



# **Bachelor of Arts in Social Work Student Handbook**

Social Work Department  
College of Liberal Arts

270 Millett Hall

937-775-2751

<http://liberal-arts.wright.edu/social-work>

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Dear Social Work Students,

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

The Bachelor of Arts in Social Work degree from Wright State University is fully accredited with the Council on Social Work Education and has been reaffirmed every 8 years since 1974. Our graduates go on to take the Ohio LSW exam. Our alumni are social workers in agencies such as the CAREHouse, the Alzheimer's Association, local child welfare agencies, CareSource, Catholic Social Services, and many others.

This handbook is meant to assist social work students in meeting the requirements to complete the BA in Social Work from Wright State University. You are responsible for following all of the social work department policies, the NASW Code of Ethics, and all university requirements and policies. The handbook supplements other university policy documents, including, but not limited to, the university student handbook, course catalog, and university code of student conduct.

Please do not hesitate to contact us with any questions at 937-775-2751.

Sincerely,

Faculty and Staff  
Department of Social Work

# SOCIAL WORK DEPARTMENT AT WRIGHT STATE UNIVERSITY

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

The Social Work Department Interim Chair is:

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The best way to reach these instructors is via email.

# DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

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

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

Generalist Social Work practice:

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

Taken from Miley, B., & Dubois, K. (2013). *Social work: An empowering profession* (8<sup>th</sup> ed). Boston: Pearson/Allyn & Bacon, page 7.

Generalist Social Work Practice

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

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

# SOCIAL WORK PROGRAM MISSION STATEMENT

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

## WRIGHT STATE UNIVERSITY MISSION STATEMENT

We transform the lives of our students and the communities we serve.

\*The full WSU Strategic Plan is available at [Strategic Plans | Wright State University](#)

## WRIGHT STATE UNIVERSITY VISION STATEMENT

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

## SOCIAL WORK PROGRAM MISSION STATEMENT

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

# SOCIAL WORK PROGRAM GOALS

1. Prepare students to be professional, ethical, and competent generalist social workers as measured by Competencies and Practice Dimensions.
2. Prepare students to practice without discrimination and be advocates for social justice as measured by Competencies and Practice Dimensions.
3. Prepare students with a generalist knowledge, skills, and values foundation as measured by Competencies and Practice Dimensions.

## ACCESS

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

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

# **ASSESSMENT OF PROGRAM GOALS, AND COMPETENCIES AND PRACTICE DIMENSIONS**

The Social Work program has developed an assessment plan in accordance to the WSU Assessment requirements ([www.wright.edu/assessment/bpra/outcomes/index.html](http://www.wright.edu/assessment/bpra/outcomes/index.html)) and in compliance with the 2015 Educational Policy and Accreditation Standards as stipulated for accreditation and reaffirmation with the Council on Social Work Education ([www.cswe.org](http://www.cswe.org)).

## **9 COMPETENCIES AND 31 PRACTICE DIMENSIONS**

### **Competency 1 – Demonstrate Ethical and Professional Behavior**

Students will:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

### **Competency 2 – Engage Diversity and Difference in Practice**

Students will:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

Students will:

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.

### **Competency 4 – Engage in Practice-informed Research and Research-informed Practice**



Students will:

11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery

#### **Competency 5 – Engage in Policy Practice**

Students will:

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### **Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Students will:

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

#### **Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Students will:

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Students will:

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

#### **Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Students will:

28. Select and use appropriate methods for evaluation of outcomes.

29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

# UNIVERSITY AND COLA REQUIREMENTS

## CORE COURSES

The social work program builds on a strong Liberal Arts foundation before beginning the upper-level social work courses. Thus, most of the Core courses will be completed prior to beginning the major. ([General Education | Academic Affairs | Wright State University](#)).

Students must apply to the Social Work major by February 1<sup>st</sup> of their second year in order to graduate in four years. Students are permitted to still be taking pre-requisite courses at the time they apply to the major, as long as all pre-requisite courses will be completed by the end of summer term.

Upon completing your Core courses, you should have, at a minimum:

1. Developed your critical, analytical thinking abilities to be able to separate facts from assumptions and values and then to put them together again in a logical fashion to develop casual explanations and support rational actions.
2. Developed beginning problem-solving skills. Be able to use knowledge (especially socio-behavioral knowledge) and your critical thinking abilities and apply them to any specific client-problem situation in order to develop a rational, workable approach.
3. Developed your communication skills, both verbal and written. Communication skills are the primary tools of our profession. Social workers must speak accurately, clearly, and often times convincingly. Social workers must also write in the same fashion. The University Writing Center ([Writing Center | University College | Wright State University](#)) is available to assist with papers and other writing requirements, including the application to the major.
4. Become aware of your values, how they differ from others' values, and how they guide your interpersonal behavior. This awareness will help you make a positive, workable synthesis between your value system and that of the profession.

# ADVISING

## DARS

Students can access the Semester Degree Audit Reporting System (DARS) electronically through WINGS Express using their University Identification Number. The DARS reports the requirements currently met toward a student's progress toward receiving the BASW. Students who are not yet Social Work majors

can request a “What If” DARS by answering the prompts as if your major was Social Work. All Social Work faculty utilize the DARS to help students with advising questions.

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

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

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

## **FACULTY ADVISOR**

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

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

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

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

For volunteer work, visit the United Way website at [www.dayton-unity.org](http://www.dayton-unity.org).

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

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

The Department also has copies of articles related to careers in Social Work and brochures from NASW and other professional organizations. The Social Work office is located in 270 Millett Hall.

## **ADVISING TIPS**

- ❑ Follow the College of Liberal Arts Degree Audit Reporting System (DARS) that was completed by the COLA advisor. You can access your DARS through WINGS Express.
- ❑ Keep a copy of all important documents related to meeting graduation requirements:
  - ✓ Updated Social Work checklists initialed by Social Work Advisor
  - ✓ Transcripts from other colleges or universities
  - ✓ Letters received from Social Work, COLA, or University Registrar
- ❑ Meet with your Social Work advisor each term.
- ❑ Complete your curriculum plan and review each term. Do not wait until the term you wish to graduate to find out whether all requirements are met.
- ❑ Discuss any changes in your curriculum plan with your advisor.
- ❑ Get the most from your education. Plan your electives to prepare you for career goals.

# **SOCIAL WORK MAJOR ADMISSIONS**

## **ADMISSIONS CRITERIA**

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

The admissions criteria include:

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

Students must complete and submit the Social Work application by February 1. The complete application is available on the Social Work website, [liberal-arts.wright.edu/social-work](http://liberal-arts.wright.edu/social-work), and is Appendix D.

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

- Meet College of Liberal Arts requirements for admission which include completion of ENG 1100 and submit the application for changing majors to the CoLA advising office in

Millett 120. Students can apply to CoLA to be a pre-Social Work major at any time that they meet the CoLA requirements. Students must still complete the Social Work application for acceptance into the Social Work program.

- Complete the following course content within the liberal arts foundation for the social work curriculum. The course meeting the content at WSU is in parenthesis.

\*Students may take an equivalent course\* at another college that was approved by, the State of Ohio's TAGS, the Social Work Articulation Agreements (with Sinclair, Clark State, and Edison Community Colleges) or the BSW Program Director of the WSU Social Work Department.

- Academic Writing and Reading (ENG 1100)
- Research Writing and Argument (ENG 2100)
- Intro to Sociology (SOC 2000)
- Political Life (PLS 2000) or American National Government (PLS 2120)
- Interpersonal Communication (COM 2020)
- Economic Life (EC 2000) or Social Issues (EC 2900)
- Intro to Psychology (PSY 1010)
- Health and Disease (BIO 1070) or Biology of Food (BIO 1050)
- Pass or enroll in SW 2700 – *Introduction to Social Work* or an approved equivalent course\* with a minimum grade of C.
- Pass or enroll in SW 2710 – *Intro to Social Welfare* or an approved equivalent course\* with a minimum grade of C.
- Pass or enroll in SW 2720 – *Multicultural Competence in a Diverse World* or an approved equivalent course\* with a minimum grade of C.
- Earn overall GPA of 2.25.
- Complete the Social Work Application which includes:
  - Two letters of PROFESSIONAL reference.
    - One letter must come from a faculty member.
    - The 2<sup>nd</sup> letter should come from employers, professors outside the Department of Social Work, or volunteer coordinators.
  - Completed and signed criminal background disclosure statement.
  - Social Work Professional Statement and Social Issue Statement for admission.
  - Application for the major in Social Work.
  - Copy of transcripts with grades of all classes taken at another college or university.

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

If you have taken courses at another university please arrange an appointment with a social work pre-advisor, before the due date to discuss which courses may meet requirements for the Social Work Major.

