

**University of North Carolina at
Pembroke**



**Social Work Department
Student Handbook**

**Master of Social Work
Program
2011-2012**

MSW Student Handbook

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2011-2012 *Edition*

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Acknowledgements: Faculty members responsible for the development of *The Social Work*

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Introduction to the MSW Program

The MSW program offers two levels of professional preparation: foundation level generalist social work (first year of study) and advanced generalist social work practice with an emphasis on advanced generalist practice in rural communities and an emphasis in working with populations-at-risk. The courses of study totaling 60 hours may be completed over two years (regular) or in three years (extended program). Students accepted in the Advanced Standing course of study will enroll in the program full-time during Summer I and Summer II (bridge courses) and complete their remaining course work in one year (fall and spring). The Advanced Standing Program consists of 38 hours required for graduation

The MSW program builds on the Core Values of the University. The MSW program is designed to (1) help meet the immediate and growing need in public, private and social service agencies in North Carolina for advanced generalist social work professionals, and (2) to offer an advanced generalist program that emphasizes work with Rural and Native American indigenous populations.

Mission Statements

Mission of the Social Work Department

The mission of the Social Work Program at The University of North Carolina at Pembroke seeks to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

Mission of the MSW Program

The mission of the Master of Social Work (MSW) program at the University of North Carolina at Pembroke is to prepare students for professional social work practice within an advanced generalist model. Social workers prepared using an advanced generalist model have the capacity to practice in varied settings with diverse client populations. They are equipped to utilize resources available in rural areas and prepared for the challenges of working with indigenous communities. They have an awareness of both historical and contemporary social issues that are embedded in a framework of a larger, more global reality. There are few social work programs in rural and Native American communities that prepare students in this manner.

Goals of the MSW Program

Building on the BSW program, the MSW program at UNCP both continues and enhances the current mission, emphasizing fieldwork as a mechanism for integration of knowledge and experience. The program provides students opportunities to apply the advanced social work generalist model under the supervision of a practicing social worker. The program includes the following goals:

- 1 To offer a comprehensive foundation curriculum, based upon the liberal arts perspective, that effectively addresses social work values and ethics, diversity, the promotion of social and economic justice, population-at-risk, human behavior and the social environment, social work practice, social welfare policy and services, research, and field practicum.
- 2 To draw upon the generalist perspective and professional experiences offers a comprehensive, integrated advanced generalist concentration curriculum.

- 3 To offer a focus on social work generalist practice at all levels: individual, family, community, state, nation, and international, with an emphasis on rural and Native American communities.
- 4 To prepare graduates for participation in advanced level education beyond the MSW degree and to promote life-long learning among North Carolina social workers by providing quality continuing education opportunities.
- 5 To emphasize the rural community in practice, with special emphasis in dealing with populations-at-risk.
- 6 To promote the active involvement of faculty and graduate students in scholarly production, including basic and applied research.
- 7 To engage in action and analysis that lead to the development, adoption, and implementation of effective and humane policies and programs.
- 8 To provide professional leadership in planning, organizing, delivering and evaluating quality social services at the community level.

Implementation of the program goals will be characterized by the following:

Regional Rural Focus: Requires students to become knowledgeable about the regional landscape in which they live and understand the unique circumstances of practicing in culturally diverse rural areas. This addresses the University's goal of improving the quality of life for a culturally diverse society.

Community Development and Leadership: Requires students to take leadership roles in public and private social service agencies in such areas as mental health, anti-poverty work, rural community development, and child welfare, while encouraging responsible participatory citizenship. This is in keeping with the University's mission of preparing knowledgeable professionals for future community development.

Life Long Learning and Professional Development: The program seeks to develop professional working relationships based on collaboration, and mutual learning dedicated to social justice, equity, and cultural competence.

Social and Economic Justice: The MSW program seeks to develop understanding of the multi-level relationships among economic, political, and social systems that contribute to the perpetuation of poverty and oppression.

International Exchange: Following the University's mission, the Social Work Department will continue to support faculty/student exchanges, preparing students with global perspectives.

Technology: Graduates from the UNCP MSW program will gain a working knowledge of emerging information technology that meets the needs of the communities and contexts in which they will be practicing.

MSW Program Objectives

Foundation area objectives of the Department of Social Work that are derived from the goals of the department are to prepare students to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and practice in accordance with the profession's ethical standards and principles.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice, particularly in working with Native Americans.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of an advanced generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities, with particular emphasis on theoretical frameworks regarding Native Americans.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems.
13. Understand the nature of social work practice in rural communities.
14. Understand the nature of practice when working with Native Americans.

University Goals and the UNCP MSW Goals and the MSW Objectives

University Goals	CSWE/MSW Goals	MSW Program Objectives
To promote excellence in teaching and learning as a primary focus in an environment of free inquiry and dynamic exchange between students and faculty.	To offer a comprehensive foundation and advanced curriculum, based upon the liberal arts perspective, that effectively addresses social work values and ethics, diversity, the promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social work practice, social welfare policy and services, research, and field practicum.	1,2,4,5,7,8,9,13,14
To ensure quality academic programs and learning opportunities for the liberal arts, in preparation for diverse professions and for service to	To draw upon the generalist perspective and professional experiences to offer a comprehensive, integrated advanced generalist	2, 6,7

