2015-2016 Social Work Student Handbook

Briar Cliff University
Social Work Department
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1. **Program Purpose and Objectives**

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an “academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice.” (CSWE Accreditation Reaffirmation, p. 82)

The program at Briar Cliff University leading to the bachelor’s degree in social work seeks above all to provide a quality educational experience which will meet the needs and aspirations of students who are oriented toward the profession of social work. The program is designed to develop a liberally educated person with a generalist professional preparation in social work; thus the graduates of Briar Cliff’s program have the knowledge, values, and skills which prepare them for entry level practice positions in social work and for graduate social work education.

The social work program at Briar Cliff has been continuously accredited by the Council on Social Work Education since 1974. The social work program is based on the Curriculum Policy Statement of the Council on Social Work Education. (cf. Appendix A) This accreditation, for example, enables graduates to both enter the Department of Human Services in the State of Iowa at a Social Worker II level and be accepted by many graduate schools with advanced standing. (Graduate school catalogs are available in H-327.)

2. **Briar Cliff University’s Social Work Program Core Competencies** ¹

The Briar Cliff social work program is designed to develop nine core competencies outlined in the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

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 are used to operationalize the curriculum and assessment methods in the Briar Cliff social work program. Each of these competencies is consistent with the Briar Cliff University and social work program’s missions and goals.

**Competency 1–Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

¹This section is adapted from the CSWE 2015 EPAS, retrieved from www.cswe.org/Accreditation/
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2 – Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

**Competency 4 – Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- engage in critical analysis of quantitative and qualitative research methods and research findings; and
- use and translate research findings to inform and improve practice, policy, and service delivery.

**Competency 5 – Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy
development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- assess how social welfare and economic policies impact the delivery of and access to social services;
- critically analyze and promote policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers:

- apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers
recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. Social workers:
- implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. Social workers:
- select and use appropriate methods for evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro and macro levels.

Relative to evaluation practice behaviors social work majors begin developing their evaluation competencies by assessing their own practice behaviors beginning in SWRK 230 History and General Method of Social Work.

3. Guiding Framework for Generalist Practice

The program’s framework embraces a general method of social work practice, as well as an ecological perspective of generalist social work practice. These serve as systematic guidelines in the preparation of students for practice.

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Discussed and advanced by the Baccalaureate Program Directors [BPD] Social Work Continuum Committee and approved by the Board of Directors, 2006.)

The generalist social worker should be grounded in systems theory with an ecological perspective. This view of social work practice is one that focused on the interactions of client systems in relation to their environments. In ecological-systems theory, the interactions and interdependence between the client system and its environment are crucial for the life of each. Any change in one may have a positive or negative effect on the other. Highlighted in this approach is the complexity and diversity of client systems and the various systems that constitute their environment as they interact continuously for survival, growth and maximization of potential. This approach helps to clarify and to reinforce for social workers the perspective of person-in-environment. It is not enough to look at people and/or environment;
the worker must bring a commitment to the reality of the interactions between the person and the
environment and to the potential of these interactions.

4. Required Course Work

In order to meet expected educational outcomes, the social work major requires a liberal arts base of 124
hours which include the general education requirements of the University and a minimum of 44 social
work credit hours, including a nine-credit field seminar. All general education and social work courses
are offered to campus students. Social work courses and THEO 107 are offered to online degree
completion students.

To achieve the educational outcomes for the online BSW degree, the major requires a minimum of 44
required social work credit hours, and a required theology/Franciscan core 3-credit online course. Online
degree completion students are expected to transfer at least 77 approved college credits. Degree
completion students must have completed 45 Briar Cliff general education credits or transfer approved
equivalent courses plus 32 approved elective credits of the student’s choosing to meet BCU’s required
liberal arts base.

Students accepted into the online social work degree completion program must first fulfill the admissions
requirements of Briar Cliff University. Admissions policies and procedures of Briar Cliff University are
found in the Briar Cliff University Catalog. They include:

1) Graduation from an accredited high school (or GED equivalency);
2) Sixteen units of high school work, including English, Natural Sciences, Foreign Language, Social
Studies, Mathematics;
3) Satisfactory scores on the American College Test (ACT) or Scholastic Aptitude Test (SAT), which
may waived if the student has been out of high school five years or more; and
4) Students seeking full-time admission but whose test scores or GPA are below standard requirements
may request their applications be reviewed by the Admissions Advisory Committee. These students will
be asked to submit letters of recommendation.

