



Adrian College

SOCIAL WORK PROGRAM

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STUDENT HANDBOOK

A Council on Social Work Education (CSWE)
Accredited Program as of February 2006

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Dear Student,

Welcome to the Adrian College Social Work Program. We are pleased that you have chosen to pursue or are considering a career in the challenging and rewarding field of Social Work. We are also pleased that you have chosen Adrian College for your undergraduate social work education.

The Social Work Student Handbook has been developed to provide you, as a social work major or prospective major, with an overview of the Social Work Program at Adrian College. We have included program and educational objectives, curriculum detail, and additional valuable information to make your experience in the program rewarding.

This handbook will serve as your guide as you complete your undergraduate social work education at Adrian College. Please read it closely and talk with your advisor or the program director if you have any questions.

The Undergraduate Catalog of Adrian College prescribes the rules and regulations applicable to all students of the College. Please become familiar with your catalog and the Adrian College Social Work Handbook as they are primary sources of information during your education at Adrian College.

We hope you find your studies stimulating, challenging, validating, and productive. We are ready to assist you in any possible way to complete your social work education.

Good Luck,

*The Faculty
Adrian College Social Work Program*

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INTRODUCTION TO THE SOCIAL WORK PROGRAM

What is Social Work?

Social work is a profession devoted to helping people function the best they can in their environment. This can mean providing direct services to people in their homes or places of work, helping people to help themselves. It also can mean working for change to improve social conditions.

Social work's origins lie in early twentieth century efforts to meet the needs of poor, neglected children, and exploited workers. Early social workers led in the struggle for child-labor laws, more humane working conditions, voting rights for women, and other reforms.

Today, professional social workers continue to advocate for their clients along with performing a wide range of needed services. Some search out adoptive and foster homes for children. Some counsel patients and families experiencing traumatic illnesses. Some social workers do rehabilitative work with emotionally or physically impaired people. Others organize citizens to improve the quality of life in their neighborhoods or work for policy changes at the local, state, or federal level. Still others assist senior citizens to make new life adjustments. Today's social workers belong to a dynamic, involved, growing profession which struggles with social concerns as varied as child abuse, drug addiction, aging, and mental illness. They work in diverse settings such as government agencies, private industry, schools, faith-based organizations, neighborhood centers, and health care organizations.

Social workers help clients deal not only with how they feel about a situation but also with what they can do about it.

- A social worker might refer a man suffering stress stemming from single parenting to a child care agency.
- The social worker also might help this man explore flextime with his employer and might work with a coalition of local employers to make flextime and child care more available.
- The bachelor's level social worker might refer this client to a Master's level social worker to receive therapy to help him handle the immediate stress.

Many social workers work to advocate for social change as well.

- The victim of an assault benefits not only from therapy but also from efforts to curb neighborhood crime.
- The client under stress because illness has devastated the family finances benefits from efforts to reform the nation's health care system.

Social Work is more than working with people on welfare. Social Work is

- directing a local social service agency, writing grants,
- forming and conducting support and educational groups,
- changing the way communities function,
- working directly with all ages of people from children and families to senior citizens.

The social work program at Adrian College is designed to meet the needs of our society through preparation of professionally educated social work practitioners. The social worker with undergraduate training is expected to be a generalist practitioner in the field (not unlike the role of the general practitioner in the medical profession) who possesses a wide range of knowledge and competencies in order to respond to a similarly wide range of social problems. Thus the focus is not on providing specialists in any one methodology such as casework or group work but rather on developing a social worker who responds on the basis of the problem to be solved. (Undergraduate social work education is considered a Professional educational program.)

IS SOCIAL WORK FOR YOU?

If social work seems like an attractive career to you but you are not yet ready to make the commitment, there are some things you might do to help yourself make the decision. First, consider volunteering in a “people helping people” setting. You might be able to do this through any one of several community agencies. The Social Work Faculty will be happy to help you identify an organization with which to work. Or, consider finding a part time job in a social work setting. Many students have found jobs working in residential-care agencies, summer camps, community centers, nursing homes, etc. Again, the Social Work Faculty may be of assistance here, as well as Career Planning (Stanton Administration Building). Students may explore the National Association of Social Workers (NASW) website at <http://www.naswdc.org/> or Facebook page at <https://www.facebook.com/socialworkers> and the United States Department of Labor, Bureau of Labor Statistics website at <http://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm>. Finally, think about enrolling in SOCW 200, *Foundations of Social Work*. This course gives much information about the profession and includes information from practicing social workers about their work, its costs, and its rewards. By the end of the course, you almost certainly will be better able to decide if the profession is for you.