University Goals	CSWE/MSW Goals	MSW Program Objectives
the region.	concentration curriculum.	
To encourage and support meaningful faculty research and development.	To promote the active involvement of faculty and graduate students in scholarly production, including basic and applied research.	3,8,9
To recruit and retain students capable of achieving academic and professional success and of enriching the intellectual, cultural, and social community of the University.	To offer a focus on social work generalist practice at all levels: individual, family, community, state, national, and international, with an emphasis on rural and Native American communities.	3,6,7,13,14
To provide and support extra-curricular and student life activities and facilities designed to enrich the educational experience of residential and commuter students, enhance the image of the University, and serve the rural region.	To prepare graduates for participation in advanced level education beyond the MSW degree and to promote life-long learning among North Carolina social workers by providing quality continuing education opportunities.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
To provide ways by which the life of the region can benefit the educational experience of the University and be enhanced by the University.	To engage in action and analysis that lead to the development, adoption and implementation of effective and humane policies and programs.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
To instill in University of North Carolina at Pembroke students a continuing appreciation for diverse cultures and an active concern for the well-being of others.	To emphasize the rural community in practice, with special emphasis in dealing with populations-at-risk.	3,7,4,12,13,14
To promote academic and scholarly excellence, the University's rich heritage, and the enhancement of the immediate and larger region.	To provide professional leadership in planning, organizing, delivering and evaluating quality social services at the community level.	8,9,12

Advanced Generalist Practice

Autonomous Multi-Perspective Practice

Lifelong Learning

Continuous engagement in acquiring and applying knowledge and skills in the context of authentic, self-directed problems

Social Work Advanced Generalist Curriculum

Multi-Perspective Practice, Theory Building, Empirical Research, Enhanced Skills, Enhanced Techniques, and Field

Social Work Foundation Curriculum

HBSE, SW Research, SW Practice, Policy, Values and Ethics, Diversity, and Populations at Risk and Field

Liberal Arts

18 hours of humanities, social and behavioral sciences, physical sciences (specifically human biology), and mathematics

Rural and Indigenous Environment

Lumbee Community/Rural Community

UNCP MSW CONCEPTUAL FRAMEWORK

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The Curriculum

The foundation and the advanced curriculum is designed to prepare students for professional advanced generalist social work practice responsive to the challenges and resources present in rural areas in general and indigenous communities in particular.

Foundation Year

The foundation graduate content prepares the students with generalist content similar to what is provided in accredited BSW programs, but is more extensive and offers greater depth and breadth and requires more advanced critical thinking skills. The foundation courses address values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and social environment, social welfare policy and services, social work practice, research, and the generalist field education. The foundation curriculum is designed to provide an integrated system of courses that introduces students to the knowledge, values, and skills needed for students to build on during their second (concentration) year.

Foundation Generalist Curriculum

Fall Semester

SWK 5000 Human Behavior and the Social Environment I	3 hours
SWK 5050 Foundations of Social Work Practice	3 hours
SWK 5070 Social Welfare Policy and Programs	3 hours
SWK 5200 Social Work in a Diverse Community	3 hours
SWK 5300 Field Instruction I and Seminar	3 hours

Spring Semester

SWK 5105 Human Behavior and the Social Environment II	3 hours
SWK 5100 Social Work Research	3 hours
SWK 5060 Social Work Practice with Individuals	3 hours
SWK 5700 Child Welfare (Rural/Indigenous Communities) or Grant Writing	3 hours
SWK 5400 Field Instruction II and Seminar	3 hours

Advanced Year

The Advanced year will offer one concentration curriculum. The concentration year offers Advanced Generalist Practice with an emphasis on a rural context, and indigenous populations. It is designed to integrate and build upon the Foundation Curriculum. Graduates will become advanced generalist social workers who are trained to meet the unique needs of clients in rural regions, where practitioners are called upon to serve in a variety of capacities. Social Workers who practice in this area must be aware of the unique issues of the indigenous populations and working in rural communities.

Concentration Objectives

The advanced generalist concentration prepares social workers for advanced practice who:

1. Recognize and understand the needs, responses and strengths of people who experience oppression due to race, ethnicity, gender, sexual identity, social class, national origin, physical and mental abilities, age, religion and spirituality.
2. Practice at a multi-level to include individuals, families, groups, organizations and communities, with special emphasis on rural settings.
3. Understand social work and other appropriate theory and implement practice methods

based on theory on that multi-theory basis, allowing for free selection of theories as appropriate.

4. Practice in a manner that supports client strengths, incorporates social justice and facilitates empowerment with individuals, and/or families and/or groups.
5. Practice ethically and promote the values of the social work profession as embodied in the NASW Code of Ethics.
6. Apply advanced skills in differential assessment, intervention and practice evaluation with individuals and/or families and/or groups based on the best available evidence.
7. Practice collaboratively with populations at risk in all settings.
8. Seek and effectively use supervision, consultation and ongoing professional growth and development in advanced social work practice with individuals, and/or families and/or groups.