Briar Cliff University’s online social work degree completion program is an independent intensive study
in which students will accomplish the same competencies, practice behaviors and learning objectives as
the on-campus program. Students will recruit local volunteers and mentors to assist them with the social
work practice courses, as well as help identify and work with field instructors and the Director of Field
Education in developing an effective learning contract for their field experience.

The 44 social work credit hours for campus students include ten required social work courses (three credit
hours each), a minimum of three one-hour courses in social work, one two credit field seminar course,
and a nine credit block field internship. The required one-hour courses are SWRK 370L, SWRK 1 IS and
SWRK 14 IS. The last 30 hours of course work must be from Briar Cliff University. Up to 62 hours may
be transferred from a community college. (See University Catalog.)

Students accepted into the online social work degree completion program must additionally make
application to the social work program through the online application form, which is identical to the
application completed by campus students (see Appendix C). In addition, applicants to the online
program must submit two letters of recommendation from educators and/or employees who can attest to
the student’s previously demonstrated ability to complete assignments on time, work independently, and
to be successful in an online educational program.
**Required Liberal Arts Base for Campus Students:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE 100</td>
<td>Required Franciscan Life class for first year students in selected disciplines (CORE 101 Franciscan Missions is a travel option for this required course and CORE 110 Franciscan Life online course for students transferring over 30 hours)</td>
</tr>
<tr>
<td>LIBA 410</td>
<td>Required liberal arts study of global society</td>
</tr>
<tr>
<td>MATH</td>
<td>Quantitative Literacy (QL) courses (3 hour MATH course &amp; 3 hour reinforcement course)</td>
</tr>
<tr>
<td>SOCY 124</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Human Biology</td>
</tr>
<tr>
<td>SOCY 240</td>
<td>Race, Ethnicity, and Gender</td>
</tr>
<tr>
<td>WRTG 109</td>
<td>Introduction to College Writing</td>
</tr>
<tr>
<td>WRTG 159</td>
<td>Contemporary Argument and Research</td>
</tr>
<tr>
<td>SOCY 235</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>PSCI 101</td>
<td>American Government or HIST 231 or HIST 232 History of the US</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Ethics or THEO 204 Christian Morality</td>
</tr>
<tr>
<td>PSYC 280</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>THEO</td>
<td>One course, except 204</td>
</tr>
<tr>
<td></td>
<td>2 courses from Aesthetics category (from two different disciplines).</td>
</tr>
</tbody>
</table>

**Required Liberal Arts Base for Online Degree Completion Students:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Human Biology</td>
</tr>
<tr>
<td>MATH</td>
<td>Quantitative Literacy (QL) course</td>
</tr>
<tr>
<td>SOCY 124</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td>SOCY 240</td>
<td>Race, Ethnicity, and Gender</td>
</tr>
<tr>
<td>SOCY 235</td>
<td>Sociology of the Family</td>
</tr>
<tr>
<td>PSCI 101</td>
<td>American Government (or HIST 231 or HIST 232 History of the US)</td>
</tr>
<tr>
<td>PSYC 110</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>PSYC 280</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Ethics or THEO 204 Christian Morality *EM</td>
</tr>
<tr>
<td>WRTG 109</td>
<td>Introduction to College Writing</td>
</tr>
<tr>
<td>WRTG 159</td>
<td>Contemporary Argument and Research</td>
</tr>
<tr>
<td></td>
<td>An Aesthetics Course</td>
</tr>
<tr>
<td></td>
<td>Plus additional general education courses accepted by Briar Cliff University</td>
</tr>
</tbody>
</table>

**Required Social Work Courses for Campus Students:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 230</td>
<td>History and General Method of Social Work</td>
</tr>
<tr>
<td>SWRK 320</td>
<td>Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>SWRK 340</td>
<td>Social Science Research Methods (may be considered as QL reinforcement)</td>
</tr>
<tr>
<td>SWRK 360</td>
<td>Social Issues and Policy</td>
</tr>
<tr>
<td>SWRK 370</td>
<td>Social Work Practice I</td>
</tr>
<tr>
<td>SWRK 370L</td>
<td>Social Work Practice I Lab (1 credit hour)</td>
</tr>
<tr>
<td>SWRK 375</td>
<td>Social Work Practice II</td>
</tr>
<tr>
<td>SWRK 380</td>
<td>Social Work Practice III</td>
</tr>
<tr>
<td>SWRK 443</td>
<td>Field Work (9 credit hours)</td>
</tr>
<tr>
<td>SWRK 444</td>
<td>Field Work Seminar (2 credit hours)</td>
</tr>
</tbody>
</table>
SWRK 1 IS  Introduction to Field Work (1 credit hour)
SWRK 14 IS  Community Organization (1 credit hour)