What You Can Do with a Social Work Degree

You'll find opportunities to put your social work degree to work in a variety of occupations and fields, including:

- Child and family social workers
- Mental health social workers
- Substance Abuse social workers
- Child Welfare Social Workers
- School Social Workers
- Social Workers in Criminal Justice/ Corrections settings with juveniles and adults
- Social Workers with persons with Developmental Disabilities
- Gerontological social workers
- Healthcare Social Workers
- Hospice and palliative care social workers
- Clinical Counseling & Therapy
- Social Service Administration
- Occupational Counseling
- Employee Assistance Programs
- Organizational development
- Human resources
- Community Organization
- Research and Education

History of Adrian College and the Social Work Program

Adrian College has a long history of higher education efforts aimed at promoting peace and justice. Chartered in Adrian, Michigan in 1859, the College has included women in its student body from its inception. Founding President, Rev. Asa Mahan, was a noted anti-slavery leader and educator. The current Sojourner Truth Technical Training Center at Adrian College exemplifies the rich history of anti-slavery efforts including the Underground Railroad as a part of both the College and the local area commitment to social justice and humanitarianism.

The mission of Adrian College is to be “committed to the pursuit of truth and to the dignity of all people. Through active and creative learning in a supportive community, students are challenged to achieve excellence in their academic, personal, and professional lives, and to contribute to a more socially just society.” This mission is very consistent with social work values and ethics of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Additionally, “because of its Methodist traditions, Adrian College has been open from its inception to men and women from all backgrounds. The College continues its commitment to creating a community that reflects human diversity. It is therefore actively inclusive, seeking to attract students, faculty and staff from segments of the population that have not been fully represented in higher education” (Adrian College Academic Catalog 2012-2014, p. 2.).

A Human Services Major was established at Adrian College in 1986 through the efforts of faculty, students, and local social service professionals. Program graduates with a Human Service major during the initial fifteen years number well over one hundred. Most of our graduates with a Human Service Major are currently working in a social work position, are in graduate schools of social work, or worked in a social work position at some point following graduation. The primary faculty person responsible for the human service-specific courses has always been a social worker. The intention of this program has consistently been to prepare students to enter social service/social work roles with a solid generalist foundation of knowledge, ethics, theory, and beginning skills.

In late 2003, Adrian College decided to develop a Social Work Program with a Bachelor of Social Work degree. Several factors led to our determination to transition to a Social Work Program. Social Work is a much more recognizable profession as a distinct field of practice. The National Association of Social Worker’s campaign to alter perceptions of the Social Work profession also suggests a greater focus on developing clearer public understanding and awareness of Social Work. However, the most critical factor initiating this change is the proposal and passage of the State of Michigan’s first Social Work licensure law. We want our graduating students, who have primarily entered social work positions, to be trained and educationally credentialed for social work licensure eligibility. As of 2004, all states in the U.S. have social worker licensing laws.

The Adrian College Social Work Program applied to the Council on Social Work Education for accreditation candidacy in the Fall of 2004. As the program prepared for accreditation, the most notable changes were an upgrading and reorganization of the curriculum, a more structured field experience component, an expansion of library holdings in social work, and the hiring of additional social work staff. The accreditation process has effectively aided in the further development of improvement in the program. The AC Social Work Program is fully accredited by CSWE.

Adrian College Bachelor of Social Work Program

Mission Statement

The Adrian College Social Work Program prepares students in a challenging and supportive environment to become professional, competent and effective generalist social workers who embrace diversity and are committed to social and economic justice.

Adrian College's affiliation with the United Methodist Church informs the values, principles, and behavior of the College and the social work program. Methodism's founder, John Wesley, advocated a Christian faith that emphasized a social consciousness. Adrian College's founder, Asa Mahan, opposed slavery and believed in the "power of action." The Methodist heritage encourages an active concern for peace and justice growing out of the commitment to Christian traditions and values and an ecumenical understanding of human spiritual experience. Because of these traditions, Adrian College has always sought to include persons from all backgrounds, particularly those who have not been well represented in higher education.