Advanced Generalist Curriculum

Summer Session I

SWK 5120 Integrative Seminar HBSE and SWK 5110 Integrative Seminar Practice 4 hours
ADVANCED STANDING ONLY

Summer Session II

SWK 5130 Integrative Seminar Research and SWK 5140 Integrative Seminar Policy 4 hours
ADVANCED STANDING ONLY

Fall Semester

SWK 5320 Community Development and Social Planning in Rural Communities 3 hours
SWK 5410 Management and Supervision in Diverse Settings 3 hours
SWK 5430 Advanced Practice with Individuals and Families 3 hours
SWK 5570 Advanced Social Work Practice with Families in Rural Settings 3 hours
SWK 5500 Field Education III and Seminar 4 hours

Spring Semester

SWK 5450 Program Evaluation 3 hours
SWK 5580 Social Work Practice with Groups/Organizations in Rural Communities 3 hours
SWK 5600 Advanced Clinical Assessment and Intervention Methods 3 hours
SWK 5800 Field Education IV and Seminar 5 hours

**Master of Social Work UNC Pembroke
Advisement Guide for MSW Advanced Standing 38 semester hours**

Student

Banner ID Number

Mailing Address

Email Address

Date enrolled

Telephone Number

Cell Number

Major Advisor

Bridge Curriculum Summer I and II	Hrs.	Session Taken	Grade
SWK 5110 PRACTICE / SWK 5120 HBSE	4	_____	_____
SWK 5130 RESEARCH / SWK 5140 POLICY	4	_____	_____
Total: 8 Semester Hours		<input type="checkbox"/> ✓ if all taken in Summer	
Fall			
SWK 5320 COMMUNITY DEVELOPMENT	3	_____	_____
SWK 5410 MANAGEMENT AND SUPERVISION	3	_____	_____
SWK 5430 ADVANCED PRACTICE WITH INDIVIDUALS FAMILIES	3	_____	_____
SWK 5570 ADVANCED PRACTICE WITH FAMILIES	3	_____	_____
SWK 5500 FIELD EDUCATION III	4	_____	_____
Total: 16 Semester Hours		<input type="checkbox"/> ✓ if all taken in Fall	
Spring			
SWK 5450 PROGRAM EVALUATION	3	_____	_____
SWK 5580 SW PRACTICE WITH GROUPS/ORG IN RURAL COMMUNITIES	3	_____	_____
SWK 5600 ADVANCED CLINICAL ASSESSMENT AND INTERVENTION METHODS	3	_____	_____
SWK 5800 FIELD WORK EDUCATION IV	5	_____	_____

**Master of Social Work UNC Pembroke
 Advisement Guide for MSW Part-time/extended/60 semester hours
 To Be Completed in Three Years**

Student

Banner ID Number

Mailing Address

Email Address

Date enrolled

Telephone Number

Cell Number

Major Advisor

Year 1 Foundation	Hrs.	Semester Taken	Grade
SWK 5000 HBSE I	3	_____	_____
SWK 5050 FOUNDA PRACT I	3	_____	_____
SWK 5070 SOCIAL WELFARE POLICY	3	_____	_____
Total: 9 Semester Hours		() ✓ if all taken in Fall	
SWK 5100 SOCIAL WORK RESEARCH	3	() ✓ if all taken in Spring	_____
SWK 5150 HBSE II	3	_____	_____
SWK 5700 CHILD WELFARE	3	_____	_____
Total: 9 Semester Hours			
SWK 5300 FIELD INSTRUCTION I	3	() ✓ if taken in Summer	_____
Total: 3 Semester Hours			
Year 2	Hrs.	Semester Taken	Grade
SWK 5200 SOCIAL WORK IN A DIVERSE COMMUNITY	3	_____	_____
SWK 5400 FIELD INSTRUCTION II	3	_____	_____
SWK 5410 MANAGEMENT AND SUPERVISION	3	_____	_____
Total: 9 Semester Hours		() ✓ if all taken in Fall	
SWK 5450 SW PROGRAM EVALUATION	3	_____	_____
SWK 5060 SW PRACTICE WITH INDIVIDUALS	3	_____	_____
SWK 5580 SW PRACTICE WITH GROUPS/ORG.	3	_____	_____
Total: 9 Semester Hours		() ✓ if all taken in Spring	
SWK 5320 COMMUNITY DEVELOPMENT	3	() ✓ if taken in Summer	_____

SOCIAL WORK DEPARTMENT

Advisement Guide for MSW Full-time/2 year/60 semester hours

Student

Banner ID Number

Mailing Address

Date enrolled

Telephone Number

Cell Number

Major Advisor

1st Year Foundation	Hrs.	Semester Taken	Grade
SWK 5000 HBSE I	3	_____	_____
SWK 5050 FOUNDA PRACT I	3	_____	_____
SWK 5070 SOCIAL WELFARE POLICY	3	_____	_____
SWK 5200 SOCIAL WORK IN A DIVERSE COMMUNITY	3	_____	_____
SWK 5300 FIELD INSTRUCITON I Total: 15 Semester Hours	3	() ✓ if all taken in Fall	_____
SWK 5100 SOCIAL WORK RESEARCH	3	_____	_____
SWK 5150 HBSE II	3	_____	_____
SWK 5060 SW PRACTICE WITH INDIVIDUALS	3	_____	_____
SWK 5700 CHILD WELFARE	3	_____	_____
SWK 5400 FIELD INSTRUCTION II Total: 15 Semester Hours	3	() ✓if all taken in Spring	_____
2nd Year Advanced	Hrs.	Semester Taken	Grade
SWK 5320 COMMUNITY DEVELOPMENT	3	_____	_____
SWK 5410 MANAGEMENT AND SUPVERVISION	3	_____	_____
Comments:	3	_____	_____
	3	() ✓ if all taken in Fall	_____
	4	_____	_____