**Required Social Work Courses for Online Degree Completion Students:**

SWRK 230 History and General Method of Social Work offered with scheduled online consultations with the instructor provide coaching, mentoring and feedback

SWRK 320 Human Behavior and the Social Environment

SWRK 325 Mental Health and Mental Illness (offered in the summer term only)

SWRK 340 Social Science Research Methods

SWRK 345 Child Welfare (offered in the summer term only)

SWRK 360 Social Issues and Policy

SWRK 370 Social Work Practice I is offered with SWRK 370L Social Work Practice I Lab, with required weekly scheduled online consultations with the instructor for coaching, mentoring and feedback

SWRK 375 Social Work Practice II is offered with weekly scheduled online consultations with the instructors for coaching, mentoring and feedback

SWRK 381 Social Work Practice III Part 1 is with weekly scheduled online mentoring sessions (2 of 3 credits)

SWRK 382 Social Work Practice III Part 2 is offered with weekly scheduled online mentoring sessions (1 of 3 credits)

SWRK 01IS Introduction to Field Work

SWRK 446 Field Work Part 1 (2 credits)

SWRK 447 Field Work Part 2 (7 credits)

SWRK 448 Field Work Seminar (1 credit)

SWRK 449 Field Work Seminar (1 credit)

SWRK 465 Gerontology (offered in the summer term only)

SWRK 14IS Community Organization

THEO 107 (required Franciscan traditions and Theology course)
Social Work Electives for Campus Students:

Students are encouraged to select additional courses in social work. The electives offered in the social work program are:

- SWRK 130 Introduction to Social Work
- SWRK 325 Mental Health
- SWRK 345 Child Welfare
- SWRK 355 Law: Child Abuse and Neglect
- SWRK 465 Gerontology
- SWRK 475 Independent Research

Career Preparation

Students are encouraged to begin thinking about possible field placements and career preparation early in their academic planning. In the sophomore course SWRK 230 students complete a 2-5 hour a week (total of 24-40 hours) volunteer placement. (This will also meet the Briar Cliff University community service requirement). Placements have included the Department of Human Services, nursing homes, hospitals, and community centers. In the senior year students complete 450 hours of field placement in a local agency during the spring semester. In addition students are encouraged to be active in such Briar Cliff activities as student government, Peer Advising (PAL), Resident Assistant (RA), or BC Cares. Ads for current positions from The Sioux City Journal are posted on the departmental bulletin board across from H-327. Briar Cliff Career Services sends emails about job openings, provides assistance with the development of resumes, and is available for career help.

Online students will help identify and work with field instructors and the Director of Field Education in developing an effective learning contract for their field experience. The 450 internship hours will be completed during the second year of online studies and after the completion of all the prerequisites required for both online and campus students.

The Director of Field Education will utilize technology such as Skype or FaceTime to provide orientation, field instruction training, and to continue dialog with field education agency and field instructors. Where possible the Director of Field Education will travel to internship sites.

Credential requirements for online field education faculty and supervisors will remain the same as for the campus program and are outlined in the Social Work Handbook.

Students accepted into the online program will complete their field education requirements over two semesters.

5. Advising

First year students interested in a major in social work are advised by Sister Shirley Fineran who is a member of the New Student Advising Team. Transfer students are interviewed individually by the program director and then assigned to an advisor. Transfer courses judged equal in liberal arts content are accepted as part of the liberal arts base. No academic credit is given for prior work or life experience.

Online students will be advised by the Program Director, Director of Field education or other approved advisor.
According to the Briar Cliff University Catalog, a student may repeat a course at any time. The transcript will record all courses taken; however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to assure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student’s major program.

In keeping with university policy, the social work department does not allow students who have acquired a grade of C or above to repeat a foundation social work course. Students with a “D” in a foundation social work course may repeat the course.