The social work program continues this tradition of commitment to the values of social action, peace and justice, and inclusion. Students from all backgrounds are strongly encouraged to thoughtfully and critically assess their values and behavior, now and in the future. Students are challenged to develop intellectual and interpersonal skills to actuate these principles. The strong tradition of liberal arts education provides the academic backbone for a broad-based, generalist foundation of knowledge, values, and skills.

Program Goals

1. To prepare students for competent and effective entry-level, generalist practice with individuals, families, groups, organizations, and communities.
2. To promote and develop in students an understanding of social work knowledge, values, and skills with an active social justice emphasis.
3. To prepare students for professional practice within the context of the Adrian College tradition of liberal arts perspective; particularly its emphasis on the pursuit of interpersonal, social, and economic justice with diverse persons.
4. To prepare students for commitment to social work using best practices, the strengths perspective, and to prepare life-long learning.
5. To prepare students to use critical thinking, evaluative, and group leadership and membership skills to address the needs of a complex changing society.

Core Competencies

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

Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

EP 2.1.2 Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also

requires the synthesis and communication of relevant information. Social workers

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

EP 2.1.4 Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the

intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

EP 2.1.5 Advance human rights and social and economic justice.

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

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

EP 2.1.6 Engage in research-informed practice and practice-informed research.

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

EP 2.1.7 Apply knowledge of human behavior and the social environment.

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment. 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. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers

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

EP 2.1.9 Respond to contexts that shape practice.

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

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

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

EP 2.1.10(a) Engagement

Social workers

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

EP 2.1.10(b) Assessment

Social workers

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

EP 2.1.10(c) Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

EP 2.1.10(d) Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Admission to the Social Work Program

Admissions Criteria:

Students may provisionally declare a social work major early in their academic career at Adrian College. However, there is an “admissions to the program” process that must be successfully completed in order to be permitted to proceed with junior and senior level courses. All currently enrolled Social Work Majors at Adrian College must formally apply to the Social Work Program by the end of their sophomore year. (See the application form in the appendix of this handbook.)

To be eligible for admission to the program:

1. Applicants must have completed or be enrolled currently in:

SOC 104 Introduction to Sociology OR SOC 201 Social Problems
PSCI 101 American Federal Govt OR PSCI 102 State and Local Govt
PSYC 100 General Psychology
BIOL 101 Biology and Society
SOCW 200 Foundations of Social Work

(By the time of application, students should have completed or be currently enrolled in their basic skills requirement courses and should be nearly completed with their distributional requirements.)

2. Applicants must have a minimum cumulative GPA of 2.5.

3. Applicants need two recommendations; at least one from Adrian College faculty who can attest to their academic preparedness and character. Other recommenders may be persons such as employers or volunteer supervisors who can attest to the applicant’s character, capabilities, and general suitability to enter a profession devoted to direct service work with people. No family members are eligible recommenders. (See Reference for Candidacy form in the appendix of this handbook.)

4. Applicants must submit a completed application to the program which includes a written personal statement. The written personal statement should include information about their commitment to social work as a vocation and describe their volunteer service in the field. The personal statement must be a serious reflection describing their belief system and experiences that have contributed to the decision to pursue a degree in social work.

The personal statement should be a minimum of 3-4 double-spaced typed pages that address the following areas:

- a. Discuss your understanding of the social work profession – its mission, service efforts, values, and ethics.

- b. Describe your personal qualities, beliefs, values, and attitudes and assess your match with the characteristics of the social work profession.
- c. Identify and describe people and/or events that influenced your interest in and commitment to the social work profession. Include clear descriptions and assessments of your volunteer service activities.
- d. Seriously assess your strengths and weaknesses. Identify those that might affect your performance during your academic studies or professional (i.e., flexibility, working with diverse populations, acceptance of persons with different values from you).