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

#### Admission Status/Decisions

The Department may take the following action based on the student's admission application:

\* admit to the major

\* request an interview to clarify concerns or missing information contained in the application

- \* admit to the major on a conditional basis (e.g., writing plan, meet pre requisites by the start of Fall)
- \* not to admit to the major

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

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

Students must have completed all prerequisites one week prior to the start of the fall term. Students may reapply for future admissions but they must notify the Department and make any updates to their application. The BSW Program Director is available to assist students in considering other alternatives if they are not accepted into the major.

The Department admits 60-90 students each year. If more than 60-90 students are eligible in a given year, students not accepted will be able to apply in subsequent years.

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

## **CURRICULUM PLAN**

In the six weeks following your admission to the major, you complete a curriculum plan with your faculty advisor. This plan is a way for you to consider all of the requirements and class schedules that have been described above. The curriculum plan is provided in Appendix E.

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

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

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

If you take a break from Social Work courses at any time, meet with your advisor right away! You and your advisor will work out the schedule that is best for you. Your revised plan will then be presented to the BSW Director who will review it within the availability of seats for the appropriate course.

## **TRANSFER STUDENTS**

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

Transfer students must meet the same, aforementioned admissions criteria.

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

## **LIFE/PREVIOUS EXPERIENCE**

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

## **REQUIRED SOCIAL WORK COURSES**

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

### *A. Introductory Courses available to any students*

#### SW 2700 – Introduction to Social Work

Includes an introduction to: the historical development of social work as a profession, the major fields of practice, social systems theory, the ecological perspective on social problems, and the tenets and value base of the profession.

3 credit hours

#### SW 2710 - Introduction to Social Welfare

Study of federal and state social welfare in the United States, with an emphasis on policies that reduce poverty, oppression, and discrimination. Study the values and ethics that form the foundation of social services. 48 hour agency observation required.

3 credit hours

#### SW 2720 - Multicultural Competence in a Diverse World

This course provides an introduction to the methods of inquiry in the social sciences used to develop the knowledge and skills required to work and relate in a multicultural world.

Content covers the historical development of discrimination in the U.S.  
3 credit hours

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

SW 3000 – Research Methods in Liberal Arts

Introduces social science and humanities majors to research design, and the kinds of data produced, in describing, explaining, and understanding social problems.  
3 credit hours

SW 3700 - Human Behavior in the Social Environment - Micro

Analysis of human behaviors in order to guide assessment, intervention, and evaluation of social work practice. Includes theories such as the psychoanalytic, behavioral, ecological, and normative life stages.  
3 credit hours

SW 3800 – Ethics and Social Work Practice I

Focus on ethics and an introduction to practice skills. Field observation required to apply skills related to ethics, rapport building, interviewing techniques, and bio-psycho-social assessment. Integrated Writing course.  
3 credit hours

SW 4700 - Social and Economic Justice

Examination of how social welfare policy affects service delivery and active engagement in policy practice to promote social and economic justice. Integrated Writing course.  
3 credit hours

SW 4900 - Social Work Research and Critical Thinking

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

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

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

SW 4810 - Social Work Practice II

Develops a framework for understanding micro-inclusive practice interventions with individuals and families. Integrated Writing course.  
3 credit hours

SW 4820 - Social Work Practice III

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



**SW 4860 – Social Work Field Practicum I**

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

**SW 4870 – Social Work Field Seminar I**

Faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites. Integrated Writing course.  
3 credit hours

**SW 4880 – Social Work Field Practicum II**

Individual learning experiences under the supervision of an agency field instructor, with guidance from the faculty-field liaison.  
3 credit hours

**SW 4890 – Social Work Seminar II**

Faculty-field liaison utilizes individual and group feedback to assist students in applying generalist social work practice knowledge while planning, implementing, and processing activities at their practicum sites.  
3 credit hours

## **ELECTIVES**

All students are required to take one Social Work elective. In addition, electives are courses you choose to take in order to meet the minimum 120 hours needed to graduate.

**SW 3890 - Selected Topics in Social Work**

Selected topics related to current issues in social work practice; readings, research, and discussion. Examples of past topics include, mental health, death and dying, caregiving across the lifespan, and domestic violence.

**SW 3990 - Independent Study Social Work**

Independent research on social work topic. Requires 3.0 GPA, a faculty sponsor, and completed independent study form.  
1-3 credit hours

**SW 4620 - Social Gerontology I**

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

The Social Work Department offers two electives in child welfare, SW 4730 – Child Welfare I in Fall and SW 4740 – Child Welfare II in Spring. There are no pre-requisites for either course. They are required of students in the Senior Child Welfare Program, but are open to all students.

### SW 4730 - Child Welfare I

Framework for categorizing child welfare problems. Historical and current examination of legislation, policies, programs, and services to address child welfare needs including the role of the child welfare worker.

3 credit hours

### SW 4740 - Child Welfare II

Addresses the developmental and permanence needs of children in the child welfare system.

3 credit hours

## GRADES

A grade of “C” or higher is required in all Social Work courses.

Incomplete grades will be given only for valid, verifiable reasons such as personal illness or injury of a dependent who needs your direct care. Even in this circumstance, satisfactory arrangements must be made with the professor prior to the end of the course (and as soon as possible), or an X grade will be given. The University policy on incomplete grades can be viewed at [Grading | Registrar | Wright State University](#).

## INDEPENDENT STUDY

- Students who want to deepen their understanding and expertise in an area already familiar to them or who wish to develop and improve their research capacities in that area may pursue independent study.
- Courses offered for independent study may not substitute for core curricular offerings.
- Independent study should not be used as a substitute for a closed class. Independent study should not be used to accommodate a student’s work or study schedule.
- In order to qualify for independent study, a student must have attained a cumulative grade point average of 3.0 or above.
- Students who wish to complete an independent study must have a faculty sponsor. Together, the student and faculty enter a written contract related to one work product.
- The independent study includes the following:
  1. The specific topic, subject, or problem to be investigated.
  2. The minimum number of meetings between the student and faculty member during the term in which the study is to occur.
  3. The basis for evaluating the student effort.
  4. Approval of the department chair or designee prior to registration.
- The Independent Study form is Appendix F.

## FIELD EDUCATION

In the Senior year, students must complete 420 hours in the field. Early in the Spring term, the Field Director will come to a class and discuss the field process. Students must complete the Student Profile form and meet with the Field Director during the Spring term preceding the year in which field education will begin. Students will then take field practicum and seminar during the following Fall and Spring terms. The Field Director, taking into account the interest areas and needs of the student, plans the placement. Students are in the agency approximately 15 hours per week.

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

- Reviewing the types of practice sites available
- Student interest
- Role Clarification
  - Student
  - Field Director
  - Agency Based Field Instructor/Supervisor

Students cannot receive social work course credit for life experiences or previous work experience. For more information about field, see the Field Education Handbook.

### **POINTS TO REMEMBER ABOUT FIELD EDUCATION**

- All social work majors are encouraged to volunteer as early in the major as possible in a social service setting.
- Students must start the field education by taking SW 4810, SW 4860, and SW 4870 concurrently.
- Students must take practice courses, SW 4810 and 4820 concurrent with SW 4860, 4870, 4880, and 4890.
- Students should have obtained and completed the Student Profile Form (on the department web page, [liberal-arts.wright.edu/social-work](http://liberal-arts.wright.edu/social-work)) before the initial practicum advising appointment.
- Students should develop a list of goals and objectives for their field education experience.
- Emotional readiness is an integral part of the field education requirements. If you need mental health assistance, please contact Counseling and Wellness at <https://www.wright.edu/student-affairs/health-and-wellness/counseling-and-wellness>.
- Because SW 4860 and 4870 requires permission of the instructor, all students registering for these courses must be interviewed by the Field Director and have the Field Director's permission to register for SW 4860 and 4870.
- Students must meet with their faculty advisor and develop a curriculum plan. The curriculum plan must be signed by the advisor and presented to the Field Director at the practicum advising appointment.
- Successful completion of both the agency observations in SW 2710 and SW 3800 and the major field education is necessary to graduate as a social work major.

## **COLLEGE OF LIBERAL ARTS (COLA) REQUIREMENTS**

The College of Liberal Arts has a dual-advisor model where students are assigned both an academic advisor and a faculty advisor.

CLASS Academic Advisors advise students on:

- How to choose appropriate CORE courses, college requirements (BA language requirement, Research Methods, upper-level credits, etc.), and transfer courses within the CORE

- How to read DARS as it relates to CORE/college requirements
- Process requests for changing and adding majors and minors
- Creating balance between work family and school
- Other campus resources that can help a student to be successful

To schedule an appointment with your academic advisor, call (937) 775-2601 or stop by 120 Millett Hall.