The planning form (p. 11) is a typical planning form for the college student who intends to complete the program in four years. This presumes that all courses are passed at a satisfactory level, the student is accepted into the program, and the student does not drop any courses.

Only upper division campus social work majors are enrolled in SWRK 320, 360, 370, 375, 380, 390, 443, and 444.

Only seniors in good standing are enrolled in SWRK 443 Field Work. They must have completed all the prerequisite social work courses, have interviewed with the Director of Field Education, and have at least a 2.0 average. A student with any incompletes, an “F” in any required social work course, or more than one “D” in social work is not permitted to enroll.
## Planning Form for Social Work Students – 4 year guide

This is a typical course plan of social work majors including the liberal arts base, general education requirements and requirements for the social work major. Social Work majors must take 10 to 13 SWRK courses, 3 one-hour SWRK Intensive Studies (IS) courses, plus one hour of Practice I Lab. (Traditional aged students must meet a language requirement; Spanish is recommended. *)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester I</th>
<th>January (J) Term</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST YEAR</td>
<td>CORE 100 (Required Franciscan Life)</td>
<td>CORE 101 Franciscan Experience (Required*)</td>
<td>BIOL 102 (required biology)</td>
</tr>
<tr>
<td></td>
<td>CORE 120M</td>
<td></td>
<td>Second Aesthetics Course (required)</td>
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<tr>
<td></td>
<td>CORE 131* (unless need CORE 130)</td>
<td></td>
<td>SWRK 130 (elective intro to social work)</td>
</tr>
<tr>
<td></td>
<td>PSYC 110 (required intro to psychology)</td>
<td></td>
<td>SOCY 124 (required principles of sociology)</td>
</tr>
<tr>
<td></td>
<td>First Aesthetics (required)</td>
<td></td>
<td>CORE 131 (if needed CORE 130 in Sem. 1)</td>
</tr>
<tr>
<td></td>
<td>*Students who transfer in the equivalent of WRTG 109, but not SPEC 111, can</td>
<td></td>
<td>CORE 101 Franciscan Experience (if received waiver for J-Term)</td>
</tr>
<tr>
<td></td>
<td>take CORE 131, CLEP out of SPEC 111 or test-out of QC requirement through</td>
<td></td>
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<tr>
<td></td>
<td>office of GenEd.</td>
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<tr>
<td></td>
<td>Students who transfer in equivalents of WRTG 109 AND SPEC 111 would not need</td>
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<tr>
<td></td>
<td>to take CORE 131</td>
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<td></td>
<td>*Students can request a waiver of this on-campus</td>
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<tr>
<td></td>
<td>requirement through GenEd.</td>
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<tr>
<td></td>
<td>Students who are given this waiver will have</td>
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<td></td>
<td>to complete CORE 101 in the Spring semester</td>
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<tr>
<td>SOPHOMORE YEAR</td>
<td>SOCY 235 (required family)</td>
<td>Elective</td>
<td>PSYC 280 (required developmental)</td>
</tr>
<tr>
<td></td>
<td>SWRK 230 (required history &amp; general method of social work)</td>
<td></td>
<td>SOCY 240 (required race, gender, ethnicity)</td>
</tr>
<tr>
<td></td>
<td>MATH 200 (to meet basic level of QL competency or other MATH course)</td>
<td></td>
<td>THEO (required theology RE general education course)</td>
</tr>
<tr>
<td></td>
<td>Elective (or SPAN 101* recommended for those who need foreign language)</td>
<td></td>
<td>THEO 204/PHIL 210 (required ethics course)</td>
</tr>
<tr>
<td></td>
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<td>PSCI 101 or HIST 232 (required history of the United States course)</td>
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<tr>
<td>JUNIOR YEAR</td>
<td>SWRK 320 (required human behavior and</td>
<td>Elective</td>
<td>SOCY 341</td>
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<td></td>
<td>social environment)</td>
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<td>SWRK 350 (elective corrections)</td>
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<td>SWRK 340 (QL Reinforcement)</td>
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<td>SWRK 360 (required policy)</td>
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<td>SWRK Elective (SWRK 345 child welfare or</td>
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<td>SWRK 370 (required micro)</td>
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<td>SWRK 355 child welfare and the law – alternating years)</td>
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<td>SWRK 370L (required micro lab)</td>
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<td></td>
<td>Elective (3 credits) or required CORE 110</td>
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<td>Elective (or SPAN 102* recommended for those who need foreign language)</td>
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<td></td>
<td>Franciscan Life for transfer students (2 credits)</td>
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<td>Elective (3 credits)</td>
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<td>SENIOR YEAR</td>
<td>LIBA 410</td>
<td>Elective</td>
<td>SWRK 380 (required macro)</td>
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<td>SWRK 375 (required mezzo – group work)</td>
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<td>SWRK 443 (required internship – 9 credit hours)</td>
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<td>SWRK 1 IS (required introduction to field placement)</td>
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<td>SWRK 444 (required seminar – 2 credit hours)</td>
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<td>SWRK 14 IS (required 1 credit community organization)</td>
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<td>SWRK Elective (SWRK 390 grant writing 2 credit hours)</td>
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<td>SWRK Elective (SWRK 465 gerontology or SWRK 325 mental health –</td>
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<td>alternating years)</td>
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<td>Elective (2-3 credits)</td>
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<td>Important Notes</td>
<td>Need 124 hours for graduation.</td>
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<td>May transfer 62 hours from community college (64 from WITCC); last 30 hours</td>
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<td>must be from BCU.</td>
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<td>Chicago Semester is available to seniors during second</td>
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# Planning Form for Social Work Online Degree Completion Students – 2 year guide (2015-2016)

