



MASTER OF SOCIAL WORK (MSW) STUDENT HANDBOOK

GREATER MIAMI VALLEY MASW

Miami University and Wright State University

January 2013

Introduction

The faculty of the Greater Miami Valley Joint MASW program has compiled this handbook in order to provide students with necessary information about the program. Students are expected to read, understand and to incorporate into their behavior the information provided. It is designed to complement advising, however not replace it. Students are encouraged to take advantage of the willingness of the program's faculty to consult with them regarding educational matters. An ongoing relationship with an advisor among the faculty will prove invaluable as you work toward completion of the Master of Arts in Social Work (MASW). This handbook does not replace Miami University (MU) or Wright State University (WSU) Graduate Bulletins. Students are reminded that they are responsible for referring to those catalogues for official information regarding University requirements.

Social Work as a Profession

Social work is a profession devoted to helping people function the best they can in their environment. This can mean providing direct services to people (called "clients"). It also can mean working for change to improve social conditions. The phrase "in their environment" points to a distinguishing characteristic of social work—one that sets it apart from other helping professions. Social workers help clients deal not only with how they feel about a situation but also with what they can do about it. For example, a woman suffering stress stemming from single parenting may be referred by a social worker to a childcare facility. The social worker also might help her explore flextime with her employer and might work with a coalition of local employers to make flextime and child care more available. In addition, the social worker might provide counseling to help her handle the immediate stress.

Many social workers work for social change as well. The victim of a sexual assault benefits not only from counseling but also from efforts to curb neighborhood and community violence. The client under stress because illness has devastated the family finances will also benefit from efforts to reform the nation's health care system.

The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional social worker to combine the desire to help others with the knowledge, skill, and ethics needed to provide that help.

For sheer variety, few occupations can match social work, which offers the broadest range of opportunities and settings. Graduate social workers are found in public agencies, private businesses, hospitals, clinics, schools, nursing homes, private practices, police departments, courts, and countless other interesting workplaces. Graduate social workers serve individuals, families, and communities. They are managers, supervisors, and administrators. They serve at all levels of government. They are educators, therapists and researchers. More and more, they are also elected political leaders and legislators.

The Greater Miami Valley Joint MASW

The principle educational goal of the Greater Miami Valley Joint MASW is to prepare students for graduate, advanced generalist social work practice. The program adheres to and promotes an advanced generalist practice perspective. Individuals, families, groups, communities, and organizations are addressed as presenting needs and opportunities. Needs are reframed as the absence of equitable policies, services, resources and supports. Throughout the program, students are prepared with various practice modalities for multi-systemic practice. Consequently, the program defines and identifies advanced generalist practice as a multi-level, multi-modal problem solving process which embraces the value of diversity and the interrelated involvement of ethical social work practice, policy, and research in creating and promoting social and economic justice for oppressed populations.

In addition to the principle aim of the program, the advanced generalist perspective can be further enhanced by creating broad contexts, ethical understanding, enhancement of personal and moral commitment, civic participation, critical thinking and diversity among learners. As such, the Greater Miami Valley Joint MASW places emphasis on the value of diversity among learners, ethical thinking, the enhancement of personal and moral commitment and critical thinking in developing and promoting competency-based social work practice.

Mission, Goals, and Competencies of the Greater Miami Valley Joint MASW

The Mission of the Greater Miami Valley Joint MASW offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist professionals. Graduates will be lifelong learners and leaders, contribute to the profession of social work through advanced generalist practice which emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The core component of the program is the concept of advanced generalist professional.

We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The advanced generalist MSW professional:

- Is prepared to meet the needs of all clients
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.

- Is committed to improving the lives of clients, the conditions of work, and the social work profession.
- Is committed to social and economic justice.
- Is committed to the implementation of evidence based practices.
- Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.

The program's goals flow directly from its mission. The programs goals are

1. Prepare lifelong learners of social work practice.
2. Prepare leaders of the social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The goal statements are taken directly from the Mission Statement. All graduates of the program are expected to demonstrate achievement of each of the goals

The curriculum will provide:

- a Foundation of core courses;
- a set of Advanced Generalist Practice courses required for all students that focus on direct practice (micro level) and administrative and advocacy (mezzo and macro levels) knowledge, values, and skills;
- Field Education as the signature pedagogy; and
- Concentration courses for practice with Families and Children or practice with Older Adults.

Accreditation

The Greater Miami Valley Joint MASW is currently in the first year of candidacy assigned by the Council on Social Work Education (CSWE), the official accrediting agency for social work education in the U.S. CSWE is an accrediting organization that certifies that a social work program meets or exceeds national standards relative to quality of faculty, breadth of curriculum, quality of field experience, library holdings as well as other relevant areas. Candidacy must be renewed each year for four years. Full accreditation is achieved once a program meets all requirements for candidacy for four years. Thus, the program will not be fully accredited before Fall 2015. Once the program is fully accredited, students can then inform appropriate licensing boards and/or employers of the accreditation. Until then, graduates can only state that they graduated with a MASW from a program in candidacy with CSWE.

In the state of Ohio, graduating from a program in candidacy with CSWE does allow a student to apply for licensure as a Social Worker (LSW) or as an Independent Social Worker (LISW). Graduates from the MASW who do not have a Bachelors of Social Work (BSW) are encouraged to take the Basic exam for the LSW upon graduation. After receiving the required two years of supervision, MASW graduates are then encouraged to take the advanced exam for the LISW. For more information about social work licensure in Ohio go to www.cswmft.ohio.gov.

Admission

Application Procedure

Students will apply to either WSU or MU and must follow the Graduate School requirements at the respective university. The admission procedures and policies to graduate school at Miami University (MU) are outlined in *The Miami Bulletin: A Handbook for Graduate Students and Faculty*, 2010-2011, which can be found at www.units.muohio.edu/reg/bulletins/GeneralBulletin2010-2011/. Similarly, the admission procedures and policies to graduate school at Wright State University (WSU) are outlined in The School of Graduate Studies' *Graduate Policies and Procedures Manual*, found at www.wright.edu/sogs/policies/index.html.

Specific admission policy procedures for the Greater Miami Valley Joint MASW will be outlined in the student handbook for this program and will pertain to all students, regardless of the university to which they are admitted. Every graduate social work student will be held to the Social Work Retention, Termination and Grievance Policy contained in the Student Handbook.

In order to be admitted to the Greater Miami Valley Joint MASW, applicants must provide transcripts from all colleges and universities attended to verify the following:

- 1) a baccalaureate degree from an accredited college or university;
- 2) Regular graduate status requires an overall, cumulative undergraduate GPA of at least 2.75 (based on a 4.0 system) from all colleges and universities attended;
- 3) a minimum GPA of 3.0 in social work or behavioral science courses.
- 4) completed the following behavioral science coursework:
 - a. at least one course in psychology, sociology, or anthropology;
 - b. at least one course in American history, American government, or economics;
 - c. at least one course in human biology; and
 - d. at least one course in statistics.

Any student who wishes to be admitted into the program must complete the admissions process and be accepted by the graduate social work faculty of the university to which the student applies. Each university will accept students annually for admission beginning in the Summer or Fall. Each university will have its own Graduate Admissions Committee. The Graduate Admission Committees of each university will convene to discuss the applicants they are considering before sending acceptance letters to the applicants. This application procedure will be reviewed annually to determine if any changes need to be made.

To apply for admission to the Greater Miami Valley Joint MASW, students must fulfill the requirements of the application process. The application materials inform students that a limited number of students will be accepted into the program and that not all students who apply will be admitted. The application materials state that the program seeks students with a commitment to social and economic justice as well as to promoting the welfare of oppressed populations.

Students desiring to gain admission into the program must complete the application packet and return it to the respective Graduate Schools. The application deadline for the accelerated program is January 15. The application deadline for the regular program is February 15.