CoLA Faculty Advisors advise students on:

- Courses specific to majors
- Appropriate substitutions or changes for major-related classes (along with the academic advisor)
- Professional development and ethics
- Progress toward professional goals
- Other campus resources that can help a student to be successful

Students can be admitted into the College of Liberal Arts after completing ENG 1100 or ENG 1105 with a grade of C or better and at least two other courses in the Wright State Core taught by CoLA while maintaining a GPA of 2.0 or above.

In addition to completing the program of study for a specific major and university requirements such as the Wright State Core, residency, and Integrated Writing, College of Liberal Arts B.A. students must complete the Language and Research Methods requirement. This consists of a foreign language through the 2020 level and two methods of inquiry courses, one in research methods and one in critical thinking.

- Proficiency in foreign language equivalent to two years of college-level study (through 2020)
- Critical Thinking course: Philosophy 3000
- Research Methods: SW 3000 or WGS 3700
- Fulfill university requirements including Wright State CORE, residency, and integrated writing (IW)
- Complete at least 120 credit hours with a 2.0 cumulative GPA, including no more than 4 hours in physical education
- Complete at least 42 credit hours in 2000 and 4000-level courses, with at least 20 of these taken at Wright State
- Your major courses cannot account for more than 45 credits toward graduation

Students may need more than 120 hours to graduate if they take developmental course work and/or they exceed the maximum limit of Social Work courses or Physical Education skills courses.

The curriculum for the Social Work majors contains 33 hours at the 3000/4000 level. All majors will need at least 9 hours of additional courses at the 3000/4000 level to meet the Liberal Arts requirements of 42 hours at the 3000/4000 level. PHL 3000 and SW 3000/WGS 3700 meet an additional 3 hours each of the 3000/4000 level requirements.

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

## RESEARCH METHODS

CoLA students are required to take at least one Critical Thinking-Quantitative Methods course. Taking SW 3000 meets the COLA requirement. Students must take PHL 3000 in order to meet the CoLA Critical Thinking-Qualitative Methods course.

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

## LANGUAGE

Students may demonstrate proficiency in a foreign language at the 2020 level either by satisfactorily completing course work or by taking an examination. For proficiency exams in French, German, and Spanish, consult the [Department of Modern Languages](#). For proficiency exams in Greek or Latin, consult the [Department of Classics](#). Other languages are acceptable, subject to approval by the Liberal Arts advising office.

Students who are continuing a language that they began studying elsewhere need to be placed at the appropriate level. For placement in French, German, and Spanish, contact the [Department of Modern Languages](#). For placement in Greek or Latin, consult the [Department of Classics](#).

## WRITING ACROSS THE CURRICULUM

Writing Across the Curriculum (WAC) at Wright State University is a comprehensive program extending writing throughout each student's undergraduate career. The Writing Across the Curriculum program consists of two parts—Writing in the Wright State Core and Writing in the Major—and has the following goals:

- To help students grow as writers,
- To encourage students to use writing as a tool to discover and communicate ideas, and
- To introduce students to discipline-specific ways of writing.

## WAC LEARNING OUTCOMES

The WAC program will be looking for five major outcomes:

- Improved student writing
- Writing used as means of inquiry
- Students introduced to disciplinary aspects of writing
- WI requirements being met (Core and major)
- Effective faculty development

## WRITING IN THE MAJOR

All students must successfully complete two integrated writing courses in their major field in order to graduate. Students pursuing a dual major may have the writing requirements for the second major waived at the discretion of the department or college.

## INTEGRATED WRITING COURSES IN THE MAJOR

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

Guidelines and examples of how the writing requirement may be met are available from the Writing Across the Curriculum Coordinator. Additional assistance is provided by the University Writing Center. Returning students must complete the two-course writing requirement in the major.

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

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

## APPLYING FOR GRADUATION

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

### ANTICIPATED GRADUATION DATE

Fall Semester

Spring Semester

Summer Semester

### APPLICATION DEADLINE

2<sup>nd</sup> Friday of Fall Semester

2<sup>nd</sup> Friday of Spring Semester

2<sup>nd</sup> Friday of Summer Semester

# POLICIES

## MANDATORY ADVISING or ACADEMIC PROBATION

A student whose Wright State University GPA is less than 2.0 after 12 attempted hours will be placed on probation. When a student subsequently attains a cumulative GPA of at least 2.0 he/she is removed from probation.

Students who are on probation must have an advisor's approval of their course selection before they register for classes. Advisor approval is also required for all drop-add transactions. Students on probation may have their course loads limited and may be required to take particular courses and participate in academic support programs as indicated by their advisor. ([Academic Standing: Good Standing and Probation | policy.wright.edu | Wright State University](#))

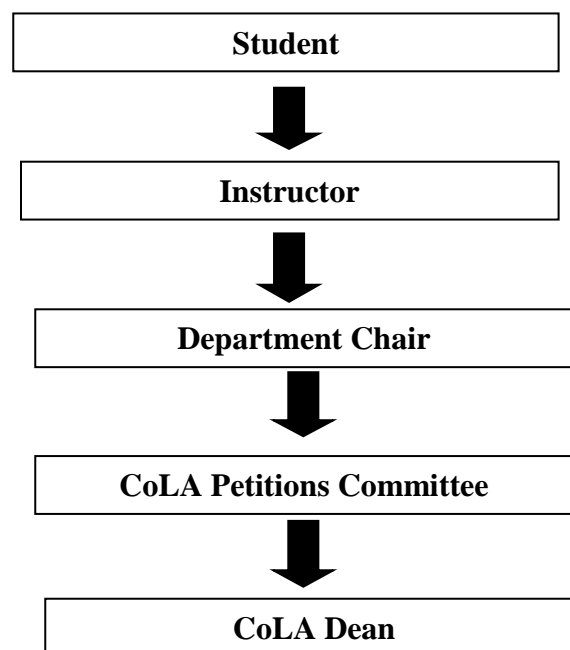
Social Work students admitted to the major must maintain a 2.25 GPA. If a Social Work student's GPA falls below 2.25, the student must meet with the BSW Director to discuss the next steps.

## **PETITIONS and APPEAL PROCESS (Grades)**

Any university, college, or department rule or requirement can be petitioned. A valid petition is for good reasons and contains as much supporting evidence as possible. Only in very rare circumstances are academic requirements ever waived. ([Undergraduate Petition Policy | policy.wright.edu](http://policy.wright.edu) | [Wright State University](http://Wright State University)).

Students who have concerns with a specific instructor about a grade on a specific assignment or about their final grade should follow the College of Liberal Arts Academic Mediation Process found on the CoLA website. Students should first discuss their concerns with the instructor. If the student does not agree with the resolution, they then can send a written complaint to the chair of the Social Work Department (with a copy to the instructor) within 15 days of the meeting with the instructor. The chair will meet with the student and instructor separately and together to discuss the concern. The chair will provide a written notice of the decision related to the concern within 15 days of the meeting between chair, instructor, and student. If the student does not agree with the chair's decision, the student may then submit a written complaint to the CoLA Petitions Committee. The CoLA academic mediation petition is available in the CoLA Advising Office in 120 Millett Hall. The CoLA Petitions Committee will collect information and then make its recommendation to the Dean. The student may submit a written appeal to the CoLA Dean of the Petitions Committee's decision. The Dean will meet with the instructor and chair and make a final decision. See CoLA policy. ([CoLA academic mediation policy](#))

## **ACADEMIC MEDIATION CHART**



## DEPARTMENT OF SOCIAL WORK STUDENT CARE AND CONCERN POLICY

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

All WSU students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to [Conduct Policies: Code of Student Conduct | Student Affairs | Wright State University](#). The faculty of the Social Work Department follows the procedures outlined by the Office of Community Standards and Student Conduct ([Non-academic Violations Process | Student Affairs | Wright State University](#)) to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

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

Minimally, the Social Work requirements are:

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

The Social Work Department's Care and Concern Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Care and Concern 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 they disagree with the actions taken by the Department.

### Definition of Student Concerns:

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



emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

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

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

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 Care and Concern 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 complete the Plan of Action form and meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the Chair of the Department of Social Work. The Plan of Action form is Appendix G.

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

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the Chair, will write a Plan of Action form in order to remediate the concern. The plan could include, but is not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health

and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

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

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

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

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

## **3) Procedures for Recommended Dismissal after first student concern:**

Given the severity of the behavioral concern (eg., incidences when criminal charges would be pressed, significant confidentiality breaches, or a social work license revoked), the Social Work Department may suggest immediate dismissal. Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

### **Second Identification of Student Concern:**

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 their second and last Plan of Action under the following circumstances:

- 1) The student is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and 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. (eg. incidences when criminal charges would be pressed, significant confidentiality breaches, or a social work license revoked).