<table>
<thead>
<tr>
<th>First Semester Online Courses</th>
<th>Second Semester Online Courses</th>
<th>Year One Summer Courses</th>
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<tbody>
<tr>
<td><strong>Year One – 9 credits:</strong></td>
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</tr>
<tr>
<td>SWRK 230 - History and General Method of Social Work (3 credits)</td>
<td>SWRK 360 - Social Issues and Policy (3 credits)</td>
<td>SWRK 345 - Child Welfare (3 credits)</td>
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<tr>
<td>SWRK 320 - Human Behavior and the Social Environment (3 credits)</td>
<td>SWRK 370 - Social Work Practice I (3 credits)</td>
<td>SWRK 465 – Gerontology (3 credits)</td>
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<tr>
<td>SOCY 340 - Social Science Research Methods (3 credits)</td>
<td>SWRK 370L - Social Work Practice I Lab (1 credit)</td>
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<tr>
<td><strong>Second Semester Online Courses</strong></td>
<td><strong>Fourth Semester Online Courses</strong></td>
<td><strong>Year Two Summer Courses</strong></td>
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<td><strong>Year 2 – 9 credits:</strong></td>
<td><strong>Year 2 – 10 credits:</strong></td>
<td><strong>Year 2 – 6 credits:</strong></td>
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<tr>
<td>SWRK 01 IS - Introduction to Field Work (1 credit)</td>
<td>SWRK 382 - Social Work Practice III (Part B – 1 credit)</td>
<td>SWRK 325 - Mental Health and Mental Illness (3 credits)</td>
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<tr>
<td>SWRK 14 IS - Community Organization (1 credit)</td>
<td>SWRK 447 - Field Work (final 7 of 9 credit hours)</td>
<td>THEO 107 - Christianity and Franciscan Traditions (3 credits)</td>
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<tr>
<td>SWRK 375 - Social Work Practice II (2 credits)</td>
<td>SWRK 449 - Field Work Seminar (1 credit)</td>
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<tr>
<td>SWRK 381 - Social Work Practice III (Part A - 2 credits)</td>
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<tr>
<td>SWRK 446 - Field Work (first 2 of 9 credit hours)</td>
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<tr>
<td>SWRK 448 Field Work Seminar (1 credit)</td>
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6. Admission to the Program

Students complete a college-wide standard application form available in the Registrar’s Office at the end of their sophomore year which they submit to the Program Director of the Department. In addition to the university requirement, students declaring a major in social work complete a more thorough application for admission which includes biographical data, motivation for majoring in social work, career plans, volunteer experience, graduate school plans, and the names of two non-related references (Appendix C and also online http://briarcliff.edu/departments/social_work/). Students in the online program complete an application and submit two references when they apply to the online degree completion program. The references attest to the student’s ability to meet deadlines, work independently, and to successfully complete an online educational program. The campus social work major applicant is formally interviewed by the program director. All students are judged in regard to values and motivation and the ability of the applicant to relate to a variety of people in a variety of settings. The student is expected to demonstrate this ability and it will be observed in the sophomore volunteer experience and through online student communications with the Program Director and Director of Field Education. The program director explains the goals of the social work program and gives the student the opportunity to ask any questions pertaining to the program.