Students must submit the following materials as part of the Application Packet:

1. An application form for admission to the program;
2. Application fee;
3. Transcripts from all previous colleges and universities attended; the transcript must be mailed directly from the originating university with the university seal;
4. An earned bachelor's degree from a recognized accredited undergraduate institution
5. A cumulative undergraduate G.P.A. of 2.75 or higher as calculated from the grades of all classes attended at a college or university;
6. A completed application essay (3-5 pages) to assess fit of student educational goals with the Greater Miami Valley Joint MASW mission and goals. The essay should include information regarding career goals and leadership experiences that will contribute to your success as a graduate student and in the social work profession. Please include why the MU-WSU program is a good fit for your educational goals;
7. A list of job and volunteer experiences;
8. Three letters of professional reference; and
9. Completion of a criminal records disclosure.

The program requires the criminal records disclosure statement in compliance with the application procedures of each university (this question is on the university admissions application) and because the disclosure is a requirement when applying for state licensure. Additionally, most field placement sites will require a criminal records disclosure and background check. Students are also required to apply for liability insurance when completing field education and the insurance application will require criminal records disclosure.

The faculty will interview persons to discuss how the history may impact their field education preferences. A full background check is NOT required. Marking yes to the questions does NOT prevent a person from being accepted into the program. Not disclosing the history is fraud and could result in dismissal from the program. Please consult with the faculty if you have any questions or concerns about the criminal records disclosure.

Procedure for Evaluating Applicants

Potential students will apply to either the Miami University Graduate School or the Wright State University Graduate School by January 15 or February 15. Staff in the respective Graduate Schools will then forward the applications to the Family Studies and Social Work Department (MU) or the Social Work Department (WSU). Staff in the respective departments will screen the applications to ensure that each student has submitted the required application materials.

In cases where students have yet to complete and/or provide the necessary materials, they will be contacted by the staff of the respective departments as to the materials deficient to evaluate their application. Given the amount and/or type of materials that may be deficient in an applicant's packet, the student will be given a specific timeframe in which missing or deficient materials must be corrected or provided. Once completed, the application packet will be reviewed and evaluated collectively by a Graduate Admissions Committee at each university.

Each Graduate Admissions Committee will be made up of at least two faculty members assigned to the MSW program. Each applicant's folder will be reviewed by at least two faculty members.

The two separate committees will rank the applicants based on an admissions rubric. The rubric will be used to score each applicant on a five point Likert scale. The following items will be the basis of the admissions decision:

- GPA
- Essay
- Three letters of recommendation
- Work and volunteer experience

Based on the number of seats and the quality of the applicants, students will either be admitted, placed on a waiting list, or denied admission into the program. A student will be fully admitted to the program or admitted on a conditional basis. If admitted, a student can defer admission for one academic year. A deferment form needs to be filled out at the institution to which the student is accepted.

Notifying Applicants

Following a review of each student's application material, the faculty may decide to provide admission, provide admission conditionally, or deny admission. Students will be notified in writing of their status in a timely manner, preferably by the end of April.

Conditional Status

Students who have yet to complete one or more of the required areas for admission into the Social Work Program may be admitted into the program on a "conditional" basis (e.g., the student may be in their last semester of a bachelor's program). Students who are admitted "conditionally" are advised to complete the specified requirements by the beginning of the fall semester in which he/she is applying. Advanced standing applicants will need to complete their bachelor's degree by the end of Spring semester in order to begin the program in the Summer semester.

Students who fail to fulfill the conditional requirement will be asked to meet with the Program Director to discuss concerns/issues not fulfilling the requirement. At such time, a completion date for the missing material will be reached between the student and the Program Director, with an understanding between the two parties that the student will not be permitted to continue to take graduate social work coursework or receive full admission into the program until the missing material is provided on or before the agreed upon completion date.

Applicants who have not completed the social science, biology, and/or statistics admission requirements, may still be admitted to the program. However, in order to remain in good standing, the student must complete all course deficiencies before the start of the 2nd semester.

Applicants who do not meet the GPA requirements of 2.75, but have exceptional work experience or professional potential, may still be admitted on a conditional status. Students can be admitted in this status when their undergraduate grade point average is less than 2.7 but at least 2.5 (based on a 4.0 grading system) or have an undergraduate grade point average of less than 2.5 but above 2.3 if the grades in the last half of undergraduate work constitute 2.7 or better. Admission into this status also requires approval by a degree program. Students having master's degrees from regionally accredited institutions may be admitted into the graduate degree programs regardless of their undergraduate grade point averages, provided the appropriate academic departments or programs recommend them for admission.

Denied Admissions

Students not accepted into the Program may appeal the decision by requesting in writing, through the Program Director, to have an appeals hearing before the respective Graduate Admissions Committee.

Applicants with a BSW

The following procedures will be in place to prevent BSW graduates entering MSW programs from repeating content that was mastered in their BSW programs:

- 1) BSW graduates can apply for Advanced Standing
- 2) BSW graduates not accepted for Advanced Standing may have specific undergraduate social work courses evaluated and possibly waived.

Advanced Standing

Beginning the second year of the program, we will accept a limited number of applicants to each university for a three semester Advanced Standing program. The projected number for now is to accept no more than a total of 15 Advanced Standing students each year.

Advanced standing students must:

- 1) meet all the admission requirements of the Regular MSW Program;
- 2) have received within the last 5 years before applying, a Bachelor of Social Work from a CSWE accredited program OR hold a Bachelor of Social Work degree recognized through the CSWE Recognition and Evaluation service OR hold a Bachelor of Social Work degree covered under a memorandum of understanding with international social work accreditors;
- 3) have earned a minimum cumulative grade-point average of 3.25 on all previous undergraduate academic work attempted. Students must also have a 3.25 or better in all required undergraduate social work courses and have earned a C or higher in all social work courses;

- 4) have documentation of positive performance in field education from field instructor and social work Employer.

Advanced standing applicants are reviewed in the same manner of the regular MSW applicants. There will be a cap on the number of Advanced standing students accepted each year.

BSW Graduates Not in Advanced Standing

There will be times when BSW graduates from programs eligible for Advanced Standing listed under condition #2 above, do not pursue the Advanced Standing. Those situations may be one of the following:

- 1) Student is eligible for Advanced Standing but chooses to apply for the regular MSW program;
- 2) Student applies for the Advanced Standing program and is not accepted into that program; or
- 3) Student applies for the MSW after graduating 5 years or longer after completing the BSW at an eligible program.

Under the above circumstances, students may request that some or all of their BSW courses be evaluated for equivalency for a Year I course from the standard two-year Curriculum listed under Standard M 2.0.5.

The students will make their request to the MSW Program Director. The students must submit a copy of the undergraduate syllabus. Upon review, the MSW Program Director will make a recommendation to both Graduate Admissions Committees. A consensus must be reached by the MSW director and Graduate Admissions Committees as to whether the specific evaluated course is equivalent to a Year I course.

If a course is deemed equivalent, the student will be waived from repeating that course in the MSW program. The student will not be given the credit hours for the waived course. The student will still need to take enough semester credit hours to meet the minimum 60 semester hours needed for graduation.

Transferring of Credits from Another College or University

Credit for social work core or required related hours will not be given for life or previous work experience.

Field Education courses cannot be transferred from an unaccredited program. In addition, academic credit for life experience and previous work experience is not given in whole or in part toward the MSW degree.

Students transferring courses to the Greater Miami Valley Joint MASW must follow the transfer policies of MU or WSU, depending on which university to which they apply.

Students may apply to have undergraduate credits from other disciplines evaluated for course equivalencies. Examples may be a Research Methods sequence taken in Psychology or a Cultural Diversity course taken in a social science. Evaluation of these courses would follow the same procedure as described under “BSW graduates not in advanced standing”. A Year I MASW course may be waived after review of the evaluated course, but no non-BSW course will replace a MASW course for credit hours. Students will still need to complete the 60 semester hours required for graduation.