SWK 5430 ADV PRACTICE WITH INDIVIDUALS			
SWK 5570 ADVANCED PRACTICE WITH FAMILIES			
SWK 5500 FIELD EDUCATION III			
Total: 16 Semester Hours			
SWK 5450 PROGRAM EVALUATION	3	_____	_____
SWK 5580 SW PRACTICE WITH GROUPS/ORG.	3	_____	_____
SWK 5600 ADVANCED CLINICAL ASSESSMENT	3	_____	_____
SWK 5800 FIELD EDUCATION IV	5	_____	_____
Total: 14 Semester Hours		() ✓if all taken in Spring	
Total: 60 Credits			

**ELECTIVE AND TRANSFER COURSEWORK MUST BE APPROVED BY THE
SOCIAL WORK DEPARTMENT**

Course Descriptions

SWK 5000 Human Behavior and the Social Environment I

This course which is the first part of a two parts sequence (SWK 5000 and 5150) reflects a critical perspective on understanding individuals, families, and their interpersonal and group relationships; lifespan development; theories of well-being, stress, coping and adaptation. The emphasis within this course is on knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Major components will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems change.

SWK 5050 Foundations of Social Work Practice

This course provides the context for advanced generalist social work practice. Students will learn about the historical development of the social work profession. The course offers an overview of contemporary social work practice and the need for social services in a modern society. It reviews social work methods and fields of practice with an emphasis on professional values and ethics. The objectives are realized through an Ethical Dilemma Paper, a person model of advanced generalist social work practice paper class discussions and experiential exercises.

SWK 5060 Social Work Practice with Individuals

This course emphasizes social work concepts and fundamental skills of practice with individuals and their families. Students will learn a problem solving process that includes problem identification, needs and strengths assessments, planning, intervention, termination, and evaluation. Skills in relationship building, interviewing, and recording and documentation will be reviewed. Knowledge and skills relevant to practice with populations at risk including women, people of color, gay and lesbian, and/or are economically impoverished will be emphasized. Issues of oppression, diversity, social justice, values, and ethics will be integrated throughout the course. Attention will also be given to the evolution of social work practice from a historical perspective.

SWK 5070 Social Welfare Policy and Programs

This course provides students with an overview of the history and development of social policy and programs in the United States. Students will learn how to analyze contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic and other social conditions that influence policy and law with an emphasis on social justice. Students will learn basic legal research and will become familiar with laws that provide the foundation for many social policies. Students will develop skills necessary to function within the legal system on behalf of various vulnerable populations.

SWK 5080 Rural Social Work

This course presents the unique challenges to social work with populations in rural settings, with an emphasis on rural areas of North Carolina. The course will examine the history of the rural experience and how it is affected by changes in the ethnic, economic, technological, and political landscape. The course will include implications of these changes for the practice of social work using an advanced generalist approach. Credit, 3 semester hours. Prerequisite: Admission to Graduate School. (New Elective)

SWK 5100 Social Work Research

The purpose of this course is to increase students' knowledge of various research and evaluation methods that can be used in social work settings across a number of populations and modalities. The course will focus on how ethics apply to research and evaluation, research problems are formulated, how hypotheses or research questions are derived, and the specific designs that researchers may use in addressing specific research topics. Students will learn the processes involved in carrying out social work research, examine social work research issues, evaluate research findings, assess research instruments in terms of reliability and validity, formulate research proposals, and learn to use research to evaluate the effectiveness of social work practice and social work programs.

SWK 5110 Advanced Standing Bridge Course- Practice Module

This course is for advanced standing students in the Social Work Department—students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. This course is intended to supplement the knowledge, skills, and values foundation developed in participants' BSW programs. It addresses topics necessary for Advanced Generalist MSW-level practice and to support effective and ethical micro- and macro-level interventions. This course will address knowledge and skills gaps in preparation for Advanced Generalist practice curriculum.

SWK 5120 Advanced Standing Bridge Course- HBSE Module

This course is for advanced standing students in the Social Work Department—students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. Students will demonstrate an understanding of the factors which influence and shape family life and individual development within the context of society, communities, organizations, and institutions at an advanced level. It is designed to supplement and complement the social work training that individuals have received in BSW programs as preparation for student's entry into the second year of the master's program.

SWK 5130 Advanced Standing Bridge Course- Research Module

This course is for advanced standing students in the Social Work Department—students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. Students will enhance their skills in evaluation, appraisal, and application of the concepts, design, and process of applied research in social work, focusing on foundation skills in conducting empirical research within the context of theory, literature review, research design and measurement, research ethics, and professional practice.

SWK 5140 Advanced Standing Bridge Course- Policy Module

This course is for advanced standing students in the Social Work Department—students who have completed the Bachelor of Social Work degree from an accredited social work program. This course is designed to provide a conceptual orientation for the Advanced Generalist concentration year. The goal of this course is to refresh and enhance students' welfare policy analysis in preparation for the concentration year. Students will enhance their skills in analyzing contemporary social policy issues and social programs and to understand the relationship between social policy and law. The course focuses on political, economic and other social conditions that influence policy and law with an emphasis on social justice. This course will

address knowledge and skill gaps in preparation for the advanced generalist policy curriculum.

SWK 5150 Human Behavior and the Social Environment II

This course stimulates student thinking about the role of privileged and oppressed statuses and their influence on human development. This emphasis is supported by the NASW Code of Ethics which states that “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” (NASW Code of Ethics, 1.05c).