5. Statement of Understanding

6. Applicants must be a declared major in social work and have a social work faculty advisor.

- *Successful completion of the courses identified in Criteria #1 demonstrates that the students has attained the general knowledge prescribed as the liberal arts base upon which the professional foundation will be built.*
- *Written and spoken communication skills are critical parts of the professional social worker's effective functioning. Evidence of appropriate levels of skill attainment in these areas must be demonstrated before the student advances to the professional foundation courses.*
- *Students must demonstrate compatibility with the basic values and ethics of the social work profession. This evidence should include interaction with the faculty, success in beginning social work classes in which values and ethics content is included, success in volunteer work and service learning, through advising sessions with faculty, and through discussions in a possible admissions interview.*

Applications will be reviewed by the Social Work Application Committee (formed as an Ad Hoc committee annually that may consist of social work faculty, representatives from the Social Work Advisory Board and social work program student representatives). Interviews with the applicant may be required by this committee.

Applicants should be aware that since enrollment in the community-based practicum must be limited to the number of placements available, admission to the program also is limited and fulfillment of the admission requirements does not guarantee admission. Also, in the evaluation of transfer credits or past experiences, academic credit is not given in Adrian College's B.S.W. program for life or previous work experience. This policy applies to all courses in the B.S.W. program including Social Work Practicum I & II (SOCW 495 & 496).

A student who does not fully meet one or more of the admission criteria may be admitted to the B.S.W. program conditionally provided that the student agrees to remove the deficiency by a time specified by the Social Work Application Committee.

The forms necessary to make application to the B.S.W. program may be accessed on the Social Work Program webpage <http://adrian.edu/academics/academic-departments/social-work/> or obtained from Social Work Program Faculty – Susan Nichols (Valade 225), Charles Vanderwell (Valade 231) or Amy Moore, the Social Work Program Administrative Assistant, in the front room of 231, Valade Hall.

Racial and ethnic minority persons and persons with disabilities are encouraged to apply.

Advising

Before new students begin their course work at Adrian, they are asked to state their beginning academic interest area. Those who indicate an interest in majoring in Social Work are assigned to a social work faculty person as an advisor. A social work faculty person may also be the student's orientation leader prior to beginning their Adrian College career.

Students applying to the B.S.W. may indicate a preference for a particular academic advisor from among the full-time Social Work faculty. Students in the program must be advised by the social work program faculty. Once accepted into the program, the Director re-assigns students to advisors attempting to honor student preferences. A B.S.W. student who wishes to change social work faculty advisors should first make the request of the new advisor and then fill out a "Change of Advisor Form" available from the Registrar's Office.

B.S.W. students minimally meet with their advisors once per semester to plan course selection and scheduling. They also confer with their advisors about their functioning in the B.S.W. program, career-related matters, and graduate school options and opportunities.

Retention

Continuing in the B.S.W. Program requires earning a minimum of C in courses in the social work major beyond SOCW 200 – Foundations of Social Work, and maintaining at least a 2.5 grade point average.

Students should be aware that in professional programs, academic performance includes classroom performance, class attendance, ethical behavior, and psychological well-being sufficient to interact positively with clients. The Social Work Program reserves the right to terminate a student from the program if it judges that the student's behaviors in regard to these criteria have not been met such that the reputation of the program or the welfare of social work clients is jeopardized. Students who are having difficulty meeting these criteria should consult with their faculty advisors immediately.

The social work faculty advisors have an ongoing relationship with the social work student advisees in which the student's academic and behavioral performance is regularly evaluated. This ongoing advising process and evaluation provides the opportunity for the student and advisor to develop "action plans" to address academic and behavioral concerns that could endanger the student's continuance in the program. The "action plans" could include counseling, tutoring, leaves, probation, or the consideration of other academic majors. The student and advisor will

develop and monitor the plans.

Any student who withdraws from the college will be considered also withdrawn from the Social Work Program. Students seeking readmission must again follow the procedures for admission to the Social Work Program.

The Social Work Program also retains the authority to refuse a student's right to continue in the program if it judges that the student has behaviors which would significantly threaten the physical or mental/emotional welfare of social work clients or other students.

Following are termination criteria upon which all B.S.W. students will be evaluated:

Failure to maintain a minimum GPA.

Academic performance will be reviewed by the social work student's faculty advisor following each semester.

Inadequate interpersonal relationship skills necessary for social work practice.

This can include the inability to form positive working relationships with clients, faculty, supervisors, and peers.

Inadequate written or verbal communication skills.