Students transferring a graduate core social work course, which will count for credit in the social work program, must have taken that course at a social work program is accredited by the Council on Social Work Education (CSWE) or an international social work program recognized by CSWE. If the course was completed at a school not accredited by CSWE, the student must submit a syllabus from the course to the MSW Program Director, who will ask a graduate faculty member teaching in the course area to evaluate the course for consistency with the program’s core course which is being replaced. The MSW director will then discuss the evaluation with the two Graduate Admissions Committees. There must be a consensus among the Program Director and Graduate Admissions Committee members on the final decision.

Once completed, the Program Director will notify the student in writing of the acceptance or rejection of the transfer course in place of a Greater Miami Valley Joint MASW course. This policy is stated in the Greater Miami Valley Joint MASW Student Handbook. Only graded coursework in which a grade of an “A” and/or “B” will be considered for transfer credit.

Consistent with Graduate policies at MU and WSU, the Greater Miami Valley Joint MASW will allow a maximum of 20 semester hours to be transferred from another institution. Graduate coursework taken under the “quarter system” will be adjusted to a “semester system” at MU and WSU. The credits must fall within the six-year time limit to complete degree requirements. Credit hours must not have been applied toward a previous graduate degree. Transfer students from other social work programs must submit fieldwork evaluation(s) and official transcripts at the time of application for admission.

Retention, Grievance, and Dismissal Policies

Program Requirements and Retention

Professional programs have unique obligations that transcend academic performance – obligations to the profession and to the client system. Accordingly, the Greater Miami Valley Joint MASW at MU and WSU has established a set of academic and professional performance requirements that are at the center of successful achievement of the master of social work degree and performance as a professional social worker. Therefore, retention is based on maintenance of a required grade point average and appropriate professional comportment.

Requirements for the Master of Social Work degree require students to achieve a minimum GPA of 3.0 in social work core courses and grades of Pass in all field courses. This minimum standard must be maintained each semester. Students not maintaining this standard will be placed on

probation in the graduate social work program during their next semester in residence at MU or WSU. During the time of probation, students must attain a cumulative grade point average of 3.00 in the core social work courses. In addition, students will be registered only for 600 level or higher courses. Courses taken at the 500 level are not applicable toward core and required courses in the Greater Miami Valley Joint MASW.

Students who have been accepted into the Greater Miami Valley Joint MASW, have completed all graduate social work courses and field education requirements with a minimum GPA of 3.00, completed and obtained passing grades in all related courses, and who have met the graduation requirements of Miami University and Wright State University are eligible to graduate with a MSW with the names of both institutions on the diploma and transcript.

Advising

Each of the social work graduate faculty members will be assigned social work students as advisees. Social work graduate faculty will meet with students to orient them to the program, both individually and in a group setting annually, to provide guidance about course scheduling and to provide information about the graduate program in social work and the social work profession. Student advisement will be divided equally among the graduate faculty. Advisement will be carried out by regular, full-time (i.e., tenured, tenure-track, clinical, and lecturer faculty) in continuing appointments at MU or WSU.

Due to the fact that all full-time social work graduate faculty advisors in the Greater Miami Valley Joint MASW will have full-time appointments, advisement is provided on a continuous basis. Social work graduate faculty will hold regular office hours and will be available to meet with their advisees. Graduate students will be expected to meet with their faculty advisor each semester. Prior to meeting with an advisor, graduate students will be encouraged to complete an advising form (provided in each of the Department lobbies). As such, students will have the advantage of advising offered by the Greater Miami Valley Joint MASW faculty and meet with their advisors regularly. Advisement for incoming first year and advanced standing students will take place during an orientation conducted by the MSW Program Director and graduate faculty. Faculty advisors will be available to meet with individual students to answer questions and provide information about the curriculum, policies, and procedures after the orientation.

Because all graduate social work advisors are faculty in the Greater Miami Valley Joint MASW, students receive current and thorough knowledge about the Program. The extensive knowledge of each advisor is essential for providing guidance about coursework and in working with students to examine potential field education settings. Because the Program is designed to be small and student-focused, faculty will come to know students well as they progress through their coursework, have advising appointments, and participate in the Graduate Student Association of Social Work (GSASW) organization. These opportunities for faculty-student interaction will provide another avenue for information about students, which enriches the advising process and fosters the connection of students with the Program and the profession of social work. Students will also receive professional advising from the Field Coordinator prior to choosing a setting for their field education experience.

In addition to the advising roles and responsibilities of the social work graduate faculty, the School of Education, Health and Society (EHS) at MU as well as the College of Liberal Arts (CoLA) at WSU employ an advising staff. Information about the Greater Miami Valley Joint MASW will be shared with EHS at MU and the CoLA at WSU advising staff concerning the Program. The type of advisement provided at each university concerning the Program will be primarily concerned with graduation requirements, campus life, and the provision of referrals to specialized advisement provided by graduate faculty. For example, the EHS advisement staff has agreed that students who have questions regarding the Greater Miami Valley Joint MASW will be referred to the social work graduate faculty at MU for specialized information. As a result, students requesting information about the Program, curriculum, scheduling, admission, and transfer policies will be sent to the social work office, where they are assigned a social work graduate faculty advisor. Social work graduate faculty will then provide all professional and academic advising to prospective and enrolled graduate social work majors. For all advisement relevant to the professional field of graduate social work, therefore, the full-time, continuing social work graduate faculty will carry out these tasks.

Evaluating Academic Performance

Each course syllabus must provide the criteria for evaluating academic performance in that course. The criteria should include the attendance policy, expected conduct in the classroom, the expectation that the student follow the university code of student conduct and that violations of that code (e.g. plagiarism) will be reported, ways the students' performance (e.g. exams or papers) will be evaluated and the weights of those evaluations. The expected student code of conduct at WSU can be found at www.wright.edu/students/judicial/

Evaluating Professional Performance

Professional behavior is expected of all MSW students in the classroom, in field education, and in all interactions with colleagues, classmates, faculty, staff, supervisors, and clients.

The faculty in the Greater Miami Valley Joint MASW support and expect all students to be responsible, ethical, and healthy. Below are some examples of expectations for professional performance.

A responsible student is one who:

- Turns in work that he/she has done on her/his own work
- Proof reads all written work before turning it in
- Follows APA guidelines for all research papers
- Hands assignments in on time
- Follows the directions for assignments, readings, and papers outlined in the syllabus
- Comes to all classes
- Comes to class on time
- Applies critical thinking to the readings, class discussions, exams, assignments, and papers

- Completes assigned readings
- Has an open mind to the critical thinking and constructive criticism of other students, faculty, and agency supervisors
- Questions the material presented by faculty, students, and authors of readings
- Follows own progress toward meeting graduation requirements

An ethical student is one who:

- Follows the NASW Code of Ethics
- Protects the confidentiality of information learned from clients, staff, and others in the field education setting
- Protects the confidentiality of information learned from faculty and students in and outside the classroom and field education
- Respects the diversity of clients, students, faculty, agency staff, and others
- Tolerates differences from one's own personal beliefs and does not promote one's own beliefs onto clients, students, agency staff and faculty, including but not exclusive to sexual preference and religious beliefs.
- Understands the positions of NASW, including the promotion of social justice, advocacy, and changing social systems to help those who have been oppressed.

A healthy student is one who:

- Is aware of her/his physical, emotional, and social boundaries and balances her/his personal, work, and school activities within those boundaries.
- Takes care of herself/himself physically, emotionally, and socially
- Utilizes resources on and off campus to take care of herself/himself, including those resources that help prevent one from operating outside her/his boundaries
- Accepts the suggestions from faculty and agency supervisors to consider resources that may be helpful to her/his physical, emotional, and social health
- Maintains financial health and avoids heavy debt

If there is a concern that a student's professional performance is interfering with their academic performance and field placement, the student may be asked to develop a plan of action. The plan of action is described in detail later in this manual under the Dismissal Policy. A concern about professional performance may be raised by the student, other students, faculty, or field supervisors. The plan of action is a pro-active tool for addressing the concerns in order to avoid dismissal and to help the student achieve the program competencies.