SWK 5200 Social Work in a Diverse Community

This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Students will play an active role in their own learning through the use of writing, electronic discussion groups, and other experiential exercises.

SWK 5300 Field Instruction I and Seminar

This is the first course of four field experiences that enable students to apply master’s level coursework in a generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist/advanced skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet weekly throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences.

SWK 5320 Community Development and Social Planning in Rural Communities

This course examines methods of organizing people for social and political advocacy on their own behalf or on behalf of others to bring about change in rural communities. Rural community advocacy is an empowering process to bring together underrepresented groups to generate power and create a more socially just society. This course builds on the foundation course work.

SWK 5400 Field Instruction II and Seminar

This is the second course of four field experiences that enable students to apply master’s level coursework in a generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities. The graduate field instruction includes a seminar that will meet four times throughout the semester. The purpose of the seminar will be for students to share field experiences and to relate them to real world experiences.

SWK 5410 Management and Supervision in Diverse Settings

The purpose of this course is to equip students to perform a variety of management functions in a broad range of human service organizations. The course will focus on areas that include the role of the manager, theories of management, specific approaches to management of the organization, motivating workers, management of data, information and budgets, and supervision. Emphasis will be on the integration of theory and the practical application of management tools and techniques for effective functioning of the organization. This course

builds on the foundation course work.

SWK 5430 Advanced Practice with Individuals and Families

This course examines practice with individuals and families. Mastery of tasks that enhance social functioning will be examined. Students will learn effective strength-based interviewing skills. This course builds on the foundation courses.

SWK 5450 Program Evaluation

The purpose of this course is to provide students with a thorough understanding of the research design techniques necessary to evaluate the effects of services on clients, community needs, and address the needs for accountability. The themes of diversity and social work values and ethics are addressed in relation to macro research methods, program evaluation, and community-based research. Attention is placed on diversity concerns related to indigenous populations. This course covers the applications of research design techniques to data collection in human service agencies and communities, including the use of statistical analysis for program evaluation and needs assessment.

SWK 5500 Field Education III and Seminar

The graduate Field Practicum III is the third of four field experiences that enables students to apply master's level coursework in a generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities.

SWK 5570 Advanced Social Work Practice with Families in Rural Settings

This course builds on the core frameworks and competencies acquired in the foundation classes to help students develop specialized knowledge and skills for working with families. The emphasis of the course is on family- and community- centered assessment and intervention within an ecological framework. Special attention is given to the needs of families affected by poverty and oppression.

SWK 5580 Social Work Practice with Groups and Organizations in Rural Communities

This advanced generalist course builds on the content presented during the foundation year. It focuses on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups and organizations, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation in the rural setting. Organizational theories will be covered as well. Theories that support social justice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development. A variety of experiential assignments and exercises will be used to help students enhance their leadership knowledge and skills.

SWK 5600 Advanced Clinical Assessment and Intervention Methods

An advanced course in the assessment skills required for professional social work practice in mental health and other clinical settings. The course will focus on clinical assessment as described in the Diagnostic and Statistical Manual of Mental Disorders. DSM IV-TR. Students

will be expected to become conversant with the clinical descriptions used in mental health diagnosis, and to master the basic assessment skills required of social workers in clinical settings. Students will apply assessment knowledge and skills in planning practical and effective treatment strategies. Clinical assessment skills are not only necessary for the social worker in many areas of direct practice but are of use to all social workers as they deal with other helping professionals (i.e., psychiatrists, psychologists, school counselors, etc.). This may be particularly true in rural settings where the social work generalist may be called upon to function in multiple roles and fields of practice.

SWK 5700 Child Welfare (Rural/Indigenous Communities)

This course designed to provide practice knowledge and skills for students preparing for positions in public child welfare. The competencies taught in the course will also give social workers in a variety of settings that serve children a better understanding of the child welfare system and its services in North Carolina. The course is designed to acquaint the student with the tools and techniques necessary to enhance their ability to think critically in a variety of situations and experiences.

Attention will be given to the legal foundations for child welfare practice. Federal and state laws that affect child welfare decisions will be explored. Knowledge of the court system and procedures will be stressed as the students develop family service case plans, risk assessments and explore options for making permanent plans for children. Some of the activities that will help to meet the objectives are visits to family court, shadowing a child welfare worker and paper investigating the laws that pertain to child welfare in North Carolina.

The values, mission and standards adopted by the North Carolina Department of Health and Human Services will be integrated with knowledge gained in theory courses as the students develop responses to case examples. Some of the work in the class will be Internet and technology based.

SWK 5710. Grant Writing

This course will seek to develop research and grant writing skills and competencies to aid the student in assisting communities, Community Based Organizations, non-profit agencies, etc., in meeting the needs of the communities and/or associated publics. The focus of this course is the practical application of social analysis, critical thinking, and the development of related skill-sets such as community mapping/research, resource identification, program planning/development, capacity building, and change/intervention strategies to aid in the creation of grant proposals designed to address specific community or constituency needs. Students should expect a major time investment in regards to research, writing, and weekly group discussions/activities. Credit, 3 semester hours. (New Elective)

SWK 5800 Field Education IV and Seminar

The graduate Field Practicum IV is the fourth of four field experiences that enables students to apply master's level coursework in a generalist practice setting. Students, agency supervisors and faculty field instructors plan activities that will support the development of generalist skills as specified in individualized learning contracts. Students will be exposed to a variety of social work roles and responsibilities.