### **Student Appeal of Decision for Plan of Action or for Dismissal**

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

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

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

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

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

If the student disagrees with the appeal hearing decision, the student may proceed with the College of Liberal Arts academic mediation process ([Policy and Procedure for Undergraduate Academic Mediation College of](#)

[Liberal Arts](#)). Students should begin their process and pay specific attention to Phase Four of the CoLA appeal protocol.

## **STUDENT RIGHTS**

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

Students are permitted to inspect official records, files, and data directly related to them and may challenge the content of their records, to request correction or deletion of information which is inaccurate, misleading, or otherwise in violation of the privacy of other rights of the students. For more detailed information, copies of the statutes and implementing regulations are available in the Social Work Office. Social work majors can review their files by contacting the Social Work Office at (937) 775-2751.

Other student rights are detailed in the [WSU Student Handbook](#).

## **SOCIAL MEDIA POLICY**

Students are expected to follow NASW Code of Ethics regarding confidentiality and social media. Students will follow the policies of their agencies regarding social media usage. If a social media policy does not exist at an agency, student will at a minimum:

1. Not post any content on social media during practicum hours or while at the agency delivering services.
2. Students will not disclose the name of the agency.
3. Students will not post confidential or negative statements, about clients or the agency. (e.g. “my supervisor is a jerk” or “I hate it when clients no show. It wastes my time”.)

See field handbook and practicum seminar for additional details. Social media breaches will be taken seriously and may result in dismissal from practicum and the social work program.

# GETTING INVOLVED

## FACEBOOK

Follow the Social Work Department Facebook page at [wright.state.socialwork](https://www.facebook.com/wright.state.socialwork). We are continually posting upcoming events in the department, university, and social work community, as well as employment opportunities. You will also be reminded of important dates, such as applying for graduation.

## DESSERT WITH THE BSW DIRECTOR /FACULTY

Each semester all social work students are invited to Dessert with the BSW Director or faculty. This is your opportunity to discuss concerns, ideas, and general chat with the Social Work Department BSW Director or faculty and your fellow students. Announcements will be made via email and the Department of Social Work Facebook page.

## DEPARTMENT STUDENT REPRESENTATIVE

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

There are student representatives who attend the Professional Advisory Council (PAC), meetings once a semester.

We encourage student involvement on Department Committees. Student Committee Members work with the faculty to address tasks such as developing procedures to assess our program or discussing the admissions process for the major.

The Social Work Alumni Society welcomes Student Representatives to be involved in the Alumni Society meetings and events.

If you are interested in being a Student Representative, or would like more information, please contact the Department BSW Director.

## SOCIAL WORK CLUB

The Social Work Club invites you to join. The club sponsors many events, from social related lectures and workshops to community service activities and social gatherings. In 2017-2018 the Social Work Club officers are Aliza Mann, [mann.66@wright.edu](mailto:mann.66@wright.edu), and Dacey Higgins, [higgins.66@wright.edu](mailto:higgins.66@wright.edu). The 2017-2018 Social Work Club application is Appendix H. Copies are also available in the social work office.

## PHI ALPHA

The Department also houses the Phi Eta Chapter of Phi Alpha, a national social work student honor society.

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

1. Have completed a minimum of three required social work courses.
2. Have achieved an overall Grade Point Average of 3.00 and 3.25 in all social work courses.
3. Have achieved junior or senior standing.

4. Have demonstrated leadership ability, a high standard of personal behavior and a dedication to social work practice.

The faculty advisors to Phi Alpha, Paula Long and Doug Keown, will identify eligible social work majors and invite them to apply for membership. In 2017-2018 the Phi Alpha officers are Maggie Beck, [beck.79@wright.edu](mailto:beck.79@wright.edu), Brittany Eldridge, [eldridge.33@wright.edu](mailto:eldridge.33@wright.edu), and Katrina Angle, [angle.12@wright.edu](mailto:angle.12@wright.edu). The Phi Alpha application is Appendix I. Copies are also available in the social work office.

## **ASSOCIATION OF BLACK SOCIAL WORKERS**

The National Association of Black Social Workers is comprised of people of African ancestry, and is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. The organization will make Wright State a better place by promoting social change + progression, and professional development. For more information: <https://orgsync.com/165242/chapter>

## **ANNUAL SENIOR RECOGNITION CEREMONY**

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

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

## **OUTSTANDING SENIOR AWARD**

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

1. Attitude as a learner.

Is the student an active, positive learner, willing to participate in classroom as well as out-of-classroom learning experiences? Do they contribute to the learning of others?

2. Performance in the practicum experience.

Does the student demonstrate the values and behaviors that indicate they will be a credit to the profession? Do they put client interests above their own? Do they strive to uphold the code of ethics?

3. Interpersonal relationships.

Does the student strive to treat all people with dignity-clients, fellow students, staff, faculty? Are they willing to take risks to improve their interpersonal skills? Can they approach disagreements as problem-solving opportunities rather than personality conflicts?

# ADDITIONAL OPPORTUNITIES

## SCHOLARSHIPS

### University Scholarships

You may be eligible for University Scholarships. For more information contact the Raider Connect or visit their website at [www.wright.edu/raider-connect](http://www.wright.edu/raider-connect).

### The Department of Social Work Annual Scholarships

The Social Work Department at Wright State University awards several scholarships annually ranging from \$250 to \$1000+ each. Any student wishing to be considered for one of these scholarships must submit a scholarship application form with the Department of Social Work. Check with the Department for application due dates.

#### The Ellen Wiedemann-Berger Memorial Award

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

#### Blazer Scholarship

The Blazer award was established in 1993 in honor of the late Richard Blazer, a Dayton area social worker. Special consideration is given to students under-represented in the major, such as minorities, non-traditional aged students, or students with disabilities. Applicants should demonstrate a financial need that impacts their ability to complete the social work requirements.

#### Social Work Scholarship

Funds for the Social Work award come from the General Campus Scholarship Campaign Fund. Special consideration is given to students under-represented in the major, such as minorities, non-traditional aged students, or students with disabilities. Applicants should demonstrate a financial need that impacts their ability to complete the social work requirements.

#### Gladys Turner Finney Scholarship

The Gladys Turner Finney Social Work Scholarship was established in 1998 to promote and support academic excellence in social work through supplementary aid to African American students with a minimum GPA of 2.75 majoring in social work at WSU.

#### Gentile Scholarship

This scholarship is awarded to social work majors who have shown leadership qualities in class and/or in volunteer work that address social work issues. The fund is intended to support students who may not be eligible for other academic scholarships or need based grants.

#### Lewis P Twill Scholarship

Students eligible for this scholarship must be a senior in Social Work. Students must also be a first generation college student and meet the current University definition of a student from a middle income family, or below, with preference going to those with documented financial need. Preference will be given to students pursuing a practicum in Social Justice or Child Welfare.

#### Debra Downing Social Work Scholarship

This fund supports Social Work majors with demonstrated financial need. Students must demonstrate a passion for social work through volunteer or paid experiences, and demonstrate how they have overcome difficulties or challenges in life.

#### Social Work Alumni Society Scholarship

This scholarship is awarded by the Social Work Alumni Society and is based on the academic performance and career goals of the applicants. Students must have a 3.0 GPA.

#### Greishop/Wissman Social Work Scholarship

This scholarship helps support a senior social work major with 1) demonstrated leadership and 2) completing a practicum with older adults or substance abuse.

### **CERTIFICATE IN GERONTOLOGY**

This program allows you to study in the area of aging and is an excellent way to use your electives if you are interested in work with older adults. It allows you to add specialization to your social work preparation. Please contact Dr. Hyejin Kim, [hyejin.kim@wright.edu](mailto:hyejin.kim@wright.edu) for more information.

### **CHILD WELFARE UNIVERSITY PARTNERSHIP PROGRAM**

This partial tuition reimbursement program provides students with the educational and field experience to become beginning level social workers in the career of child welfare. Students complete their senior field education in a public child welfare agency, attend two required courses on child welfare, and attend additional practicum seminars with the program coordinator. For more information on how to apply to this program contact Paula Long at (937) 775-3980 or [paula.long@wright.edu](mailto:paula.long@wright.edu).