Grievance Policy

Any student in the Greater Miami Valley Joint MASW may appeal a program rule or requirement through a written petition. A valid petition is for good reasons and contains as much supporting evidence as possible.

The student submits the petition to the MSW Program Director, who then discusses the petition with all graduate faculty from both universities. A consensus decision about the petition is made within 15 days of the petition. The MSW director informs the student of the decision in writing within 30 days of receiving the petition.

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade 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 MSW Program Director (with a copy to the instructor) within 15 days of the meeting with the instructor. The MSW Program Director will meet with the student and instructor separately and together to discuss the concern. The MSW Program Director 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 department decision, the student may then submit a written complaint to the respective Graduate School committee. At WSU, that committee is the Graduate Council Student Affairs Committee.

Dismissal Policy

In order to be retained in the graduate social work program, students must exhibit behavior that is congruent with the accepted standards of ethical and professional social work practice, as outlined in the National Association of Social Workers Code of Ethics. Students not demonstrating such standards in class or field experience will be terminated from the program.

Procedures for terminating a student's enrollment in the Greater Miami Valley Joint MASW for reasons of academic and professional performance are outlined in this section. The Retention, Termination and Grievance Policy will be available to each student in the social work offices. In addition, each student will receive – upon acceptance into the program – respective graduate handbooks from each university which describes institutional and program policies pertaining to grievance and appeal procedures.

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 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> or http://www.units.muohio.edu/saf/hja/judicialaffairs/documents/Code_of_Conduct_web.pdf

The faculty of the MSW program follows the procedures outlined by the Office of Community Standards and Student Conduct at each campus 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 program 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 Social Work Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

The Social Work 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:

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, Pfof, 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 MSW director.

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 MSW Program Director, 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 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 MSW Program Director 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 program.

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 MSW Program Director, who will facilitate the committee. Membership will include: one member of the Graduate Advisory Committee and/or an alumni of either university, 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 MSW Program Director, 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 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 MSW director 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 program faculty 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 MSW director 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 of 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 MSW director. Upon receipt of the written recommendations from the Ad Hoc Committee, the MSW director will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts and/or College of Education and Human Services. The decision including recommendations will be determined by the MSW Program Director. A letter detailing the decision made by the MSW Program Director will be sent to the student, ideally within two weeks but up to thirty days of the director's receipt of the Committee's recommendations.

If the student disagrees with the appeal hearing decision, the student can submit a petition to the Graduate Council Student Affairs Committee.

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

MSW Director Date
If Appropriate:

Assistant Dean for Academic Affairs Date

Ad Hoc Committee Member Date

Curriculum

The Greater Miami Valley Joint MASW program curriculum follows the CSWE Education Policy and Accreditation Standards (EPAS) 2008. See Appendix A. The standards guide the program to be competency and outcomes based. Students graduating from the program will demonstrate mastery in Foundation and Advanced Generalist Practice Behaviors across 10 competencies. See Appendix B for the list of all Practice Behaviors and Competencies. Each course syllabus will contain the practice behaviors expected for that course.

A sample curriculum is provided below for a two year full-time program. This curriculum lists the classes in the chronological order that the students will take the classes. The sentence in parentheses after each course title describes the focus of the course or a competency for the course.

Second, the curriculum is divided up into the core components that collectively form the Advanced Generalist Practice curriculum for the Greater Miami Valley Joint MASW. Those core components are: Foundation courses; Advanced Generalist Practice courses; Field Education as the signature pedagogy; and Concentration courses.

**Greater Miami Valley Joint MASW:
Miami University and Wright State University
Sample Curriculum
Two-Year Full-Time Program**

Fall Semester Year 1	Spring Semester Year 1
Social Welfare Policy I (3CH) <i>Advance human rights and social and economic justice</i> Micro Human Behavior and Social Environment I (3CH) <i>Theories related to interventions with individuals, families, and groups</i> Social Work Practice I (3CH) <i>Engage, assess, intervene, and evaluate practice with individuals, families, and groups</i> Social Work Research I (3CH) <i>Research informed practice and practice-informed research</i> <i>Research and evaluation design</i> Cultural Competency Course (3CH) <i>Engage diversity and difference in practice</i> <div style="text-align: right;">15 hours</div>	Social Welfare Policy II (3CH) <i>Policy practice to advance social and economic well-being</i> Macro Human Behavior and Social Environment II (3CH) <i>Theories related to interventions with communities and organizations</i> Social Work Practice II (3CH) <i>Engage, assess, intervene, and evaluate practice with communities and organizations</i> SW Field Education & Lab I (6 CH) <i>300 hours</i> Concentration Elective (3CH) <i>Older Adults</i> <i>Families and Children</i> <div style="text-align: right;">18 hours</div>
Fall Semester Year 2	Spring Semester Year 2
Advanced Generalist Social Work Practice I (3CH) <i>Advanced Direct Practice Skills and Theory</i> Concentration Practice Course (3CH) <i>Practice Skills with Older Adults</i> <i>Practice Skills with Families and Children</i> SW Field Education and Lab II (6CH) <i>300 hours</i> Social Work Research II (3 CH) <i>Quantitative Statistical Analysis</i> <i>Qualitative Data Analysis</i> <i>Beginning Preparation for Culminating Project</i> <div style="text-align: right;">15 hours</div>	Advanced Generalist Social Work Practice II (3CH) <i>Advanced Administrative and Advocacy Skills and Theory</i> Concentration Policy Course (3 CH) <i>Policy practice Skills with Older Adults</i> <i>Policy practice Skills with Families and Children</i> SW Field Education (3 CH) <i>300 hours</i> Social Work Research III (3 CH) <i>Complete Culminating Project (3CH)</i>

The core components of the curriculum are:

- 1) Foundation Courses, which are taught in Year 1 are:
 - Social Welfare Policy I (3CH) and II (3CH)
 - Micro Human Behavior and Social Environment I (3CH)
 - Macro Human Behavior and Social Environment II (3CH)
 - Social Work Practice I (3CH) and Social Work Practice II (3CH)
 - Social Work Research I (3CH)
 - Cultural Competency (3CH)

Mastery of the competencies and practice behaviors in the foundation courses are required before taking the Advanced Generalist Practice Courses.

- 2) Advanced Generalist Practice Courses, which are taught in Year 2 are:
 - Social Work Research II (3CH) and Social Work Research III (3CH)
 - Advanced Generalist Social Work Practice I (3CH) – direct practice
 - Advanced Generalist Social Work Practice II (3CH) – macro practice

Every student, regardless of their concentration, will learn direct practice skills expected of all MSW graduates, such as an understanding of the DSM-IV as a diagnostic tool used in most social work clinical settings.

Every student, regardless of their concentration, will learn administrative and advocacy skills expected of all MSW graduates, such as grant writing and influencing the formation of needed public policies.

The two advanced research courses cover data analysis, qualitative and quantitative methods, and the application of research to completing a culminating research project, which will be required of each student for graduation.

All students will graduate as Advanced Generalist Practitioners and not as persons in a “clinical” or “administrative” track. The concept of Advanced Generalist will set us apart from the programs at the University of Cincinnati and the Ohio State University, which do have clinical and administrative tracks.

- 3) Field Education as the signature pedagogy
 - SW Field Education and Lab I (6 CH) is taught in Year 1 to apply the foundation courses to the field setting
 - SW Field Education and Lab II (6CH) and SW Field Education III (3 CH) are taught in Year 2 to apply the Advanced Generalist Practice and Concentration courses to the field setting.

