lodging, and food. Students are expected to volunteer at the conference in order to cover registration costs and are encouraged to submit a proposal to present at the conference. Students must submit a request for this award at least two months before the conference. Students must include conference brochures that describe the program and its costs. Students must submit a letter that discusses how attendance at the conference will promote their interest in social work. Students must submit a written report of how they utilized this professional development experience.

Colleen Mercuri-Johnson

This scholarship was established by Colleen Mercuri-Johnson, BSW graduate in 2001. The intent of the scholarship is to encourage future social workers to work with persons with developmental and/or intellectual (D/I) disability and advocate for their right for self-expression. Ms Mercuri-Johnson has been a long-time advocate of the rights of persons with D/I disabilities, especially for their rights to healthy sexual relationships.

ALUMNI ASSOCIATION AWARD

Department graduates are encouraged to join the social work constituency of the Wright State University alumni organization. Money for organized events and other benefits are available to our graduates. Our alumni also contribute to the Social Work Scholarship.

OUTSTANDING SENIOR AWARD

Each year the faculty gives an award to the outstanding senior. This award does not necessarily go to a student with the highest grades. Rather, the following criteria are important:

1. <u>Attitude as a learner</u>.
   Is the student an active, positive learner, willing to participate in classroom as well as out-of-classroom learning experiences? Does he/she contribute to the learning of others?

2. <u>Performance in the practicum experience</u>.
   Does the student demonstrate the values and behaviors that indicate he or she will be a credit to the profession? Does he/she put client interests above his/her own? Does he/she strive to uphold the code of ethics?

3. <u>Interpersonal relationships</u>.
   Does he/she strive to treat all people with dignity-clients, fellow students, staff, faculty? Is he/she willing to take risks to improve his/her interpersonal skills? Can he/she approach disagreements as problem-solving opportunities rather than personality conflicts?

ANNUAL SOCIAL WORK DEPARTMENT Senior Recognition Ceremony

Each Spring the Social Work faculty, staff, and students celebrate the accomplishments, support, growth, and challenges of the past academic year.

This celebration is usually planned by the Social Work Club. Preparation for the event often begins as early as the Fall Semester. Please contact members of the Social Work Club to contribute your ideas.

STUDENT RIGHTS

Student records are handled according to the stipulations of the Family Educational and Privacy Act of 1974.

Students are permitted to inspect official records, files, and data directly related to them and may challenge the content of their records, to request correction or deletion of information which is inaccurate, misleading, or otherwise in violation of the privacy of other rights of the students. For more detailed information, copies of the statutes and implementing regulations are available in the Social Work Office. Social work majors can review their files through the secretary in the Social Work Office.

Other student rights are detailed in the WSU Student Handbook.

APPLYING FOR GRADUATION

All students must apply for graduation according to the timeline established by the Registrar's Office. Students who complete all graduation requirements by Spring semester will appear on the program for April commencement. Students who complete all graduation requirements by Summer or Fall semesters will appear on the program for December commencement. Please contact Raider Connect, 775-4000, RaiderConnect@wright.edu if you have any questions. There is a graduation fee charged by the Bursar.

ANTICIPATED GRADUATION DATE	APPLICATION DEADLINE
April	January 18
August	May 17
December	September 7

LONGITUDINAL RESEARCH

The social work staff conduct longitudinal research on graduates' careers after they complete the Bachelor of Social Work Degree. We ask graduates to keep us informed of any change of address and email so that we may keep contact with them. The ongoing research addresses how the social work curriculum prepares students for professional Social Work practice. Cooperation in this effort helps us keep curriculum current for students.

Appendix A

COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,[1] human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

> *Accreditation Standard 1.0—Mission and Goals*
>
> *The social work program's mission and goals reflect the profession's purpose and values and the program's context.*
>
> *1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*
>
> *1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.*

[1] These six value elements reflect the National Association of Social Workers *Code of Ethics*. (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

National Association of Social Workers

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
• attend to professional roles and boundaries;
• demonstrate professional demeanor in behavior, appearance, and communication
• engage in career-long learning; and
• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

  • recognize and manage personal values in a way that allows professional values to guide practice;
  • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;[3]
  • tolerate ambiguity in resolving ethical conflicts; and
  • apply strategies of ethical reasoning to arrive at principled decisions.