The Field Practicum provides students with an opportunity to apply academic knowledge and practice skills gained in the classroom to authentic human service experiences. Field agencies offer guidance and supervision in preparing graduates for entry level professional practice.

Students will complete a Capstone Project that provides a culminating MSW educational experience in which students integrate and synthesize program material in relation to a particular area of interest.

Complete information concerning field education can be found in the MSW Field Manual for Students and Field Instructors.

MSW Admission and Advisement Procedures

The UNCP Master of Social Work (MSW) program will seek students for professional social work practice; only those who have a bachelor's degree will be admitted. Graduates will be responsive to the challenges and resources present in rural areas in general and indigenous communities in particular, and understand local historical and contemporary social issues within a global perspective. The selection process will give great consideration to individuals possessing the abilities to meet the mission of the needs in southeastern North Carolina, and the growing need in public, private and social service agencies throughout North Carolina for advanced generalist social work professionals

Candidate Selection

While the primary intent is to meet the critical need for MSW practitioners in Southeastern North Carolina, a long- term goal is to attract students from throughout the state and country who have an interest in one or more of the unique features of this MSW Program: 1) experience in rural social work, and 2) location in an ethnically diverse region that includes American Indian culture and offers experiences with indigenous agencies and communities.

Applicants will be reviewed to determine whether their professional goals are consistent with the mission and goals of the program and will be assessed to ensure that they prepared to do graduate work with an emphasis in rural areas and with indigenous populations. All applicants must provide quantitative and qualitative evidence of potential for successful completion of a graduate degree program. These include:

- 1 The full or part student are required to meet at least one of the following academic records: a 2.5 overall GPA or 3.0 in the undergraduate major, or a 3.0 on all work taken during the senior year (For the advanced standing students, a 3.0 overall GPA or 3.2 in the undergraduate major, or a 3.2 on all work taken during the senior year).
- 2 Satisfactory test scores
- 3 Positive recommendations
- 4 An essay, which demonstrates ability to construct an argument and indicates professional and academic goals, which match program objectives.
- 5 A social work application

Admissions Requirements and Application Process

The application process, for all students who wish to earn a graduate degree from UNC Pembroke, requires submission of the following documents to the Dean of the School of Graduate Studies:

1. A completed, signed application form and application fee.
2. Three recommendations from faculty (not UNCP Social Work Faculty) or professional supervisors.
3. An official score reports from either the GRE or Miller Analogies Test
4. Two official transcripts from every academic institution attended
5. Have completed an undergraduate or graduate course of study reflective of a liberal arts education including 18 hours of humanities, social and behavioral sciences, physical sciences (specifically human biology), and mathematics. Students are expected to have mastered general social science knowledge through course work in sociology, psychology, or cultural anthropology classes, completed an undergraduate research methods and statistics course and an economics course. The admissions committee will

evaluate applicants' transcripts for a liberal arts perspective and may require specific coursework as a condition for admission to the MSW program.

The MSW program does not grant academic credit for life or work experience. Only students admitted to the program can take the core Social Work Courses.

Foreign students seeking admission to The University of North Carolina at Pembroke are **required** to sit for the *Test of English as a Foreign Language* (TOEFL) examination, unless:

- a) English is the applicant's mother tongue **or**
- b) English was the language of instruction at the institution granting the applicant's baccalaureate degree.

Advanced Standing

Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE. Candidates will have at least a 3.2 GPA (on a 4-point scale) in the last two years of their BSW degree work. The student must show successful completion of one course in statistics and human biology. Candidates with more than five years between the granting of their BSW degree and the current application date will not be considered for advanced standing.

Transfer Credit

A maximum number of six credit hours taken at another institution within the five year time limit may be considered for transfer credit. Request should be made to the MSW Program Director and the Dean of the School of Graduate Studies. The candidate will need to complete the appropriate forms prior to beginning the MSW Program. Additional information can be found in the UNCP Graduate Student Handbook.

Academic Credit for Life Experience

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or of courses in the social work professional foundation curriculum areas.

Degree Requirements

Students are responsible for completing all requirements for the MSW degree – completing required and elective courses, meeting unit requirements, and maintaining a 3.0 (B) grade point average on a 4.0 grading scale.

Advising

The Social Work faculty at UNCP sees the value of both formal and informal advising. The formal advising consists of explaining policy and routine guidance, “how to get things done at the University”.

Students are assigned a Social Work Program Advisor at the time of acceptance into the program. Students are expected to meet with his/her academic advisor each semester to review his/her plan of study and receive the Personal Identification Number (PIN) that is required for registration through Braveweb. Advisors should be made aware of academic concerns that may negatively impact the student. Any changes to a student's course of study must be approved by the Advisor. Additional information is available in the UNCP MSW Field Experience Handbook. Only full time faculty who teach in the graduate program will be assigned to advise graduate students. Factors that are taken into consideration in the assignment of advisors include faculty workload, number of current advisees, and student's request. Students can request a change in

advisor anytime by submitting a request to the Chair. Additional information is available in the UNCP MSW Field Experience Handbook.

The topics that are covered include

- ❖ Basic information about the profession and career opportunities
- ❖ Guidance that helps students understand academic program requirements and assistance with registration.
- ❖ A review of students' transcripts to ensure they meet basic requirements or to help students enroll in prerequisite courses
- ❖ Advocacy services that help students with issues that might disrupt their academic success
- ❖ Navigating with other departments and support services across campus.