Field education is applied in both years of the program and is the signature pedagogy for applying the course content to the field setting.

- 4) Concentration

Concentration Elective (3CH) is taken in Year 1
Concentration Practice Course (3CH) and Concentration Policy Course (3CH) are taken in Year 2

Students will choose a concentration in Families and Children or Older Adults. They will have a choice of electives to choose from in Year 1 to introduce them to either concentration.

The two Concentration Practice Courses mirror the Advanced Generalist Practice concept in that one course focuses on direct practice skills expected specifically for working with the concentration population and the other course focuses on macro practice skills expected for working specifically with the concentration population.

Field Education

As the signature pedagogy, students will begin their Social Work Field Education (300 hours) & Lab I (3 CH) in Year 1. Social Work Field Education (300 hours) and Lab II (6CH) and SW Field Education (3 CH) are taught in Year 2. Social Work Field Education II and Lab II are designed to apply the Advanced Generalist Practice and Concentration courses to the field setting. In preparation for the Social Work Field Education experience, graduate students meet with the Field Experience Coordinator and are assigned a social service agency in which they will intern for the coming year. Students will be provided with a copy of the Field Education Manual at “New Student Orientation” during the summer before they begin the fall semester. The Field Education Manual outlines student responsibilities in relation to the field education.

The field education site for Social Work Field Education II must be different than the site for Field Education I. The site will be the same for Field Education II and III. These requirements provide students with two separate field site and population experiences. The year-long placement in Field Education II and III provide students continuity in completing the Advanced Generalist Practice Behaviors and designing and implementing their graduate project.

New Student Orientation

Students accepted into the Greater Miami Valley Joint MASW are required to attend the new student orientation during the summer before entering the fall semester. Students will be notified by letter of prospective dates in their letter of acceptance to the Program. In addition to curriculum and scheduling information, students will receive information about field education requirements.

Student Association of Social Work

The Graduate Student Association of Social Work (GSASW) is comprised of graduate social work students currently enrolled in the Greater Miami Valley Joint MASW. This organization functions to provide students with information about the social work profession, opportunities for service learning, as well as opportunities for social work leadership. The GSASW elects officers each Fall for the coming Spring and Fall. Any member of GSASW is eligible to become an officer. In addition, GSASW also elects a student representative to attend and participate in

Greater Miami Valley Joint MASW social work faculty meetings. The GSASW also chooses a faculty advisor or co-advisors from the social work faculty to provide guidance when appropriate.

Greater Miami Valley Joint MASW Advisory Board

An Advisory Board to the MASW program will be formed to oversee that the program is meeting its mission, goals, competencies, and practice behaviors through a competent, comprehensive, and integrated curriculum. The Advisory Board will meet at least one time each semester. At least one time annually, the Advisory Board will review results from the program's annual assessment. The Advisory Board will suggest changes to the program based on data reported in the annual assessment report.

The following groups from each University will serve on the Advisory:

- Field Education supervisors (1 from each school)
- Social service agency directors or supervisors (2 from each school)
- Alumni (1 from each school)
- Current Students (1 from each school)
- Administrative representative from each school (i.e. Registrar, Admissions staff)
- All faculty teaching in the program (non-voting members)

Bylaws outlining Advisory Board mission, composition, selection, and length of terms will be drafted and agreed upon by the first board members.

Greater Miami Valley Joint MASW Social Work Program Faculty

The Greater Miami Valley Joint MASW program is staffed equally by faculty from the Miami University (MU) Family Studies and Social Work (FSW) department and the Wright State University (WSU) Social Work department. Below is the list of current faculty for 2012-2013 at both universities and their credentials.

WSU Faculty Name	Full Time Assignment	Degrees	Teaching Experience	Scholarship Interests
Carl Brun Full Professor, Chair	MSW	BSW – University of Dayton, 1981 MSW – University of Chicago, 1983 PhD in Social Work – The Ohio State University, 1993	19 years- BSW 6 years - MSW	Program evaluation; Family Violence Prevention; Social Work Research Methods
Michel Coconis Assistant Professor, MSW Program Coordinator	MSW	BA, Psychology – Ohio Dominican College, 1982 MSW - The Ohio State University,	19 years- BSW 11 years – MSW (joint with BSW appointments) 5 years – related	Social policy areas: poverty, media literacy, death penalty, women prisoners

		1985 PhD, Social Work, The Ohio State University, 1995	fields	
Natallie Gentles- Gibbs, Instructor/Field Education Coordinator	MSW	BSc. In Social Work – University of the West Indies (Jamaica), 1996; MSW University of the West Indies; ABD in Sociology and Social Work, Boston University	2 years – BSW 1 year -MSW	Pubic Child Welfare; organizational culture; family empowerment; migration and second culture acquisition.
Jo Ellen Layne, Coordinator University Partnership Program	BSW	BSW – Wright State University, 1995 MSW – University of Michigan, 1996	8 years – BSW	Public Child Welfare Training
Theresa Myadze Full Professor, Field Director	BSW	MSW – University of Michigan, 1977 PhD in Social Welfare – University of Wisconsin, Madison - 1990	20 years- BSW 8 years - MSW	Welfare reform, Social and economic inequality, Poverty, and Appalachian families
Sarah Twill Assistant Professor, Faculty Liaison for Service Learning	BSW	MSW – University of Georgia, 1997 PhD in Social Work – University of Georgia, 2005	5 years – BSW 4 years - MSW	Juvenile justice and Poverty
Shreya Bhandari, Instructor	BSW	B.A. Communications - Mumbai University, India, 2001 MSW- Tata Institute of Social Sciences, Mumbai, India (CSWE-Accredited), 2003 PhD in Social Work – University of Missouri, 2009	1 year – BSW 1 year - MSW	Violence Against Women; Domestic violence
WSU Faculty Name	Part Time Assignment	Degrees	Teaching Experience	Scholarship Interests
Beth Kinsel Assistant Professor, Director, Gerontology	BSW/MSW	M.A. in Gerontology Studies, Miami University of Ohio, 1983 and PhD in Social Work, The	6 years – BSW 5 years - MSW	Resilience in older women, Mental health and aging, Effectiveness of social service provision to older persons, and Caregiving of older adults

Certificate		Ohio State University, 2004		
Robert Nelson, Adjunct Professor	BSW/MSW	B.A. in Psychology, University of North Carolina, 1970; MSW, SUNY at Buffalo, 1973	11 years – BSW 1 year-MSW	Retired director of Family Service Association of the Miami Valley; Consultant with the AIDS Foundation; Chair of state social work licensure board.
MU Faculty Name		Degrees	Teaching Experience	Scholarship Interests
Gary Peterson Professor, Chair	FSW	MA in History and Education (1971) and PhD in Family Studies and Sociology (1978)	30+ years teaching experience @ the undergraduate and graduate levels	Parent-child relations, Development of family theory, Adolescent development, Cross cultural parent, child, adolescent relations
W. Sean Newsome Associate Professor Social Work Program Director	MSW	MSW (1996) and PhD in Social Work (2002)	7 years – BSW 4 years - MSW	Program evaluation At-risk families and youth Bullying behavior and school Violence School Social Work
Carolyn Slotten Lecturer, Field Director	FSW	MSW (1998) PhD in Family Science (2002)	12 years – BSW	Race and equality in education, Inclusion and diversity in the classroom, Campus and classroom engagement
Javier F. Boyas, Assistant Professor	MSW	B.A. – Western Illinois; MSW – University of Michigan; PhD – Boston College	3 years – BSW 2 years - MSW	Social determinants of minority health; employment-based social capital; and adolescent health-risk behaviors.
Kevin Ray Bush Associate Professor	FSW	MS in Family Resources and Human Development (1997) and PhD in Human Ecology (2000)	11 years - Total 7 years - BSW	Program evaluation, Child and adolescent development in the context of family and culture, At-risk youth and families, Child and family interaction, Appalachian families
Sherrill Sellers Associate Professor	FSW	MA in Sociology (1998) PhD in Social Work (2000)	10 years - BSW and MSW	Mental and physical consequences inequality, Intersection of race, gender and health, Aging and the life cycle
Lindsey Houlihan Assistant Professor	MSW	MSSA (1990) and PhD in Social Work (2010)	2 year - BSW	International adoption and parenting, Attachment, Multi-ethnic placement in adoption, Ethnic and cultural identity issues
Elise Radina Associate Professor Family Studies Undergraduate	FSW	MS (1998) and PhD in Family Studies (2002)	8 years – Total 4 years - BSW	Perceived changes in family relationship quality of life following breast cancer from the perspective of family members, Red Hat society, Ethnically