[2] National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.
[3] International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
> • analyze models of assessment, prevention, intervention, and evaluation; and
> • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

> • recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
> • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
> • recognize and communicate their understanding of the importance of difference in shaping life experiences; and
> • view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

> • understand the forms and mechanisms of oppression and discrimination;
> • advocate for human rights and social and economic justice; and
> • engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

> • use practice experience to inform scientific inquiry and
> • use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

Educational Policy 2.1.10(a)—Engagement
Social workers

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers

• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;

- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.[4] In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

[4]Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus*, 52-59.

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*
M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*
M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*
M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education
The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.1.7 *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*

2.1.8 *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and

priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.[5]

[5] Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation— is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 *The program discusses how 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. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work 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 has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

3.3.5 *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1　*The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

3.4.2　*The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

3.4.3　*The program describes how 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.*

3.4.4　*The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

　　B3.4.4(a)　*The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

　　B3.4.4(b)　*The program provides documentation that the director has a full-time appointment to the social work program.*

　　B3.4.4(c)　*The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

　　M3.4.4(a)　*The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

　　M3.4.4(b)　*The program provides documentation that the director has a full-time appointment to the social work program.*

　　M3.4.4(c)　*The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5　*The program identifies the field education director.*

　　3.4.5(a)　*The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

　　3.4.5(b)　*The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*

　　B3.4.5(c)　*The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

　　M3.4.5(c)　*The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

> ### Accreditation Standard 3.5—Resources
>
> **3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
>
> **3.5.2** The program describes how it uses resources to continuously improve the program and address challenges in the program's context.
>
> **3.5.3** The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
>
> **3.5.4** The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
>
> **3.5.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
>
> **3.5.6** The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

> ### Accreditation Standard 4.0—Assessment
>
> **4.0.1** The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).
>
> **4.0.2** The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.
>
> **4.0.3** The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.
>
> **4.0.4** The program describes how it makes its constituencies aware of its assessment outcomes.
>
> **4.0.5** The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix B

National Association of Social Workers

CODE OF ETHICS

Effective January 1, 1997

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 professions 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 professions history, are the foundation of social works 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 works mission is based.

2. The *Code* summarizes broad ethical principles that reflect the professions 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 works 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 organizations 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.

A *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 professions 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 works 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 professions 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 stances 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 services.

(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 audio taping or video taping 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 or when laws or regulations require disclosure without a client's consent. 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 supervisor 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 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 organizations 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 professions 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 professions 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 C

Application for Undergraduate and Graduate Independent Study
College of Liberal Arts

Department_____

Please circle term for Independent Study: Fall=80   Spring=30   Summer=40*   Year: _____
*Note: If Summer course, please circle the term: A   B   or   C

Student's Name: _____   Student UID: U __ __ __ __ __ __ __ __

Phone Number: _____   E-mail: _____

Student Class Level: _____   Major: _____   GPA: _____

Course Registration/Permission Information

Banner CRN: __ __ __ __ __   Subject: __ __ __   Course Number: __ __ __ __   Section: __ __   Credit Hours: __ . __

☐Entered into Banner SPAAPIN   ☐Assigned to Faculty SIAASGN (Note: If previously listed as Staff, use U00025995)

Project

Project Title: _____

- Please provide a description of the subject, topic or problem to be investigated, methodology, number of meetings, etc.
- Attach a reading list and any additional, relevant material.

_____

_____

_____

_____

Basis For Evaluation   Description and weighting of graded assignments

      Description   % of Grade

_____

_____

_____

_____   _____
Student's Signature   Date

_____   _____   U __ __ __ __ __ __ __ __   _____
Instructor's Signature   (Please print name)   Instructor UID   Date

_____   _____
Department Chair's Signature   Date

08/2012

Liberal Arts Policy for Graduate & Undergraduate Level Independent Study

I. **Nature and Purpose of Independent Study**

    A. Students who desire to deepen their understanding and expertise in an area already familiar to them or who wish to develop and improve their research capacities in that area may pursue independent study.