The informal advising consists of issues related to, long-term career and, personal goals, and issues relating to the social work profession. You may want to talk to a professor who shares an interest area with you. We encourage you to take full advantage of all the social work faculty in helping you through the process. We would ask that for issues related to the university to first see your assigned advisor or in their absence the Director of the Program.

All faculty have regular office hours and advising posted on their office door and listed in their course syllabi. Once a semester we meet for Professional Development Meeting, at that time the faculty and students discuss issues related to the program and seek input from the students.

Academic Policies and Procedures

Statement of Non Discrimination

The University of North Carolina at Pembroke is one of sixteen institutions of The University of North Carolina. The Pembroke campus and its Social Work Program are dedicated to equality of opportunity within its community. Accordingly, the University of North Carolina at Pembroke and its Social Work Program does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, or disability. The University of North Carolina and the Social Work Program commits itself to positive action to secure equal opportunity.

Accommodations for Students with Disabilities

Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Disability Support Services, DF Lowry Building, Room 107, or call (910) 521-6695 for an appointment. This publication is available in alternative formats upon request. Please contact Disability Support Services, DF Lowry Building, Room 107, or call (910) 521-6695. Students may also access more information at <http://www.uncp.edu/dss/>.

Grades and Grade Appeals Grievance Policy

Academic Warning, Probation, and Dismissal

The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students

who earn a grade of “C” in a graduate course are placed on **academic warning**. Graduate students who earn a second grade of “C” are placed on **academic probation**. Graduate students who earn a third grade of “C” are **dismissed** from their degree programs in the Graduate School and are ineligible to receive a graduate degree. Graduate students earning two grades of “C” in the same semester are placed directly on academic probation. An accumulation of nine semester hours of “C” quality work, or one grade of “F,” makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP. See graduate student handbook at <http://www.uncp.edu/grad/handbook/index.htm>

Repetition of Courses

No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee (GAC). Graduate students wishing to repeat a course must submit a written appeal to the Dean of the School of Graduate Studies prior to any registration for repeat courses. (See also *Due Process Section*.) Courses approved for repetition must be taken at The University of North Carolina at Pembroke. The most recent grade earned in a repeated course will be used in the calculation of the student’s grade point average. With permission from both the Dean of the School of Graduate Studies and the appropriate director, a student may repeat a course in which a grade of “C” was earned. However, in such cases the original grade of “C” will remain on the individual’s graduate transcript, and continue to be used in the arithmetical formula to determine the resultant new grade point average (GPA).

A grade of “W” may be received only once for a specified course and no more than three “W” grades may be received in a student’s program of study. Receiving a grade of “W” for the second time for the same course, or receiving a fourth grade of “W” in a program of study, renders a graduate student ineligible to continue his/her graduate studies at the University, and he/she will be dismissed.

Due Process for Students

Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Appeals Committee* (GAC) as the “due process” body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial, the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The Graduate Appeals Committee meets in February, June, and October; any appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The decision of the Graduate Appeals Committee will be final. The GAC is not bound by precedent, but is required to consider every appeal on the basis of the individual merit of that particular case.

Grade Appeal Policy

The Graduate Appeals Hearing Committee is the body which considers grade appeals from graduate students. There are two grounds for appealing a grade; these are evidence of miscalculation and material deviation from information published in the course syllabus without adequate notice of the change. Graduate students who are unable to resolve questions with the course professor have 30 days from the date grades are posted by the Registrar to file an appeal. Students are responsible for submitting the required documentation to the Dean of the School of Graduate Studies no later than 30 days after grades are posted. The decisions of the Graduate Appeals Hearing Committee are final and do not set precedent; each case is considered on its

own merits.

See Graduate Handbook for more details. The Department of Social Work uses the following grading system:

Professional Behavior

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students as they advance in their professional career in Social Work. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

- CASW Code of Ethics. The CASW Code was established by a committee of students and ratified by the Campus Association of Social Workers in 1999
- [UNC-P Student Honor Code](#)
- [National Association of Social Workers' Code of Ethics](#)

Professional Performance Standards

The Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication skills, both in writing and speaking
2. Interpersonal Skills
3. Cognitive Skills.
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments.

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.

- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the University Disability Support Services.

2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals.

Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At a minimum students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial

distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

7.0 Ethical behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The [NASW Code of Ethics](#)
- b. The [UNCP Student Honor Code](#)
- c. The [Campus Association of Social Workers' Code of Ethics](#)

In addition, students are expected to present or demonstrate:

- a. A history free of convictions for offenses contrary to professional practice.
- b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
- c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
- d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the [NASW Code of Ethics](#).
- e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
- g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the [Campus Association of Social Workers' Code of Ethics](#), and the [NASW Code of Ethics](#).

Appeals for Nonacademic Standards

When a student receives notification of a Professional Performance Standards issue. The student will be notified in writing of the issues of concern and will be invited to present his/her views to the MSW committee. The student can bring a friend/family member or their advisor to the meeting. The committee will inform the student in writing about the decision.

If the student wishes to file an appeal of the decision made by the MSW Program Committee they must notify the Department Chair.

The Chair will then bring together the Appeals Committee (Advisory Board Members, faculty, and the Chair of the department). The student will be able to bring a friend/family member or their advisor to the meeting. The student will be given the opportunity to present additional material. The decision of the Appeals Committee is final.