Director				diverse families with regard to illness and care giving
Kate Kuvalanka Assistant Professor	FSW	MS (2002) and PhD in Family Studies (2007)	4 years - Total	Family lives of LGBTQ people, Family policy and law, Feminist/ Queer theories and research methodology
Suzanne Klatt Assistant Clinical Professor	FSW	MSW (1998) and Doctoral Candidate in Educational Leadership	3 years - BSW	Intimate partner violence, Community partnerships and engagement
Tonya Watson Assistant Clinical Professor	FSW	MS and PhD in School Psychology	5 years - Total	Improving the effectiveness of learning trials, Teacher resistance in consultation, Behavioral programming in regular education classroom

Resources for Students

Miami University

Department of Family Studies and Social Work. The offices of the department chair, director of the social work department, graduate faculty, and administrative staff are located in 101 McGuffey Hall.

Libraries: Resources available to students include four libraries. The Oxford campus libraries house more than 2.2 million cataloged volumes and bound documents, 2.1 million microforms, and more than 7,000 current periodicals and newspapers. King Library has a significant number of social work and social work related holdings.

Computers: The School of Education, Health & Society has a computer laboratory, which is available for class assignments. In addition, several microcenters are available on campus. Miami has centralized computing facilities with terminals available in Kreger Hall and Hughes Laboratories.

Learning Assistance: Students needing academic support services can contact the Office of Learning Assistance (529-8741). This office offers peer tutors, a study skills course and workshops on study skills, as well as a learning disabilities program.

Minority Students: The Office of Diversity Affairs (529-6504) provides a number of services for minority students and for students interested in multi-cultural and minority issues. Student organizations at Miami include the Native American Student Association, the Asian American Association, the Black Student Action Association, the Indian Students Association, the Japanese Culture and Language Club.

Students with disabilities: The Office of Disability Resources (529-1541) offers support services and academic and recreational programming, and modified housing to students with disabilities.

Career Planning and Placement: The Office of Career Services (529-3831) offers placement information to students interested in a social work career.

Counseling Services: Miami students can receive counseling for personal and academic issues through the Student Counseling Service (529-4634).

Social Work Licensure/Graduate School: Students graduating with a MSW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MSW program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for social work licensure in Ohio can be found at www.cswmft.ohio.org.

Wright State University

Department of Social Work. The offices of the department chair, graduate faculty, and administrative staff are located in 270 Millett Hall.

Libraries: Resources available to students include several libraries. The libraries on the Main Campus are the Dunbar Library and the Educational Resource Center. The Student Technology Assistance Center (STAC) is available on the second floor of the Dunbar Library to help students with completing assignments requiring technology, such as downloading video or audio recordings students create. Library hours and resources are available at www.libraries.wright.edu.

Computers: Computer labs are located throughout the entire campus. Students can retrieve a computer ID by contacting the Computing and Telecommunications Services (CATS) help desk at www.wright.edu/cats/contact.html.

Learning Assistance: Students needing academic support services, including tutoring or assistance from the Writing Center, can contact the Student Academic Success Center at www.wright.edu/uc/success/services.

Multi-Cultural Center: Three different centers located on the first floor of Millett Hall comprise the WSU Multi-Cultural Center. Those offices are: The Bolinga Black Culture Resource Center (www.wright.edu/admin/bolinga), The Women's Center (www.wright.edu/admin/womensctr), and The Asian, Hispanic, and Native American Center (www.wright.edu/admin/ahna). Student organizations at WSU include the Asian American Association, the Black Student Association, and a WSU chapter of NAACP.

Students with disabilities: The Office of Disability Services offers support services and academic and recreational programming, and modified housing to students with disabilities.

Their offices are located on the ground floor of the Student Union (www.wright.edu/students/dis_services) .

Career Planning and Placement: The Office of Career Services offers placement information to students interested in a social work career. Their office is located on the third floor of the Student Union (www.wright.edu/admin/career).

Counseling Services: Miami students can receive counseling for personal and academic issues through the Counseling and Wellness Center located on the ground floor of the Student Union (www.wright-counseling.com).

Social Work Licensure/Graduate School: Students graduating with a MSW from this program will be eligible to take the exam to become a Licensed Social Worker (LSW) in Ohio. BSW graduates were already eligible to become LSWs prior to the MSW program. After receiving two years post-Masters supervision from a Licensed Independent Social Worker (LISW), students are eligible to take the exam to become an LISW. The requirements for social work licensure in Ohio can be found at www.cswmft.ohio.org.

Statement of Nondiscrimination

Miami University

The Social Work Program supports and adheres to the Miami University Statement Asserting Respect for Human Diversity:

Miami University is a multicultural community of diverse racial, ethnic and class backgrounds, national origin, religious and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; and, as members of the University community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We will strive to educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation or violence against persons or property, we will not tolerate such behavior nor will we accept jest, ignorance, or substance abuse as an excuse, reason, or rationale for it.

All who work, live, study, and teach in the Miami community should be committed to these principles which are an integral part of Miami's focus, goals, and mission. (Miami Bulletin: General Edition 2008-2010)

The social work program does not discriminate on the basis of race, color, gender, age, religion, creed, ethnic or national origin, handicap, political, or sexual orientation. The program does not

discriminate in these areas in acceptance of students into the social work program, in academic areas, in advising, nor in relationships with community organizations.

Wright State University

Wright State University is committed to the success of its students, faculty, and staff. The supportive environment we provide is designed to encourage the academic pursuits of all members of our university community, including diverse abilities and educational backgrounds; ethnic and cultural heritages; family experiences and economic means; physical and learning differences; geographically mobile and place bound circumstances; and career and life aspirations.

Our shared objective is to forge this diversity into an environment of shared academic excellence. We recognize that the success of each individual strengthens our community. Thus all members of our university community, whether students, employees, or both, must have a full and equal opportunity to develop and utilize their potential.

The University thus firmly rejects discrimination on the basis of race, sex (including gender identity/expression), color, religion, ancestry, national origin, age, disability, veteran status, military status, or sexual orientation because such discrimination both subverts academic freedom and inherently undermines the full utilization of abilities and potential on which the university's shared pursuit of excellence is based.

A key element of the university's mission is to serve as a catalyst for transforming the lives of the students and communities we serve. Mindful of that mission and our responsibility to teach by example, we will maintain high ethical standards in all of our relationships and activities through open communication, trust, professionalism, and a spirit of collaboration.

Since Wright State is a public institution, our commitment to pursue academic excellence through full and equal opportunity is fundamental to our existence as a university. That commitment will be most effectively implemented with the full support and generosity of spirit which characterizes a collegial organization at its best.

It is therefore the policy of Wright State University not only to avoid discrimination, but to go further. The university will act affirmatively to identify and eliminate any artificial barriers that may exclude or impede members of certain groups in their pursuit of excellence. Such affirmative action will address the treatment of persons who are already members of the university community, as well as applicants for admission or employment.