This includes consistently poor writing skills in class or field work, as well as consistently inadequate communication skills, verbally and nonverbally, in class or field that impede the ability to work effectively with clients or respond positively to supervisors.

Violation of the NASW Code of Ethics.

Personal values that consistently interfere with upholding the values of the profession; lack of respect toward clients related to issues of race, ethnicity, gender, sexual orientation, class, age, disability, religion, etc; sexual or romantic involvement with clients; and confidentiality violations. Cobb (1994) suggests that student behaviors that are in violation of the NASW Code of Ethics, and that present a moderate to high potential for occurring with clients, can be grounds for enacting a program termination policy.

Unresolved personal issues that impair performance in the classroom or in field instruction.

Students who are actively suicidal, severely depressed, or distorted in thought processes can neither participate fully in class nor effectively serve clients in field work. In addition, students who are incapable of developing appropriate working relationships with peers, faculty, clients, and field instructors are inappropriate for the social work major.

Substance Abuse.

Students in recovery from addiction and those who are successfully undergoing treatment for substance abuse are a protected group under the Americans with Disability Act. However, students actively abusing substances are not protected under the act and may be subject to termination from the program. (Americans with Disabilities Act, 104 [a], 42 USC 12114 (1990).

Criminal Conviction.

Criminal behaviors that pose a potential risk to clients require scrutiny regarding continuance in the program (Cobb, 1994; Swen, 1987). Any student who cannot receive a police clearance to the program will be terminated.

Lying, cheating, or plagiarizing in course work or field work. Dishonesty in class or field suggests the potential of the same in serving clients. Students are expected to adhere to the Adrian College student code of conduct and the Academic Integrity Policy located in the Adrian College Student Handbook.

Persistently inadequate performance in field instruction activities or failure to accomplish field instruction objectives.

Excessive class or field work absences.

This involves the presumption that this is indicative of potential professional social work performance. Thus, excessive absences are cause for concern.

Persistent inability to meet deadline dates on assignments and projects.

Student Appeals

Should a student be refused admission to either the B.S.W. program or practicum, or should a student be discontinued from the program, s/he will receive notification in writing from the Social Work Program Director. Should a student be refused admission to the field practicum or discontinued from practicum, s/he will receive notification in writing from the Field Education Director. The student has the right to appeal such actions. The procedure for appeals is as follows:

1. The student involved must submit an appeal in writing to the Social Work Program Director within two weeks of the date of rejection or discontinuation from the practicum or program.
2. The Social Work Program Faculty will meet with the student within 21 days to hear the student's appeal.
3. The Social Work Program Faculty will hear the student's appeal, consider any relevant information and render its decision to affirm or reverse the original determination. The student will be informed in writing within 1 week.
4. If the student continues to be dissatisfied with the decision, s/he may appeal to the Vice-President and Dean of Academic Affairs. The VPAA may choose to direct the student to petition the Academic Status Review Committee (refer to Academic Policies in the current Adrian College Catalog).
5. If the student still is dissatisfied with the decision, College policy provides for appeal to the College President. The President's decision is final.

Appeals received at times other than during regular academic terms may require a longer response time.

Student Files

The Family Rights and Privacy Act of 1974 along with 1976 amendments to the law require that institutions such as colleges provide:

...students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain

written consent... before releasing personally identifiable data about students from records to other than a specified list of exceptions: that ... students must be notified of these rights;...” (Federal Register, January 6, 1975)

In accordance with this law and the standards of the Council on Social Work Education, B.S.W. students will be granted access to their files for review. Requests must be in writing and must be submitted to the Director of Social Work. Students may appeal in writing to the Social Work Director to remove any inaccurate information from their files. These appeals will be acted on and the student notified within four working weeks of the date of the request. Students with concerns about their files are encouraged to, first of all, discuss these concerns with their advisor.

Upon being admitted to the B.S.W. program, students will be asked to sign a “Release of Filed Information” form so that social work faculty can use this information in making decisions about student retention in the B.S.W. program, entry into the practicum, recommendations to field instructors, recommendations for employment, and recommendations to graduate school.

Students’ Rights to Organize

Students have the right to organize in their own interests in matters related to academic and student affairs. This also applies to the B.S.W. program. B.S.W. students are encouraged to maintain and participate in a social-work-student organization which may advocate with the college structure for the needs of social work students, invite social work professionals to campus for presentations, and/or organize social and educational events.