If the student has had fewer than three hours in social work courses and fewer than nine hours in the liberal arts base the application is not processed until some members of the Department of Social Work have had the opportunity to work with the student in social work courses.

If the student successfully completes the admission application, the interview, and is maintaining a 2.0, the student is accepted into the program. If the Program Director is in doubt about accepting a student, the Program Director presents those doubts to the social work faculty. If the faculty decide that the student does not have the capacity and suitability for a career in social work the student is not accepted into the major. The student may appeal the admissions process. This appeal includes:

1. Presentation of proper documents: admissions applications, transcript with evidence of 2.0 and letters of reference from two non-related references, preferably citing evidence of student’s ability for a career in social work.

2. Selection by the student of two student representatives and two off campus social work personnel or other faculty.

3. The above named in conjunction with the social work faculty of the Department of Social Work will compose the Admission Appeals Committee. After presentation of the documents and an interview by the committee, the committee will vote by secret ballot.

In addition, the Department of Social Work has committed itself to the principle that there shall be no discrimination on the basis of race, religion, creed, color, gender, age, disability, sexual orientation or national origin in any of its policies, practices, or procedures.

Consideration of Criminal Record: As part of the application process, each BSW Program applicant is asked if he or she has a criminal record, including a history of any felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a social worker or from making a major contribution to society. Applicants for admission to the Department of Social Work are evaluated based on their overall qualifications. However, applicants are advised that a criminal conviction could prevent them from being placed in some practicum and agency settings. In addition, it may prevent him or her from being licensed, certified, or registered to practice social work in some states and jurisdictions. Students are also asked if they have ever been dismissed from an undergraduate program for academic or nonacademic reasons. If the answer is affirmative, then the student is required to provide additional information so his or her application can be evaluated in light of all of the facts (adapted with permission from Washburn University).
Consideration of personal situations and conditions: Social workers must adhere to the Code of Ethics even when they are not officially "on the job". The standard states, “Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities” (NASW ethical standard 4.03 Private Conduct). It is important that students consider any personal situations or conditions that may create challenges for them as a social worker.

Additionally, social workers must assure that “their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance” (NASW ethical standard 4.05 Impairment).

Students are expected to disclose and describe all personal situations and/or conditions that they believe fit within these two NASW standards and how they know that they are ready to begin their professional internships. Students who have diagnosed mental disorders, including recovery from substance abuse, are asked to request a written statement from their mental health professionals supporting their readiness for internships.

If a student experiences a problem situation or condition while at Briar Cliff University the student is expected to be proactive in informing the department chair of the situation and requesting a consultation with faculty. A consultation to discuss the situation will be scheduled as quickly as possible.

Transfer and Online Degree Completion Students

The transfer of credit for social work courses from non-accredited programs is done on a case-by-case basis. The Program Director examines the course syllabi, the text, and the learning objectives to ascertain if the course is comparable to the accredited program and the Curriculum Policy Statement. If the course is considered comparable, it is accepted.

The same principle, on a case-by-case basis, also applies to courses and students from accredited social work programs. Furthermore, the transfer student must meet all the admission requirements of the BCU accredited program.

Adjudication of Student Grievances in Regard to Student/Faculty Relationships

Students are encouraged to register complaints of unfairness, rights infringement, or lack of clarity or evenness in faculty expectations directly to the professor or instructor involved. If this is not possible or is unsatisfactory, the student then approaches the program director. The Program Director then meets with the faculty person in question and the student involved. If the complaint is with the director of the department, or if the matter is still unresolved, the student may bring the grievance to the Vice-President for Academic Affairs.

The Vice-President for Academic Affairs will:

Listen to the views of the faculty member and student. If the matter cannot be resolved the following steps may be initiated by the student:

- The student selects two students and two faculty members from outside the department who have not, thus far, been involved in the case.
- This mediation panel hears both sides of the case, and makes a recommendation to the Vice-President for Academic Affairs.
- The Vice-President for Academic Affairs then makes the final decision.