### **HONORS PROGRAM**

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

### **CERTIFICATE IN NONPROFIT ADMINISTRATION**

WSU offers an undergraduate and graduate certificate in Nonprofit Administration that enables students to become a Certified Nonprofit Professional through the Nonprofit Leadership Alliance (NLA). More information can be found at <https://liberal-arts.wright.edu/urban-affairs-and-geography/programs/non-profit-administration-certificate>

### **PROFESSIONAL ORGANIZATIONS**

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

1. The National Association of Social Workers.

Our largest professional organization has a state chapter as well as a Dayton program unit. There are opportunities for student participation, especially at the local program unit level. Join now to take advantage of the student membership fee. The NASW website is [www.naswdc.org](http://www.naswdc.org). Check the local chapter's website for notices of meetings and work opportunities [Region 7: Dayton Area - National Association of Social Workers Ohio Chapter](#). The Ohio NASW conference is held every fall.



2. The National Association of Black Social Workers.  
The NABSW offers opportunities for student involvement. There are many local members as well as regional and national conferences. The NABSW website is [www.nabsw.org](http://www.nabsw.org)
3. The Council on Social Work Education (CSWE).  
CSWE holds an annual conference. There are also planned activities for students from all over the U.S. as well as volunteer activities in return for conference fee waivers. The CSWE website is [www.cswe.org](http://www.cswe.org)
4. The Association of Social Work Boards  
The Association of Social Work Boards (ASWB) is the association of boards that regulate social work. ASWB develops and maintains the social work licensing examination used across the country, and is a central resource for information on the legal regulation of social work. Through the association, social work boards can share information and work together. ASWB is also available to help individual social workers and social work students with questions they may have about licensing and the social work examinations. To register to take the licensure exam or with any questions regarding the exam contact the ASWB at [www.aswb.org](http://www.aswb.org) or (800) 225-6880.

## WHAT'S NEXT AFTER MY BSW

### CENTER FOR LIBERAL ARTS STUDENT SUCCESS (CLASS)

CLASS offers these workforce development services to help you complete your degree and achieve success after college. They are located in 120 Millett Hall.

- personalized career advising
- Liberal Arts Student Career Success Series
- Experiential education/internships
- career related programs and events
- Liberal Arts liaison for all Wright State Career resources and services

### WRIGHT STATE CAREER CENTER

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

The Wright State Career Center provides assistance with resume writing and job searches as well as orientation sessions on posting your resume on the web. Please call (937) 775-2556 for Monday through Thursday walk-in hours or visit their website at [Career Center | Wright State University](http://Career Center | Wright State University). The Career Center is located at E334 Student Union.

## **GRADUATE STUDY**

If you plan to get your Master's, start preparing early in your senior year. Research different schools on their websites. Find out if they require the GRE (Graduate Records Examination) and/or Miller's Analogies Test. Also, find out about Advanced Standing Programs (one year MSW program) that are opened to baccalaureate graduates who have completed a CSWE accredited social work program. Some schools also offer a part-time program and/or a weekend program.

Wright State University offers the Greater Miami Valley Joint MASW Program between Miami University of Ohio and Wright State University. Persons graduating with a MASW are eligible to become Licensed Social Workers (LSW) and Licensed Independent Social Workers (LISW) in the state of Ohio. More information on the Greater Miami Valley Joint MASW Program can be found on our website, [WSU MASW Program](#), or by contacting the MASW Program co-director, Dr. Shreya Bhandari, [shreya.bhandari@wright.edu](mailto:shreya.bhandari@wright.edu).

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

## **SOCIAL WORK LICENSING**

The Counselor, Social Worker and Marriage & Family Therapist Board ([www.cswmft.ohio.gov](http://www.cswmft.ohio.gov)) licenses Social Workers (LSW) and Independent Social Workers (LISW). The requirement for the LSW is a bachelor's or master's degree in Social Work from an accredited university and receiving a 70 or higher on the basic social work exam. Information about the exam can be found at the [Association of Social Work Boards](#).

## **SOCIAL WORK ALUMNI SOCIETY**

Social Work Alumni Society helps graduates stay connected to a professional network and WSU Department of Social Work. Activities include a monthly book club, continuing education trainings, and the annual wine tasting fundraiser for student scholarships. For more information please contact social work alumni president Barb Keferl at [bkeferl@sbcglobal.net](mailto:bkeferl@sbcglobal.net).

# Appendix A



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation  
Commission on Educational Policy

2015

# EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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# INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

## EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).

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## 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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.



## COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

## Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

## Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

**Competency 1:** Demonstrate Ethical and Professional Behavior

**Competency 2:** Engage Diversity and Difference in Practice

**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice

**Competency 5:** Engage in Policy Practice

**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

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

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

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

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

# 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, and are informed by program context.

### *Values*

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

### *Program Context*

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

## Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

## Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

## Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program 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.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

## Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

### Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

### Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.

## Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program 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.



The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

### **Educational Policy 3.0—Diversity**

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s 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 3.0—Diversity**

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

### **Educational Policy 3.1—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

## Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

### *Admissions*

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,\* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** 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*

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** 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. The program describes how it informs students of these policies and procedures.

### *Student participation*

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

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\* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

### Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, 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, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

### Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** 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.
- 3.2.5** 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.
- 3.2.6** 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.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

### Educational Policy 3.3—Administrative and Governance 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. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

### Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** 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.
- 3.3.3** 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.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
  - B3.3.4(a)** The program describes the baccalaureate 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 in social work preferred.
  - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
  - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
  - M3.3.4(a)** The program describes the master's 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 master's program director have a doctoral degree, preferably in social work.
  - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
  - M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

- 3.3.5** The program identifies the field education director.
- 3.3.5(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.
  - B3.3.5(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.
  - M3.3.5(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-master's social work degree practice experience.
  - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
  - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

### Educational Policy 3.4—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 carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

### Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

## Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

## Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
  - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
  - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
  - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
  - An explanation of how the program determines the percentage of students achieving the benchmark.
  - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

# APPENDIX: 2015 EPAS GLOSSARY

*The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.*

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## Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

### *Accreditation*

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

### *Behaviors*

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

### *Classroom*

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

### *Clients and constituencies*

Those served by social workers including individuals, families, groups, organizations, and communities.

### *Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)*

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

### *Competency-based education framework*

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

### *Curriculum design*

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

### *Environmental justice*

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. *(Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).*

### *Holistic competence*

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

### *Intersectionality*

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

### *Multidimensional assessment methods*

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

### *Program options*

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

### *Signature pedagogy*

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

### *Specialized practice*

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

### *Student learning outcomes*

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.



## Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

### *Curriculum (AS B2.0.2, M2.0.2, 3.3.2)*

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

### *Full-time equivalent faculty-to-student ratio (AS 3.2.3)*

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

### *Goals (AS B2.0.1, M2.0.1):*

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

### *In-person contact (AS 2.2.4):*

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

### *Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):*

A table or chart that maps the social work curriculum content to the competencies.

### *Multiple dimensions of each competency (AS 4.0.1)*

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

### *Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))*

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

### *Simulated practice situations (AS 4.0.1):*

Modalities that replicate practice situations to facilitate the demonstration of student competence.

### *Transfer of credits (AS 3.1.4)*

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.





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Strengthening the Profession of Social Work

# Appendix B

# National Association of Social Workers

## CODE OF ETHICS

Effective January 1, 1997

### Preamble

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

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

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

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

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

### Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

## Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

# Ethical Standards

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

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

## 1. SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO CLIENTS

### 1.01 Commitment to Clients

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

### 1.02 Self-determination

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

### 1.03 Informed Consent

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

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

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

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

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

(f) Social workers should obtain clients informed consent before audio taping or video taping clients or permitting observation of services to clients by a third party.