Course/Faculty/Program Evaluation

B.S.W. students are asked to give written evaluation of course content and instructors who teach courses in the social work major. A college-wide evaluation instrument is used in all these classes. The social work faculty may ask students to complete additional evaluation instruments for the purpose of enhancing the quality of social work learning. Additionally, just prior to graduation, senior-B.S.W. students are asked to complete a survey about the B.S.W. relative to program outcomes. All data collected are used to make changes intended to strengthen Adrian College's B.S.W program.

Transfer Students

Adrian College's stated procedures and policies regarding transfer students are given in the Adrian College catalog.

Once admitted to Adrian, the records of transfer students are first evaluated by the Office of the Registrar and then passed on to the Director of Social Work, provided there are courses on these records which might transfer as credit for courses in Adrian College's social work major. The Director of Social Work makes these determinations after a process which may include interviewing the student and/or reviewing course syllabi of the social work courses taken at other institutions (the syllabi must be detailed enough to indicate learning objectives, course topics, learning assignments, required reading, suggested readings, and, ideally, course bibliographies). Transfer students are required to make full application to Adrian's B.S.W. program and await a

decision from the Social Work Application Committee. Care is taken in this procedure to grant transfer students the maximum allowable credit for their previous academic work without violating course sequencing in the B.S.W. Program or otherwise compromising the integrity of the program.

In the evaluation of transfer credits or past experiences, academic credit is not given in Adrian College's B.S.W. program for life or previous work experience. This policy applies to all courses in the B.S.W. program.

Program Statement on Non-discrimination

The Social Work Program is committed to operating in all respects without discrimination on the basis of race, color, gender, age, ethnic or national origin, handicap, or political or sexual orientation.

Any person formally associated with Adrian College's B.S.W. program (faculty, field instructor, student, support personnel) who believes that he/she has been discriminated against has the right, and is urged, to make complaint to the Director of Social Work (students are encouraged first to make complaint to their social work faculty advisor and then to the Director). The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, field placement procedures and assignments, classroom and field placement interactions, grades, field evaluations, faculty advising, and student organization. The Director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the college administration formally empowered to respond to such complaints. (Complaints of discrimination by faculty, students, and field instructors are processed by the Discrimination Officer appointed by the President of the College. Ethnic minority students who are making complaint are urged to contact the Multicultural Student Services Office for additional service and support.)

Advice for Majors in Social Work

I. Courses required for the major

The following chart shows a suggested pattern for students pursuing this program. Some courses may be taken earlier or later, with permission of Social Work Faculty. For complete information, consult the Adrian College Catalog.

	Social Work Department Courses	Courses in other departments
Freshman	SOCW 200 Foundations of Social Work	SOC 104 Intro to Sociology or SOC 201 Social Problems PSYC 100 General Psychology BIOL 101 Biology and Society PSCI 101 American Federal Government or PSCI 102 State and Local Government
Sophomore	SOCW 330 Human Behavior in the Social Environment	
Junior	SOCW 333 Social Welfare Policy SOCW 325 Diversity: Inequality, Privilege, and Oppression SOCW 336 Generalist Social Work Practice Methods I SOCW 337 Generalist Social Work Practice Methods II	SOC 305 Social Research Methods
Senior	SOCW 404 Modern Social Work Theory SOCW 405 Senior Social Work Capstone SOCW 495 Social Work Practicum I SOCW 496 Social Work Practicum II	

The various distributional requirements, skills requirements, suggested electives, and **social work major** courses required for a B.S.W. degree have been combined into the following model B.S.W. program:

Freshman Year					
Fall			Spring		
Course ID	Course Name	CR HRS	Course ID	Course Name	CR HRS
BIOL 101	Biology and Society *	4		<i>Arts Requirement</i>	3
ENGL 101	First-Year Writing	4	COMM 102	Principles and Practices of Public Speaking	3
MATH 101	Intermediate Algebra	4	PSCI 101 OR PSCI 102	American Federal Government* OR State and Local Government*	4
SOC 104 OR SOC 201	Intro to Sociology* OR Social Problems*	3	PSYC 100	General Psychology*	3
	TOTAL CREDITS	15	SOCW 200	Foundations of Social Work@	4
				TOTAL CREDITS	17