It is therefore important that each of us make a personal commitment to join in our shared pursuit of these twin goals: vigorous pursuit of academic excellence through shared full and equal opportunity. Thank you for joining in this enterprise.

Any reports of discrimination should be made to the Office of Affirmative Action, which is located on the third floor of Millett Hall (www.wright.edu/admin/affirm/index.html).

Students may also submit a confidential report of bias electronically to Student Affairs through the Bias Incident Reporting System (www.wright.edu/students/stu_affairs/birt_info.html).

Sexual Harassment

Miami University and Wright State University adhere to the policy that no member of the university or the community shall engage in sexual harassment. Individuals of the Greater Miami Valley Joint MASW program and community who sense, feel, or believe that they have been sexually harassed should seek action and resolution through MU and WSU's grievance procedures.

Reports of sexual harassment at WSU should be made through the Office of Affirmative Action or the Bias Incident Reporting Systems, which were both described in the previous section.

Student Rights and Responsibilities

Graduate Student Responsibilities

Graduate Social work students have both rights and responsibilities afforded by the Greater Miami Valley Joint MASW program. Students' academic responsibilities include maintaining an overall grade point average of 3.00 and adhering to academic honesty. Responsibilities include demonstrating conduct that is congruent with the values and ethics of the NASW Code of Ethics. Students are also expected to meet with their advisor at least once a semester. Students in the field are expected to abide by agency policies and procedures. Students have the responsibility to stay informed of policies and procedures of the program and to abide by all policies and procedures of the program. The Master of Social Work Student Handbook, Field Manual, and respective Graduate Bulletins at MU and WSU provide graduate students with information concerning policies and procedures.

Graduate Student Rights

Student rights include the right to appeal denial for admission to the program and the right to appeal dismissal from the program. Students have the right to confidentiality concerning their academic records and the right to review their records on file in the respective social work office. Students also have the right to representation on faculty committees related to curriculum, program evaluation, and program policies and procedures.

APPENDIX A
COUNCIL OF SOCIAL WORK EDUCATION (CSWE)
2008 EDUCATION POLICY AND ACCREDITATION STANDARDS (EPAS)

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.

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 decisionmaking.

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 Ethics² 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.

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.*

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

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

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 CSWEaccredited 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 post-baccalaureate or post-master'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 each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed 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 summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

4.0.3 *The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.*

4.0.4 *The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*

4.0.5 *The program appends copies of all assessment instruments used to assess the program competencies.*

APPENDIX B

FOUNDATION AND ADVANCED GENERALIST PRACTICE BEHAVIORS ACROSS THE GREATER MIAMI VALLEY JOINT MASW CURRICULUM

Courses, Competencies, and Practice Behaviors

Italics are the Advanced Practice Behaviors and Courses

Competency	Practice Behaviors	Courses
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	advocate for client access to the services of social work	Social Welfare Policy I; Social Welfare Policy II
	practice personal reflection and self-correction to assure continual professional development	Human Behavior and Social Environment I; Human Behavior and Social Environment II
	<i>practice personal reflection and self-correction to assure continual professional development regarding practice with older adults or families/children</i>	<i>Advanced Generalist Concentration Focus Area I;</i> <i>Advanced Generalist Concentration Focus Area II;</i>
	attend to professional roles and boundaries	Social Work Practice I; Social Work Practice II
	demonstrate professional demeanor in behavior, appearance, and communication	Social Work Practice I; Social Work Practice II
	engage in career-long learning	SW Field Practicum & Lab I; Social Work Research I
	use supervision and consultation	SW Field Practicum & Lab I
	<i>engage in research and/or advocacy</i>	<i>Social Work Research II;</i> <i>Social Work Research III</i>

	<i>that advances the basic human needs of clients</i>	
	<i>engage in lifelong learning, supervision, and consultation to enhance knowledge and skills needed to work effectively with clients in their communities</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III;</i>
	<i>practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities</i>	<i>Advanced Generalist Social Work Practice I; Advanced Generalist Social Work Practice II</i>
	<i>demonstrate a professional demeanor that reflects awareness of and respect for child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
	<i>recognize client cultures and its impact on social work values and ethics</i>	<i>Advanced Generalist Social Work Practice I</i>

Competency	Practice Behaviors	Courses
2.1.2. Apply social work ethical principles to guide social work practice.	recognize and manage personal values in a way that allows professional values to guide practice	Social Work Practice I; Social Work Practice II;
	make ethical decisions related to one's own	Social Work Practice I

	behaviors 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.	
	tolerate ambiguity in resolving ethical conflicts	SW Field Practicum & Lab I
	apply strategies of ethical reasoning to arrive at principled decisions	SW Field Practicum & Lab I;
	<i>recognize whether or not ethical boundaries of other practitioners have been violated and arrive at principled decisions</i>	<i>Advanced Generalist Social Work Practice I; Advanced Generalist Social Work Practice II</i>
	<i>employ strategies of ethical reasoning with children/family or older adult populations that adhere to social work service delivery, values and professional ethics</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
	<i>recognize and manage appropriate professional boundaries within the context of working with child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III; SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>identify the client's</i>	<i>Advanced Generalist SW Practice I;</i>

	<i>culture and how it influences social work service delivery at the micro, mezzo, and macro levels</i>	<i>Advanced Generalist SW Practice II; Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
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Competency	Practice Behaviors	Courses
2.1.3. Apply critical thinking to inform and communicate professional judgments.	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Cultural Competency; Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro; Social Work Practice I; Social Work Practice II; Social Welfare Policy I; Social Welfare Policy II; Social Work Research I;
	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom regarding family/children or older adults	<i>Social Work Research II;</i> <i>Social Work Research III;</i> <i>Advanced Generalist Concentration Focus Area II</i>
	analyze models of assessment, prevention, intervention, and evaluation.	Cultural Competency; Social Work Practice I; Social Work Practice II; Social Work Research I
	demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Cultural Competency; Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro; Social Work Practice I; Social Work Practice II
	<i>Use professional judgment to meet the needs of all involved clients</i>	<i>Advanced Generalist SW Practice I; Advanced Generalist SW Practice II</i>
	<i>analyze appropriate</i>	<i>Advanced Generalist Concentration Focus</i>

	<i>models of assessment, prevention, intervention and evaluation within the context of child/family or older adult populations</i>	<i>Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
	<i>use appropriate practice models with child/family or older adult populations and their communities</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
	<i>demonstrate effective oral and written communication using professional standards and practices</i>	<i>Advanced Generalist SW Practice I; Advanced Generalist SW Practice II; SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>

Competency	Practice Behaviors	Courses
2.1.4. Engage diversity and difference in practice.	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	Cultural Competency; Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro; Social Welfare Policy I; Social Welfare Policy II; Social Work Research I
	<i>recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power with respect to family/child or older adults;</i>	Social Work Research II; Social Work Research III; <i>Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area I</i>
	gain sufficient self-awareness to eliminate the influence of personal biases and values in	Cultural Competency

	working with diverse groups	
	recognize and communicate their understanding of the importance of difference in shaping life experiences	Cultural Competency;
	<i>recognize and communicate their understanding of the importance of difference in shaping life experiences of older adults</i>	<i>Advanced Generalist Concentration Focus Area II</i>
	view themselves as learners and engage those with whom they work as informants	Cultural Competency
	<i>identify culturally competent practices or policies within the context of client settings</i>	<i>Advanced Generalist SW Practice I; Advanced Generalist SW Practice II; SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>manage potential conflicts between diverse identities within and among individuals, client populations and the various organizations they may come into contact with</i>	<i>Advanced Generalist SW Practice I; Advanced Generalist SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>recognize the potential risk and protective factors within the context of working with child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>
	<i>communicate with a culturally responsive approach with child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus</i>