### 1.04 Competence

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

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



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

#### 1.05 Cultural Competence and Social Diversity

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

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

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

#### 1.06 Conflicts of Interest

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

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

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

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

#### 1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients records are stored in a secure location and that clients records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients records in a manner that protects clients confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### 1.08 Access to Records

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

#### 1.09 Sexual Relationships

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

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

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

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

#### 1.10 Physical Contact

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

#### 1.11 Sexual Harassment

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

#### 1.12 Derogatory Language

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

#### 1.13 Payment for Services

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

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

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

#### 1.14 Clients Who Lack Decision-Making Capacity

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

#### 1.15 Interruption of Services

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

## 1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## 2. SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO COLLEAGUES

### 2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### 2.02 Confidentiality

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

### 2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### 2.04 Disputes Involving Colleagues

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

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

#### 2.05 Consultation

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

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

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

#### 2.06 Referral for Services

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

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

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

#### 2.07 Sexual Relationships

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

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

#### 2.08 Sexual Harassment

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

#### 2.09 Impairment of Colleagues

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

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

#### 2.10 Incompetence of Colleagues

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

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

#### 2.11 Unethical Conduct of Colleagues

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

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

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

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

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

### 3. SOCIAL WORKERS ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

#### 3.01 Supervision and Consultation

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

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

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

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

### 3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### 3.03 Performance Evaluation

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

### 3.04 Client Records

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

### 3.05 Billing

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

### 3.06 Client Transfer

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

### 3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

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

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

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

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

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

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

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

### 3.10 Labor-Management Disputes

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

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



#### 4. SOCIAL WORKERS ETHICAL RESPONSIBILITIES AS PROFESSIONALS

##### 4.01 Competence

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

##### 4.02 Discrimination

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

##### 4.03 Private Conduct

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

##### 4.04 Dishonesty, Fraud, and Deception

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

##### 4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

##### 4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials

they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the professions literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent,

and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

## 6. SOCIAL WORKERS ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

### 6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

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

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

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

# Appendix C

# SOCIAL WORK CHECKSHEET

June 2017

## I. Wright State Core Requirements (38 hrs)

### Element 1 – Communication 6 hrs.

\*ENG 1100 \_\_\_\_\_ (3) \_\_\_\_\_  
 \*ENG 2100 \_\_\_\_\_ (3) \_\_\_\_\_

### Element 2 – Mathematics 3 hrs.

MTH 1450 \_\_\_\_\_ (3) \_\_\_\_\_

### Element 3 – Global Traditions 6 hrs.

#### A. History (1 course)

HST 1100 \_\_\_\_\_ (3) \_\_\_\_\_  
 HST 1200 \_\_\_\_\_ (3) \_\_\_\_\_  
 CLS 1500 \_\_\_\_\_ (3) \_\_\_\_\_

#### B. Global Studies (1 course)

RST 2610-2910 \_\_\_\_\_ (3) \_\_\_\_\_  
 CST 2310-2510 \_\_\_\_\_ (3) \_\_\_\_\_

### Element 4 – Arts & Humanities 3 hrs.

C/E/P/R 2040 \_\_\_\_\_ (3) \_\_\_\_\_  
 A/M 2140 \_\_\_\_\_ (3) \_\_\_\_\_  
 MP 1310 \_\_\_\_\_ (3) \_\_\_\_\_

### Element 5 – Social Sciences 7 hrs.

\*PSY 1010 \_\_\_\_\_ (4) \_\_\_\_\_  
 \*SOC 2000 \_\_\_\_\_ (3) \_\_\_\_\_

### Element 6 – Natural Sciences 8 hrs.

\*BIO 1050 or 1070 \_\_\_\_\_ (4) \_\_\_\_\_  
 one additional \_\_\_\_\_ (4) \_\_\_\_\_

### Additional Core Courses for SW 6 hrs.

\*SW 2720 \_\_\_\_\_ (3) \_\_\_\_\_  
 \*EC 2000 or 2900 \_\_\_\_\_ (3) \_\_\_\_\_

### Social Work - Related Requirements 6 hrs.

\*COM 2020 or 2410 \_\_\_\_\_ (3) \_\_\_\_\_  
 \*PLS 2000 or 2900 \_\_\_\_\_ (3) \_\_\_\_\_

### Social Work – Major Requirements 6 hrs.

\*SW 2700 \_\_\_\_\_ (3) \_\_\_\_\_  
 \*SW 2710 \_\_\_\_\_ (3) \_\_\_\_\_

\* Social Work pre requisites must be taken to start the Social Work major. Applications are due Feb 1<sup>st</sup> of each year.

### UPP Program Requirements

SW 4730 \_\_\_\_\_ (3) \_\_\_\_\_  
 SW 4740 \_\_\_\_\_ (3) \_\_\_\_\_

### Gerontology Certificate Requirements

SW 4620 \_\_\_\_\_ (3) \_\_\_\_\_  
 SW 3890 \_\_\_\_\_ (3) \_\_\_\_\_  
 SW 3890 \_\_\_\_\_ (3) \_\_\_\_\_

## II. Liberal Arts Requirements (15-19 hrs.)

### Language or ASL

(through 2020 level of one language)

\_\_\_\_\_ (3-4)  
 \_\_\_\_\_ (3-4)  
 \_\_\_\_\_ (3-4)  
 \_\_\_\_\_ (3-4)

### Methods of Inquiry

6 hrs.

Quantitative Thinking  
 SW 3000 or WGS 3700 \_\_\_\_\_ (3) \_\_\_\_\_  
 Qualitative Methods  
 PHL 3000 \_\_\_\_\_ (3) \_\_\_\_\_

## III. Social Work – Major Requirements

(11 courses – 33 sem hrs, max is 45 sem hrs in the major)

SW 3700 \_\_\_\_\_ (3)  
 SW 4900 \_\_\_\_\_ (3)

SW 3800 \_\_\_\_\_ (3)  
 SW 4700 \_\_\_\_\_ (3)

SW 4810 \_\_\_\_\_ (3)  
 SW 4860 \_\_\_\_\_ (3)  
 SW 4870 \_\_\_\_\_ (3)

SW 4820 \_\_\_\_\_ (3)  
 SW 4880 \_\_\_\_\_ (3)  
 SW 4890 \_\_\_\_\_ (3)

SW 3890 \_\_\_\_\_ (3)

**Electives** (program of study is a minimum of 120 hours)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Additional notes:**

## **Social Work Course List**

SW 2700 – Introduction to Social Work

SW 2710 – SRV: Intro to Social Welfare

SW 2720 – Multicultural Competence in a Diverse World

SW 3000 – Research Methods in Liberal Arts

SW 3700 – Human Behavior in the Social Environment

SW 3800 – SRV: Ethics and Social Work Practice I (IW)

SW 4620 – Social Gerontology I

SW 4700 – Social and Economic Justice (IW)

SW 4730 – Child Welfare I

SW 4810 – Social Work Practice II (IW)

SW 4820 – SRV: Social Work Practice III

SW 4860 – SRVI: SW field Practicum I

SW 4870 – SRVI: SW Field Seminar I (IW)

SW 4880 – SRVI: Social Work Field Practicum II

SW 4890 – SRVI: Social Work Field Seminar II (IW)

SW 4900 – Social Work Research and Critical Thinking

SW 3890 – Special Topics Elective

# Appendix D



6/13/17

# WRIGHT STATE UNIVERSITY

-- Department of Social Work – 270 Millett Hall, Dayton, OH 45435 -- (937) 775-2751  
**SOCIAL WORK APPLICATION**

**HELLO!!** Attached is your application for admission to the Wright State University Social Work Major. Your decision to apply for admission to Social Work indicates you have given careful consideration to your interests, abilities, and commitments relevant to helping people resolve the social problems which affect them.

Acceptance of a student into the Social Work major is decided upon by the Social Work faculty. The decision to admit a student into the program indicates a commitment by the faculty to assist you in your educational and professional development.

Below is a checklist of all of the items which must be submitted to the Social Work Office by 4:00 p.m. on **February 1st**. Social work applications are only reviewed once each year.

For more information about applying to the major, please visit the WSU Social Work Department website at [liberal-arts.wright.edu/social-work](http://liberal-arts.wright.edu/social-work) and Like us on Facebook at [wright.state.socialwork](https://www.facebook.com/wright.state.socialwork).

***Return all materials together as a packet to: Department of Social Work***

***Attn: Bachelor of Arts in Social Work Application  
Wright State University  
270 Millett Hall  
Dayton, OH 45435***

Any application not having all of the following items in the Social Work office by 4 P.M. on February 1st may not be reviewed until the following February 1<sup>st</sup> deadline.

- A. \_\_\_ Schedule and attend an advising appointment with the WSU social work department from Sept 1- Nov 15<sup>th</sup>
- B. \_\_\_ Passed or enrolled in SW 2700 – *Intro to Social Work* with a minimum grade of C.
- C. \_\_\_ Passed or enrolled in SW 2710 – *Intro to Social Welfare* with minimum grade of C.
- D. \_\_\_ Passed or enrolled in SW 2720 – *Multicultural Competence in a Diverse World* with a minimum grade of C.
- E. \_\_\_ The following courses must be completed by the end of the Summer term/s for Fall admittance. The course meeting the content at WSU is in parenthesis. Students may take an equivalent course at another college that was approved by the chair of the WSU Social Work Department.
  - \_\_\_ Academic Writing and Reading (ENG 1100, grade C or higher)
  - \_\_\_ Research Writing and Argument (ENG 2100, grade C or higher)
  - \_\_\_ Intro to Psychology (PSY 1010)
  - \_\_\_ Intro to Sociology (SOC 2000)
  - \_\_\_ Political Life (PLS 2000) or American National Government (PLS 2120)
  - \_\_\_ Interpersonal Communication (COM 2020)
  - \_\_\_ Economic Life (ECON 2000) or Social Issues (ECON 2900) [Macroeconomics is required for transfer courses]

\_\_\_Health and Disease (BIO 1070), or Intro to Biology of Food (BIO 1050)

F. \_\_\_ A minimum, overall GPA of 2.25.

G. \_\_\_ Your application contains: Two letters of PROFESSIONAL references.

Information about your letters:

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

H. \_\_\_ Completed Criminal Background Disclosure statement.

I. \_\_\_ Social Work Professional Statement and Social Issue Statement for admission.

J. \_\_\_ Application for the major in Social Work.

K. \_\_\_ Copy of transcripts with grades of all classes taken at another college or university.

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

If you have taken courses at another university please arrange an appointment with the social work advisor before the due date to discuss which courses may meet requirements for the Social Work Major.