Sophomore Year					
Fall			Spring		
Course ID	Course Name	CR HRS	Course ID	Course Name	CR HRS
	<i>Humanities Requirement</i>	3-4		<i>Elective</i>	4
	<i>Language Requirement</i>	4	SOCW 330	Human Behavior in the Social Environment	4
	<i>Non Western Requirement</i>	3		<i>Language Requirement II</i>	4
	<i>Philosophy/Religion Requirement</i>	3		<i>Writing Intensive Requirement (if not satisfied by another course)</i>	3-4
ESPE 100	Principles of Fitness	2		TOTAL CREDITS	15-16
	TOTAL CREDITS	15-16			

*Cognate course. Cognates can be taken throughout program as scheduling allows.

@May be taken concurrently with SOCW 330 in sophomore year

Junior Year					
Fall			Spring		
Course ID	Course Name	CR HRS	Course ID	Course Name	CR HRS
SOCW 325	Diversity: Inequality, Privilege, & Oppression&	4		<i>Electives</i>	4-6
	<i>Elective</i>	3-4	SOCW 337	Generalist Social Work Practice Methods II+	4
SOCW 336	Generalist Social Work Practice Methods I+	4	SOC 305	Social Research Methods	3
	TOTAL CREDITS	15-16	SOCW 333	Social Welfare Policy&	4
				TOTAL CREDITS	15-16

& Course given biannually. May be taken in junior or senior year.

+ Must be accepted into the SW Program

Senior Year					
Fall			Spring		
Course ID	Course Name	CR HRS	Course ID	Course Name	CR HRS
	<i>Electives</i>	6		<i>Electives</i>	6-8
SOCW 404	Modern Social Work Theory#	4	SOCW 405	Senior Social Work Capstone\$	2
SOCW 495	Social Work Practicum I ^	5	SOCW 496	Social Work Practicum II%	5
	TOTAL CREDITS	15		TOTAL CREDITS	13-15

Available only to students accepted into the SW Program. May be taken in junior year with permission from program faculty.

^ Must apply to enroll in practicum courses and complete an interview with Field Education Director. Practicum courses can be taken concurrently with permission.

\$ Must be accepted into the SW Program. May be taken in summer or fall semester to accommodate block placement, with permission of SW faculty.

% May be taken concurrently with SOCW 495 with permission of the Director of Field Education. Must be accepted into the SW Program.

APPENDIX

Code of Ethics

of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

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

1.05 Cultural Competence and Social Diversity

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

2.01 Respect

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

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

4.02 Discrimination

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

6.04 Social and Political Action

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

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of

people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible

effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic

diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible 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 wellbeing of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other

professionals should disclose, with clients' consent, all pertinent information to the new service providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

3.10 Labor/Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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



COUNCIL ON SOCIAL WORK EDUCATION

Educational Policy and Accreditation Standards

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

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

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

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

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

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

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

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;

- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy M2.2—Advanced Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

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

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

- B2.0.1** *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*
- B2.0.2** *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*
- B2.0.3** *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*
- B2.0.4** *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- B2.0.5** *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

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

- M2.0.1** *Identifies its concentration(s) (EP M2.2).*
- M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
- M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*
- M2.0.4** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

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

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

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

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

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

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their*

BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

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

- 3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*
- 3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

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

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

- 3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*
- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*

- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

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

Accreditation Standard 3.4—Administrative Structure

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*

- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
- B3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*
 - B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - B3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
 - M3.4.4(a)** *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*
 - M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - M3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

- 3.4.5** *The program identifies the field education director.*
- 3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
 - 3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*
 - B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
 - M3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

4. Assessment

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

EDUCATIONAL HISTORY:

Did you attend any other schools beyond high school prior to attending Adrian College? If so, list below in chronological order.

Name and Location	Dates of Attendance	Degree/Major or Certification

Use back of page if necessary.

Academic Distinctions and Honors: Membership in honorary groups, offices, scholarships, etc. (College-based activities)

College Extra-Curricular Activities: Organization, leadership roles, etc. (College-based activities)

List grades for social work and cognate courses already completed. Indicate ‘enrolled’ for any course you are currently enrolled in. List any social work ‘topics’ courses already completed or that you are currently enrolled in. (See Social Work Student Handbook).