    B. Courses offered for independent study may not substitute for core curriculum offerings.

    C. Independent study should not be used as substitute for a closed class.

    D. Independent study should not be used to accommodate a student's work or study schedule.

II. **Student Eligibility**

In order to qualify for independent study, student must have attained a cumulative grade point average of 3.0 or above.

III. **Procedures**

    A. Each student intent upon pursuing a directed course of study enters a written agreement for such study with a faculty member competent to direct the study topic on the basis of his/her training and experience.

    B. The Independent Study Agreement includes the following:

        1. The specific topic, subject, or problem to be investigated.

        2. The minimum number of meetings between the student and faculty member during the term in which the study is to occur.

        3. The basis for evaluating the student effort.

        4. Approval of the department chair or designee prior to registration.

Appendix D

WRIGHT STATE UNIVERSITY
APPLICATION FOR ADMISSION TO THE GAMMA OMEGA CHAPTER OF
ALPHA DELTA MU – SOCIAL WORK HONORARY SOCIETY

To be eligible for admission, the applicant must be junior or senior standing, be accepted into the Social Work program, have a cumulative grade point average of 3.25, have completed at least two required Social Work (SW) courses and have demonstrated leadership ability, a high standard of personal behavior and a dedication to social work practice.

Name: _____ Application Date: _____

University ID: _____

Local Address: _____

_____

Telephone: _____ (home)
_____ (cell)

Total Hours Completed: _____

Present Class Standing: ____Junior   ____Senior

Anticipated Graduation Date: _____

Please indicate below current or past community or school activities that demonstrate your leadership skills, standards of personal behavior and commitment to social work practice that qualify you to become a member of ADM.

_____

_____

_____

_____

_____

Initiation fee is $25.00. Checks should be payable to WSU-Gamma Omega Chapter. Return this application and your initiation fee to:

Carl Brun, Ph.D.
Department of Social Work
Wright State University
270 Millett Hall
Dayton, OH 45435

If you have any questions, please call the department at 775-2751.

08/07

Appendix E

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**APPLICATION FOR PARTICIPATION IN
DEPARTMENTAL HONORS PROGRAM**

</div>

Department of Social Work

NOTE: Before completing this form, the applicant should obtain a copy of the description of the
Departmental Honors Program on file in the University Honors Office or the Department
of Social Work. Submit the completed form to the Department Chairperson.

1. Name _____ UID _____

2. Date of this application _____

3. Class Rank _____ Expected Date of Graduation _____

4. Accumulative Grade Point Average for All Courses _____

5. Accumulative Grade Point Average for SW Courses _____

6. Please attach a brief prospectus of your research project. This should be completed in consultation
    with your thesis advisor and signed by the thesis advisor. See the Social Work Honors Policy for
    the content that should be in the prospectus.

7. Who would you like to serve as the Honors Committee Chairperson?
    _____

8. The Department Honors Committee consists of a chairperson (must be a Social Work faculty) and
    two other faculty (at least one faculty from Social Work). Please indicate your preference for the
    other two committee members:

    A.   _____
    B.   _____

9. For how many credit hours of independent research or reading will you register and in what
    semester?
    _____Semester   _____ Credit Hours
    _____Semester   _____ Credit Hours
    _____Semester   _____ Credit Hours

APPROVED:
_____ Honors Committee Chairperson

_____ Department Chair

_____ Date

9-12

PURPOSE

The Department of Social Work seeks to acknowledge the superior academic achievement of social work majors. Thus, the Department offers a Departmental Honors program. The Department recognizes the superior academic achievement of students based on their coursework and successful completion of an Honors project.

ELIGIBILITY REQUIREMENTS

1. A student must maintain a 3.00 overall grade point average.
2. A student must maintain a 3.5 grade point average in the major.

PROCEDURES

1. Application
    The student **must** apply, in writing, to the department chairperson no later than the first semester of the senior year, although preferably, interested students are encouraged to apply during the last semester of their junior year, typically Spring Semester. The student should apply for the Departmental Honors by completing the department's "Application for Participation in Departmental Honors Program" and attaching it to a cover letter addressed to the department chairperson.