Per CSWE, students cannot receive social work course credit for life experience or previous work experience.

If you have any questions about this application do not hesitate to call the Social Work Department at 775-2751.

# WRIGHT STATE UNIVERSITY

-- Department of Social Work – 270 Millett Hall, Dayton, OH 45435 -- (937) 775-2751 --

## APPLICATION TO THE MAJOR IN SOCIAL WORK

Please PRINT or TYPE and complete fully

Date: \_\_\_\_\_ UID \_\_\_\_\_

Name: \_\_\_\_\_  
Last First MI Maiden

Mailing  
Address: \_\_\_\_\_  
Number & Street City State Zip

Phone: (\_\_\_\_\_) \_\_\_\_\_ (home)  
(\_\_\_\_\_) \_\_\_\_\_ (work)  
(\_\_\_\_\_) \_\_\_\_\_ (cell)

Permanent  
Address: \_\_\_\_\_  
Number & Street City State Zip

Phone: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Please check if you would like information about either of these special interests:

\_\_\_\_ *I am interested in learning more about the Gerontology Certificate Program and working with older adults.*

\_\_\_\_ *I am interested in working with child welfare, foster care, investigation and/or adoptions.*

The Council of Social Work Education requires schools accredited by the Council to report student populations by minority identification. The information requested here will assist in meeting this requirement and will provide statistical data for the department. **RESPONSE IS OPTIONAL.**

\_\_\_\_ African-American  
\_\_\_\_ Mexican-American  
\_\_\_\_ Native American

\_\_\_\_ Puerto Rican  
\_\_\_\_ Asian American  
\_\_\_\_ Anglo American (White)

\_\_\_\_ Foreign (specify):  
\_\_\_\_ Other(specify):

**SUMMARY OF VOLUNTEER AND WORK EXPERIENCE.** Please list in reverse chronological order, beginning with the most recent experience.

***Volunteer Experience in Social Services from High School Graduation to Present***

Agency/Employer	Job Title	Dates	Hours/Week

***Paid Experience in Social Services***

Agency/Employer	Job Title	Dates	Hours/Week

***Other relevant paid or volunteer experience***

Agency/Employer	Job Title	Dates	Hours/Week

I certify that the information contained in this application for admission to the Social Work major is correct and completed by me. I recognize that false representation may result in dismissal from the Social Work major.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## APPLICATION FOR ADMISSION

### SOCIAL WORK PROFESSIONAL STATEMENT GUIDELINES

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As a part of your application for admission to the Social Work Department we ask that you write a statement responding to the items listed below. Your statement will be read by members of the Social Work Faculty. It will be assessed for the relevance of content as well as the clarity of expression. Apply the knowledge and experiences you have gained in your social work classes to complete this statement.

You are expected to respond to all of the items. Your statement must be typed and double-spaced. Make sure your name is on both the professional statement and social issue paper.

- (1) Students make a decision to pursue a career in social work for a variety of reasons including volunteer and/or work experiences, course work, personal values, and life experiences. Please develop a 500 word statement (about 2 typed, double-spaced pages) discussing your own specific reasons for wanting to become a social worker.

Include:

- Specific strengths you currently have to bring to this professional role.
- Identify areas of social work practice you need to strengthen before entering practice
- Specify your hopes for how the social work curriculum will assist you in your professional growth.

Tips for professional statement:

- Stick to the 500 word requirement.
- Address each aforementioned bullet point.
- Be specific – you need to support claims that you make with examples from your classroom learning, volunteer experiences, research, etc.
- Information about your personal life story that has influenced your desire to be a social worker should be one paragraph or less.
- Proofread your document – your grammar, spelling, sentence structure, and paragraph usage will be evaluated.
- Use 12 point times new roman font.
- Use 1 inch margins.
- Label the top of the paper with the heading ‘Professional Statement’.
- Include your name on the paper.

- (2) Discuss a social issue that is of particular interest to you. Prepare a 250 word statement (about one typed, double-spaced page) in response. Describe how you believe:

- Our society should address this issue.
- How you might contribute to its resolution.

Tips for social issue paper:

- Stick to the 250 word requirement.
- Address each aforementioned bullet point.
- Be specific – you need to support claims that you make with examples from your classroom learning, volunteer experiences, and/or research.
- Proofread your document – your grammar, spelling, sentence structure, and paragraph usage will be evaluated.
- Use 12 point times new roman font.
- Use 1 inch margins.
- Label the top of the paper with the heading ‘Social Issue’.
- Include your name on the paper.

(3) Is there any additional information which you believe might be important for the faculty to know as we consider your application for admission?

■■■ **NOTE** ■■■

It is advisable to retain a copy of these materials for your personal records.

## Criminal Records Disclosure

Name (print): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Ohio Counselor, Social Worker, and Marriage and Family Therapist Licensing Board requires that you complete a form detailing any criminal history. To help prepare you for this process and to help screen potential senior placements, we are asking you to complete this application. You will NOT automatically be denied admission to the Department of Social Work or, in the future, a license to practice. However, failure to accurately provide this information will be considered falsification. If you have any questions about this process, please make an appointment with Dr. Sarah Twill.

The following language has been taken from the Licensing Board and also applies to the WSU Department of Social Work application :

*The Board does not pre-evaluate criminal convictions; the evaluation is a part of the application process. Since the Board has the responsibility to protect the public, a primary objective of the Board is to ensure applications for licenses from applicants with criminal convictions have documentation on file that gets an appropriate review. For this reason, the Board evaluates all misdemeanors and felony convictions in the same manner for each type of professional license.*

*All applicants are required under law to report all misdemeanor and felony convictions unless they are only minor traffic violations. All charges and/or convictions require a "yes" answer, even if the original charge and conviction is in an expunged status. Failure to report any police record is falsification of an application and is grounds for denial of an application. When reporting convictions, the applicant is required to provide a complete explanation of the underlying circumstances, sufficient rehabilitation evidence and a copy of the court documents. The Board evaluates each application with any reported convictions on a case-by-case basis to make a determination concerning the applicant's ability to practice with safety to the public. Included in the Board's evaluation is the nature and severity of the offense, additional subsequent acts, timeframe of crime, compliance with sanctions, and evidence of rehabilitation. (<http://cswmft.ohio.gov> or [http://cswmft.info@cswb.state.oh.us](mailto:http://cswmft.info@cswb.state.oh.us))*

Please answer the following questions:

1. Have you ever been convicted of a misdemeanor, other than a traffic offense?

\_\_\_NO

\_\_\_YES. If yes, please provide detailed information, and include any disciplinary actions. Additional documentation may be required.

2. Have you ever been convicted of a felony?

\_\_\_NO

\_\_\_YES. If yes, please provide detailed information, and include any disciplinary actions. Additional documentation may be required.

# WRIGHT STATE UNIVERSITY

-- Department of Social Work – 270 Millett Hall, Dayton, OH 45435 -- (937) 775-2751 --

## PROFESSIONAL LETTER OF RECOMMENDATION

Under the provisions of the Family Educational and Privacy Act of 1974 the applicant will have access to the information provided unless you waive such access.

I hereby waive my right to the information contained in this recommendation.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ has applied for admission to the Wright State University Department of Social Work and requests your letter of recommendation concerning her/his potential for the study of social work.

Please complete the recommendation and return it to the applicant in a sealed envelope as soon as possible, but no later than the February 1<sup>st</sup> deadline.

1. Recommender's Name: \_\_\_\_\_
2. How long have you known the applicant? \_\_\_\_\_
3. In what capacity have you known the applicant? \_\_\_\_\_
4. Please rate the applicant on the following qualities:

Personal Quality	Exceptional	Very Good	Good	Fair
Reliability				
Self Awareness				
Acceptance of Diversity				
Concern for Others				
Critical Thinker				

5. Please attach a letter on your professional letterhead which describes the qualities of the applicant which prepares them for the Social Work major.
6. Please indicate the strength of your overall recommendation by placing an "X" in the appropriate space below:

- Highly Recommend     Recommend With Reservation  
 Recommend             Not Recommend

Signature of Recommender \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_ Phone \_\_\_\_\_

Thank you for your attention to this request. If you have any questions about the recommendation, please call the Department of Social Work at (937) 775-2751.