TITLE	NUMBER	GRADE	TITLE	NUMBER	GRADE
Foundations of Social Work	SOCW 200		Introduction to Sociology or Social Problems	SOC 102 or SOC 201	
Human Behavior in the Social Environment	SOCW 330		General Psychology	PSYC 100	
Diversity: Inequality, Privilege, and Oppression	SOCW 325		American Federal Govt or State and Local Government	PSCI 101 or PSCI 102	
Social Welfare Policy	SOCW 333		Biology and Society	BIOL 101	
Social Research Methods	SOC 305				

After graduating with a BSW Degree your plans are to:

- Attend graduate school.
- Work only.
- Work and attend graduate school.
- Work first and return to graduate school later.

TRAINING AND SPECIAL SKILLS:

List any special recreational skills, hobbies, training or certification (i.e., swim instructor, first aid, arts and crafts, music, drama etc.)

List your organizational affiliations, memberships and leadership activities: (Non-College-based activities)

VOLUNTEER EXPERIENCE:

Describe any previous volunteer or social work employment experience. All volunteer work (including Agency Service Learning in Foundations of Social Work-SOCW200) should be included (e.g., soup kitchen, summer camp, Big Brother /Big Sister, hospital, nursing home.) (Use back of page if necessary.)

WORK EXPERIENCE:

Are you presently employed? Yes No Hours worked per week _____

Place of employment _____ Position _____

Address _____ Telephone _____

Nature of work performed:

Identify previous work experiences; especially note the skills you gained through these experiences (Use back of page if necessary.)

List any studies, research papers and/or projects that you have completed.

Statement of Understanding

I understand that the Adrian College Social Work Program adheres to the National Association of Social Work Code of Ethics and its principles, values and standards in the curriculum, policies and procedures. I also understand that I am expected to adhere to these NASW standards in classes and opportunities for practice and service-learning. I have also read the policies contained in the Adrian College Student Social Work Handbook and acknowledge that I must follow and meet the requirements of these policies.

Student Signature

Date



Adrian College Bachelor of Social Work Program Reference for Candidacy Form

Reference Name: _____

Adrian College student, _____ is submitting an application to the Adrian College BSW Program. This application requires references who can attest to the applicant's academic preparation, character, capabilities, and suitability to enter a profession devoted to service work with people. Please complete this form and return it directly to the Adrian College Social Work Program at your earliest convenience. We welcome any other pertinent information or materials. Thank you for participating in this application process.

Sincerely,

Charles L. Vanderwell, MSW, LMSW, ACSW, LMFT
Program Director

I do do not waive my rights to this reference form and any attached documents that will be submitted to the Adrian College Social Work Program.

Student Signature Date

KNOWLEDGE OF APPLICANT

Approximately how long have you known the applicant? Years _____ Months _____

In what capacity do you know the student Employee Student Volunteer Acquaintance Other _____

APPLICANT'S PROMISE AS A BSW STUDENT

Please rank the following characteristics based on a 10 point scale

[Exceptional (10-9), Above Average (8-7), Average (6-5), Below Average (4-3), Poor (2-1), or No Basis for Ranking –NB]

Interaction with Work Groups _____ Interaction with Public/ Clients _____ Writing Ability _____ Oral Expression _____ Intellectual Ability _____ Openness to Supervision _____ Knowledge of Agency/ System & Services offered _____		Emotional Maturity _____ Attitude _____ Openness to Diversity _____ Motivation _____ Reliability _____ Autonomy _____ Promptness _____ Personal Appearance _____
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OBSERVATION ABOUT APPLICANT:

How do you view this student's strengths and needs?

What is your assessment about this student's openness to new ideas and willingness to stand up for what s/he believes? How good is this student's fit with and openness to the values of the social work profession (social justice, diversity, vulnerable populations)?

EVALUATION SUMMARY

This student's performance in my contact and experiences with her/him . . .

- Went beyond expectations
- Met expectations
- Sometimes met expectations
- Fail to meet minimal expectations

Recommendation To BSW Program:

- Highly recommend
- Recommend
- Recommend with reservation
- Do not recommend

Reference Signature

Date

Printed Name : _____

Title: _____

Organization: _____

Address: _____

City / State / Zip _____

Phone: _____