    A brief description of the project should be submitted with the application. This description should be completed with consultation from the student's expected Honors project advisor. The description should include, but not be limited to, a statement of the purpose of the project, the research question, significance of the proposed research, a beginning literature search of 1-2 articles, and the methodology to be utilized (i.e., survey research, library research, interviewing methods, or other data collection methods).

2. Selection of Honors Project Advisor and Committee
    The student is to select one full-time Social Work faculty member to serve as his/her Honors project advisor. This faculty member will guide the student's progress during the course of the Honors project. The Department Honors Committee will be composed of three, full-time faculty members, at least two faculty in Social Work. The student's Honors project advisor must be in Social Work and shall chair the committee. The other two members of the committee shall be chosen by the student in conjunction with the Honors project advisor.

3. Time Frame and Course Credit Provision
    The project may last a maximum of two years. Social Work elective course credit hours may be awarded under SW 3990 for the development of the project, collecting data, and writing the final research paper. The number of credit hours awarded will be determined by the scope of the proposal. Generally, students will enroll in two separate SW 3990 courses, each at 3 semester hours. A student may only use up to a total of 6 credit hours for the Honors project.

GRADING REQUIREMENTS

1. Project Defense

   The student must defend the project before the Honors Committee and invited guests. The student must submit a final research report. The final research report will use APA style and the following section headings: Introduction (background of the research problem, significance of the research to Social Work practice, research, and policy, and research question); Literature Review (overview of the evidence based research relevant to the current research question); Methodology (sample, data collection, and data analysis); Findings (narrative and statistical results); and Discussion (connecting the findings back to the research question, relevant literature, and significance for Social Work). The Honors committee will help the student determine the most appropriate and feasible study design.

2. Honors Project

   The student's Honors committee members will review the completed project and give their evaluations to the Honors project advisor. The advisor will assign the final grade for the Honors Independent Study courses. A student may receive an "I" for up to one independent study course while completing the Honors project. The committee will agree whether the student should receive Departmental Honors and will notify the Honors Department of the committee's decision. A copy of the final research report will remain with the Social Work Department.

Rev 9-12

Appendix F

WRIGHT STATE UNIVERSITY SOCIAL WORK DEPARTMENT
SCHOLARSHIP APPLICATION INSTRUCTIONS

The Social Work Department at Wright State University awards several scholarships annually. **Applications must be submitted by March 1. All social work majors are eligible to apply**. The scholarships are awarded based on demonstrated financial need and to support the academic performance and career goals of the applicants. Student Professional Development Scholarships are also available to support student presentations at conferences. There is a separate application for those scholarships.

All persons must fill out the identifying information below and submit a separate typed request that contains:

1) A <u>statement of need</u> listing any other financial assistance you receive and how the Social Work Scholarship will be used to support your goal to receive a B.A. in Social Work.
2) The <u>academic and career goals</u> that will be supported by the scholarship. Include evidence of current academic performance.
3) A <u>description of any of your leadership or volunteer roles</u> within social work or other groups.

Please note:
- You must submit a Scholarship Application to the WSU Financial Aid office as well as complete the Social Work Scholarship Application.
- **The scholarship selection process is competitive. Please submit a carefully prepared application.**
- Incomplete applications will not be reviewed.
- Eligibility for scholarship awards is limited to persons who have been officially admitted to the social work major and maintain a 2.75 GPA.

Name: _____
Mailing Address: _____
_____
Telephone #s: _____
Email: _____
GPA: _____

Expected term to begin in the major: ___   Expected term to graduate: ___

For reporting purposes and special scholarship consideration (optional)
- ☐ African-American (not of Hispanic origin)
- ☐ American Indian/Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Hispanic
- ☐ Caucasian (not of Hispanic origin)

I have read the scholarship criteria above. I have provided information required for all of the scholarships I marked above. All information I am submitting is accurate and has been provided solely by me. I understand that not having all required information submitted makes my application incomplete and thus not eligible for review.

_____   _____
Signature   Date