# WRIGHT STATE UNIVERSITY

-- Department of Social Work – 270 Millett Hall, Dayton, OH 45435 -- (937) 775-2751 --

## PROFESSIONAL LETTER OF RECOMMENDATION

Under the provisions of the Family Educational and Privacy Act of 1974 the applicant will have access to the information provided unless you waive such access.

I hereby waive my right to the information contained in this recommendation.

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ has applied for admission to the Wright State University Department of Social Work and requests your letter of recommendation concerning her/his potential for the study of social work.

Please complete the recommendation and return it to the applicant in a sealed envelope as soon as possible, but no later than the February 1<sup>st</sup> deadline.

1. Recommender's Name: \_\_\_\_\_
2. How long have you known the applicant? \_\_\_\_\_
3. In what capacity have you known the applicant? \_\_\_\_\_  
\_\_\_\_\_
4. Please rate the applicant on the following qualities:

Personal Quality	Exceptional	Very Good	Good	Fair
Reliability				
Self Awareness				
Acceptance of Diversity				
Concern for Others				
Critical Thinker				

5. Please attach a letter on your professional letterhead which describes the qualities of the applicant which prepares them for the Social Work major.
6. Please indicate the strength of your overall recommendation by placing an "X" in the appropriate space below:

- Highly Recommend     Recommend With Reservation  
 Recommend             Not Recommend

Signature of Recommender \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_ Phone \_\_\_\_\_

Thank you for your attention to this request. If you have any questions about the recommendation, please call the Department of Social Work at (937) 775-2751.

# Appendix E

11/4/16

**WRIGHT STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
SEMESTERS  
CURRICULUM PLAN**

Name \_\_\_\_\_ U# \_\_\_\_\_

Email \_\_\_\_\_ phone \_\_\_\_\_

Original Plan (date) \_\_\_\_\_ Updated Plan (date) \_\_\_\_\_

Fall _____	Spring _____
Fall _____	Spring _____
	Apply to SW Major Feb 1 <sup>st</sup>
Fall _____	Spring _____
<b>Language 3 (3)</b> <b>SW 3000 or WGS 3700 (3) – Quant Meth.</b> <b>SW 4900 (3) – Research Methods</b> <b>SW 3700 (3) – HBSE I Micro</b> <b>Elective (3)</b> <div style="text-align: right;"><b>15</b></div>	<b>Language 4 (3)</b> <b>SW Elective (3)</b> <b>SW 3800 (3) – Ethics and SW Practice I</b> <b>SW 4700 (3) – Social and Econ Justice</b> <b>Elective (3)</b> <div style="text-align: right;"><b>15</b></div>
Fall _____	Spring _____
<b>SW 4810 (3) - Social Work Practice II</b> <b>SW 4860 (3) – SW Field Practicum I</b> <b>SW 4870 (3) – SW Seminar I</b> <b>Elective</b> <b>Elective</b> <div style="text-align: right;"><b>15</b></div>	<b>SW 4820 (3) – SW Practice III</b> <b>SW 4880 (3) – SW Field Practicum II</b> <b>SW 4890 (3) – SW Seminar II</b> <b>Elective</b> <b>Elective</b> <div style="text-align: right;"><b>15</b></div>

Integrative Writing Courses Remaining	CORE Courses Remaining	3000/4000 Level Courses Remaining
Liberal Arts Requirements Remaining	Electives Needed to Add up to a minimum of 120 Hours	Courses needed for minor, child welfare, or Gerontology Certificate

Faculty Advisor \_\_\_\_\_

# Appendix F

**Application for Undergraduate and Graduate Independent Study  
College of Liberal Arts**

Department \_\_\_\_\_

Please circle term for Independent Study: Fall=80 Spring=30 Summer=40\* Year: \_\_\_\_\_

\*Note: If Summer course, please circle the term: A B or C

Student's Name: \_\_\_\_\_ Student UID: U \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Student Class Level: \_\_\_\_\_ Major: \_\_\_\_\_ GPA: \_\_\_\_\_

**Course Registration/Permission Information**

Banner CRN: \_\_\_\_\_ Subject: \_\_\_\_\_ Course Number: \_\_\_\_\_ Section: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

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

**Project**

Project Title: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Basis For Evaluation** Description and weighting of graded assignments

Description % of Grade

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student's Signature Date

\_\_\_\_\_  
Instructor's Signature Date U \_\_\_\_\_  
(Please print name) Instructor UID

\_\_\_\_\_  
Department Chair's Signature Date

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## **Liberal Arts Policy for Graduate & Undergraduate Level Independent Study**

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

- A. Students who desire to deepen their understanding and expertise in an area already familiar to them or who wish to develop and improve their research capacities in that area may pursue independent study.
- B. Courses offered for independent study may not substitute for core curriculum offerings.
- C. Independent study should not be used as substitute for a closed class.
- D. Independent study should not be used to accommodate a student's work or study schedule.

### **II. Student Eligibility**

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

### **III. Procedures**

- A. Each student intent upon pursuing a directed course of study enters a written agreement for such study with a faculty member competent to direct the study topic on the basis of his/her training and experience.
- B. The Independent Study Agreement includes the following:
  - 1. The specific topic, subject, or problem to be investigated.
  - 2. The minimum number of meetings between the student and faculty member during the term in which the study is to occur.
  - 3. The basis for evaluating the student effort.
  - 4. Approval of the department chair or designee prior to registration.

# Appendix G

**Plan of Action Form for Care and Concern Plan**

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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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Ad Hoc Committee will:

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Special Notes:

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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

# Appendix H

Wright State University  
Social Work Club Membership Application  
2016-2017

Dues are \$ 10 per year or \$ 5 a semester. Please make your checks payable to "WSU Dept of Social Work" and write "SW Club" in the memo line. You are also required to participate in at least one social work club activity each semester.

Benefits for becoming a member:

1. The satisfaction of helping others
2. Community service/volunteer hour opportunities
3. Professional development
4. Networking opportunities
5. End of the year celebration!

Name: \_\_\_\_\_

Email: \_\_\_\_\_

To be filled out by the club treasurer (date & initial)!

Amount Paid: \$ 5 Fall \_\_\_\_\_ or \$ 5 Spring \_\_\_\_\_ or \$ 10 year \_\_\_\_\_

# Appendix I

**WRIGHT STATE UNIVERSITY**  
**APPLICATION FOR ADMISSION TO THE PHI ETA CHAPTER OF PHI ALPHA –**  
**SOCIAL WORK HONORARY SOCIETY**

To be eligible for admission, the applicant must be a junior, senior, or graduate student, and be accepted into the Social Work program. Undergraduate students must have a cumulative grade point average of 3.0, have completed at least three required Social Work (SW) courses, and have a grade point average of 3.25 in social work courses. Graduate students must have a cumulative grade point average of 3.5, and have completed at least three required Social Work (SW) courses. All applicants must have demonstrated leadership ability, a high standard of personal behavior, and a dedication to social work practice.

Name: \_\_\_\_\_ Application Date: \_\_\_\_\_

University ID: \_\_\_\_\_

Local Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_ (home)

\_\_\_\_\_ (cell)

Total Credit Hours Completed: \_\_\_\_\_ Cum GPA: \_\_\_\_\_

Present Class Standing: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Graduate

Anticipated Graduation Date: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Initiation fee is \$50.00. Checks should be payable to Phi Alpha. Return this application and your initiation fee to:

Carole Staruch  
Department of Social Work  
Wright State University  
270 Millett Hall  
Dayton, OH 45435

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

# Appendix J

**APPLICATION FOR PARTICIPATION IN  
DEPARTMENTAL HONORS PROGRAM**

**Department of Social Work**

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

1. Name \_\_\_\_\_ UID \_\_\_\_\_

2. Date of this Application \_\_\_\_\_

3. Class Rank \_\_\_\_\_ Expected Date of Graduation \_\_\_\_\_

4. Accumulative Grade Point Average for All Courses \_\_\_\_\_

5. Accumulative Grade Point Average for SW Courses \_\_\_\_\_

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

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

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

A. \_\_\_\_\_

B. \_\_\_\_\_

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

_____	Semester	_____	Credit Hours
_____	Semester	_____	Credit Hours
_____	Semester	_____	Credit Hours

APPROVED:

\_\_\_\_\_ Honors Committee Chair Person

\_\_\_\_\_ Department Chair

\_\_\_\_\_ Date