GRADES

A 90 - 100	B 80 - 89	C 70 - 79	F 69 - Below
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Sexual Harassment Policy

Sexual harassment is any unwelcome physical or verbal conduct of a sexual nature which interferes with another's ability to receive an education or work. It may consist of physical and/or verbal behavior, or other actions that intimidate or offend an individual or group of persons. **The following actions may be considered sexually harassing behavior:**

- 1 Unwanted sexual advances, propositions, or questions
- 2 Unwelcome touching of a person's body or clothing
- 3 Public displays of sexually demeaning objects, photographs, posters, or cartoons in a manner that is intended to interfere with work or education
- 4 Implied or overt threats, or punitive action as the result of rejection of sexual advances or rejection of romantic involvement
- 5 Sexual assault/rape

This policy in its entirety is located with the Office of Student Affairs. Additional information may be viewed at http://www.uncp.edu/sa/pol_pub/Complete information.

The Social Work Community

Campus Association of Social Workers

The faculty and students feel that participation in the Campus Association of Social Workers is an important part of the student's professional and academic growth. All students are encouraged to be active participants, and maintain the development of the CASW through various avenues of volunteering and community outreach.

1. Upon admission to the Social Work Program, each student is told about the Campus Association of Social Workers and encouraged to join.
2. Elections are held at the end of the academic year. At which time all students in good standing with the university and CASW can campaign to fill a position. As a result, students are well informed about the performance of the candidates.
3. All meetings are held on the second Wednesday of the month at 10:00 a.m. During this time period, there are no classes held on campus. The Administration and Faculty Senate feels that student clubs are important enough to schedule a free period to encourage students to participate.
4. Announcements and reminders about the Campus Association are made in classes as requested by students to faculty.
5. The Social Work Program supplies the Campus Association of Social Work with a faculty advisor.
6. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
7. The Social Work Faculty recognizes curriculum input from the Campus Association of Social Work with a member from this organization sitting in on department meetings.
8. The Association names a member from their group to be the liaison to the faculty. This liaison will attend faculty meetings.

UNCP's Chapter Alpha Delta Mu

The UNC-P Chapter of Alpha Delta MU was established in 2005. The purposes of the Chapter are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Alpha Delta Mu fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarships and achievement in social work. MSW students must complete six hours of graduate course work and have a minimum GPA of 3.5. Applications for Alpha Delta Mu are available on the social work website.

Scholarship and Financial Aid Information

A limited number of Graduate Assistantships are available to graduate students through the Graduate Office. Interested students should complete the Application for a Graduate Assistantship. Student loans can also provide financial assistance to qualified students. Additional information about the application process is available at <http://www.uncp.edu/grad/financial> or by contacting the UNCP Financial Aid Office at 910.521.6255 or 6285.

The Social Work Department at UNCP offers a Social Work Faculty Scholarship. The candidate of this scholarship shall be an active member of the Campus Association of Social Workers (CASW). If you are interested in acquiring the Social Work Faculty Scholarship, complete the application at <http://www.uncp.edu/sw/Application%20for%20Scholarship.htm> and submit it to the Director of the Social Work Program. Applications for scholarships are required to be completed and submitted prior to March 15th of each academic year. Presentations of the scholarships are made on UNC-P's Award Day, which is usually held in April of each academic year.

Council on Social Work Education *Educational Policy and Accreditation Standards* (EPAS)

PREAMBLE

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

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

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards

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

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

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

FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

1. Educational Policy

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

2. Accreditation

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

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

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives.

Programs use Educational

Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to

develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

EDUCATIONAL POLICY

1. PURPOSES

1.0 Purposes of the Social Work Profession

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

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

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

1.1 Purposes of Social Work Education

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

1.2. Achievement of Purposes

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

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.

- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. STRUCTURE OF SOCIAL WORK EDUCATION

2.0 Structure

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

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

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

2.1 Program Renewal

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

3. PROGRAM OBJECTIVES

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

3.0 Foundation Program Objectives

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

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.1
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

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

3.1 Concentration Objectives

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

3.2 Additional Program Objectives

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

4. FOUNDATION CURRICULUM CONTENT

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

4.0 Values and Ethics

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

4.1 Diversity

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

4.2 Populations-at-Risk and Social and Economic Justice

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

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

4.3 Human Behavior and the Social Environment

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

4.4 Social Welfare Policy and Services

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

4.5 Social Work Practice

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

4.6 Research

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

initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. ADVANCED CURRICULUM CONTENT

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

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ACCREDITATION STANDARDS

1. Program Mission, Goals, and Objectives

1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of

the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

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

2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.² Field instructors for master's students hold a CSWE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

3. Program Governance, Administrative Structure, and Resources

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives (Educational Policy, Section 2.0).

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. ² This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs

approved by its Foreign Equivalency Determination Service.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.

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

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

5. Student Professional Development

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

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

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

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

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

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

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

5.5 The program has policies and procedures specifying students' rights and responsibilities to

participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

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

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

6. Nondiscrimination and Human Diversity

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

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

PROGRAM CHANGES

The EPAS supports change necessary to improve the educational quality of a program in relation

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

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.

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

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source.

Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical

dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice

settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within

the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

(c) Social workers should not engage in sexual activities or sexual contact with former clients

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions,

social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

related to it.

2.03 Interdisciplinary Collaboration

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

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional

judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities

may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform

participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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