		<i>Area III</i>
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Competency	Practice Behaviors	Courses
2.1.5. Advance human rights and social and economic justice.	understand the forms and mechanisms of oppression and discrimination	Cultural Competency; Social Welfare Policy I; Social Welfare Policy II
	<i>understand the forms and mechanisms of oppression and discrimination concerning older adults</i>	<i>Advanced Generalist Concentration Focus Area II;</i>
	advocate for human rights and social and economic justice	Cultural Competency
	engage in practices that advance social and economic justice	Cultural Competency
	<i>identify practices that advance social and economic justice</i>	<i>Advanced Generalist SW Practice II; Advanced Generalist Concentration Focus Area III</i>
	<i>teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and the clients' culture</i>	<i>Advanced Generalist SW Practice I; Advanced Generalist SW Practice II</i>
	<i>identify the needs of child/family or older adult populations to communities and service providers</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>

Competency	Practice Behaviors	Courses
2.1.6. Engage in research-informed practice and practice-informed research.	use practice experience to inform scientific inquiry	Social Work Research I;

	use research evidence to inform practice.	Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro; Advanced Generalist Social Work Practice I; Social Work Practice II; Social Work Research I;
	<i>evaluate research practice with client populations and their communities</i>	<i>Social Work Research II; Social Work Research III</i>
	<i>analyze models of assessment, prevention, intervention, and evaluation within the context of child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III; Social Work Research II; Social Work Research III</i>

Competency	Practice Behaviors	Courses
2.1.7. Apply knowledge of human behavior and the social environment.	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Social Work Research I; Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro;
	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of family/child or older adult populations	Social Work Research II; Social Work Research III; <i>Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area I</i>
	critique and apply knowledge to understand person and environment	Social Work Research I; Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro;
	<i>critique and apply knowledge to understand person and environment with</i>	Social Work Research II; Social Work Research III;

	<i>respect to family/child or older adults</i>	<i>Advanced Generalist Concentration Focus Area II</i>
	<i>recognize and assess social support systems and socio-economic resources specific to client populations and their communities</i>	<i>Advanced Generalist Social Work Practice II; Advanced Generalist Concentration Focus Area III</i>
	<i>recognize the impact of client transitions and stressful life events throughout the client's life cycle</i>	<i>Advanced Generalist Social Work Practice I; Advanced Generalist Concentration Focus Area II</i>
	<i>identify issues related to losses, stressors, changes and transitions over a client's life cycle in designing interventions</i>	<i>Advanced Generalist Social Work Practice I; Advanced Generalist Concentration Focus Area II</i>
	<i>Demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of child/family or older adult populations and their communities</i>	<i>Advanced Generalist Concentration Focus Area I; Advanced Generalist Concentration Focus Area II; Advanced Generalist Concentration Focus Area III</i>

Competency	Practice Behaviors	Courses
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	analyze, formulate, and advocate for policies that advance social well-being	Social Welfare Policy I; Social Welfare Policy II;
	collaborate with colleagues and clients for effective policy action	Social Work Field Practicum & Lab I;
	<i>communicate effectively with various service</i>	<i>Advanced Generalist Concentration Focus Area III</i>

	<i>organizations to provide effective social work services to child/family or older adult populations and their communities</i>	
	<i>use social policy analysis as a basis for action and advocacy within the context of service provisions with child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area III</i>
	<i>apply knowledge of policies effecting and advancing the overall well-being of child/family or older adult populations</i>	<i>Advanced Generalist Concentration Focus Area III</i>

Competency	Practice Behaviors	Courses
2.1.9. Respond to contexts that shape practice. .	continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Social Work Practice II; Social Welfare Policy I; Social Welfare Policy II
	provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Social Work Field Practicum & Lab I
	Apply best practices knowledge to advocate for change in	<i>Advanced Generalist Social Work Practice I</i> <i>Advanced Generalist Social Work Practice II</i> <i>SW Field Practicum & Lab II</i>

	service delivery	<i>SW Field Practicum & Lab III</i>
	<i>assess service systems, history, trends, and innovations in social work practice with child/family or older adult populations and their communities</i>	<i>Advanced Generalist Concentration Focus Area III</i>
	<i>apply knowledge of practice within the client population context to the development of evaluations, prevention plans, and treatment strategies</i>	<i>Social Work Research II; Social Work Research III</i>
	<i>use information technologies and organizational analysis techniques for outreach and planning multiyear projections for service delivery to client populations and their communities</i>	<i>Social Work Research II; Social Work Research III</i>

Competency	Practice Behaviors	Courses
2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.		
2.1.10. (a) Engagement	substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Human Behavior and Social Environment I – Micro; Human Behavior and Social Environment II – Macro Social Work Practice I; Social Work Practice II; Social Work Field Practicum & Lab I; <i>I</i>

	<i>substantively and affectively prepare for action with families/children</i>	<i>Advanced Generalist Concentration Focus Area</i>
	use empathy and other interpersonal skills	Social Work Practice I; Social Work Field Practicum & Lab I
	develop a mutually agreed-on focus of work and desired outcomes	Social Work Field Practicum & Lab I
	<i>recognize the unique issues and culture presented by child/family or older adult populations</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>explain the nature, limits, rights and responsibilities of the client who seeks services</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>engage with client populations and the community</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
2.1.10. (b) Assessment	collect, organize, and interpret client data	Social Work Field Practicum & Lab I; Social Work Research I
	assess client strengths and limitations.	Social Work Field Practicum & Lab I
	develop mutually agreed-on intervention goals and objective	Social Work Field Practicum & Lab I
	select appropriate intervention strategies	Social Work Field Practicum & Lab I
	<i>select and modify appropriate multi-systemic intervention strategies based on continuous assessment of child/family or older adult populations and their communities</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>use empathy, cultural</i>	<i>SW Field Practicum & Lab II;</i>

	<i>responsiveness and other interpersonal skills in making assessments with child/family or older adult populations</i>	<i>SW Field Practicum & Lab III</i>
	<i>assess coping strategies to reinforce and improve life situations and transitions with child/family or older adult populations</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
2.1.10. (c) Intervention	initiate actions to achieve organizational goals	Social Work Field Practicum & Lab I
	implement prevention interventions that enhance client capacities	Social Work Field Practicum & Lab I
	help clients resolve problems	Social Work Field Practicum & Lab I
	negotiate, mediate, and advocate for clients	Social Work Field Practicum & Lab I
	facilitate transitions and endings	Social Work Field Practicum & Lab I
	<i>use a range of appropriate interventions and preventive interventions with child/family or older adult populations</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	<i>engage client populations in ongoing monitoring and evaluation of practice processes and outcomes</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>
	demonstrate the capacity to reflect on one's own responses that influence the	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III</i>

	progress in and the completion of service delivery	
2.1.10. (d) Evaluation	critically analyze, monitor, and evaluate interventions	Social Work Field Practicum & Lab I; Social Work Research I
	<i>use program and service delivery evaluation of processes and/or outcomes to develop best practice interventions and programs for child/family or older adult populations and communities</i>	<i>SW Field Practicum & Lab II; SW Field Practicum & Lab III; Social Work Research II; Social Work Research III</i>
	<i>evaluate practice to determine the effectiveness of the applied intervention on child/family or older adult populations</i>	<i>SW Field Practicum & Lab II SW Field Practicum & Lab III; Social Work Research II; Social Work Research III</i>

APPENDIX C

Code of Ethics *of the National Association of Social Workers*

Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#)

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

6.04 Social and Political Action

(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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and

standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above selfinterest. 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 selfdetermination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the wellbeing 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 SelfDetermination

Social workers respect and promote the right of clients to selfdetermination 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 thirdparty payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

(h) Social workers should not disclose confidential information to thirdparty 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 DecisionMaking 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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 wellbeing 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 wellbeing 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 wellbeing.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession

through appropriate study and research, active discussion, and responsible criticism of the profession.

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

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

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

5.02 Evaluation and Research

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

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.