If a disagreement involves the Field Instructor and the student during the student’s field placement, the student is also encouraged to first resolve the matter directly with the Field Instructor. If no resolution is possible, the Director of Field Education meets at the agency with the Field Instructor and the student. If matters are still unresolved the student would use the procedure outlined above to bring the matter to the attention of the program director and finally to the Vice-President for Academic Affairs.
Policy for Terminating Students

The Council on Social Work Education, the accrediting agency for social work programs, asks each program to address the problem of terminating students whose performance and aptitude prove unsatisfactory. The following information was submitted to the Council on Social Work Education in response to the problem.

Campus and online degree completion students must maintain a GPA of 2.0 in their major as well as in their total program to remain students in good standing. In addition, students are only permitted one “D” in a major course (University catalog). Students not meeting these requirements can be given provisional or probationary status in the department for one semester. If after that semester, they have not attained the 2.0, the students are encouraged to seek a major in which they would be able to meet the necessary 2.0 for graduation requirements.

In addition to terminating students on the basis of academic aptitude, students are judged on their aptitude for social work itself. Every effort is made beginning with the first-year advising sessions to insure that the potential social work major will have a clear grasp of the social work profession by the end of the sophomore year. During the formal interview for admission to the program, the program director calls the references listed when the student’s aptitude is in doubt. The student’s values and motivation and the ability to work with a variety of people are also assessed. The sophomore volunteer experience is also used to help the student realistically assess his or her potential for social work. In the first required course, History and General Method of Social Work students are introduced to the NASW Code of Ethics (Student Handbook, Appendix B) and the ten core competencies as outlined in the CSWE Curriculum Policy Statement (Student Handbook, Appendix B). Continuing in this course and in Human Behavior and the Social Environment, the student is progressively challenged to assess his or her potential and aptitude for social work. The social work faculty chooses to proceed cautiously in the area of terminating students because of respect for the individuality of the student and also because of the sometimes latent potential of students.

However, the student who fails to meet the academic requirements listed above or who fails the sophomore volunteer experience will be asked to de-select from social work. Both campus and online degree completion students whose judgment of their potential for social work differs from the faculty’s, after efforts have been expended to assist the student in self-evaluation, will be asked to choose another major.

The social work program reserves the right to discontinue any student in the program who demonstrates not only academic unpreparedness, but also unresolved emotional suitability, a sustained lack of professional readiness, and/or inadequate skills in relating to people. Violations of the NASW Code of Ethics (cf. Appendix B) and failure to meet academic performance standards, whether in the regular classroom or in field, may be addressed formally or informally by the academic advisor, the Program Director, or the Social Work faculty of the Department of Social Work. The formal procedure follows.

If terminated from the program, the student will be informed in writing by the program director of the department. The student may appeal this decision to the program director within two weeks of receipt of notification. If the matter is still unresolved, the student may request a hearing. The hearing must be held within the following two weeks. The panel, selected by the student, will include two students and two faculty members from outside the department who have not, thus far, been involved in the case. The panel hears both sides of the case and makes a recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs then makes the final decision. The student and the department are both informed of the decision in writing by the Vice President for Academic Affairs.

7. Students’ Participation in Policy Making

Students are encouraged to participate in all aspects of policy-making in regard to the social work program. Meetings of the Social Work Club are used to influence departmental policy. In the past students’ suggestions have led to required volunteer work in SWRK 230 so students would have an opportunity early
in their academic program to have some field experience. Student input led to the creation of a one-hour lab associated with SWRK 370. Students participated actively in the program director search in 2014.

Online students will be encouraged to communicate with campus students and to participate in formulating and modifying policies affecting academic and student affairs. Online students will contribute to and receive the Social Work Program Newsletter.

The Social Work Club

The Social Work Club was organized by the social work majors in 1976. All students interested in a social work major were invited to join the Social Work Club. The club meets at least monthly and provides opportunities to socialize with students having common interests, provides opportunities to visit local agencies, promotes the profession of social work by bringing speakers to campus and organizing workshops, and seeks to inform students about local issues and policies. Ordinarily election of officers is held in spring. Students running for office must maintain a grade point average of 2.0 or higher and social work students must be eligible for acceptance into the social work major.

Departmental Newsletter

The departmental newsletter is published three times during the academic year, at least one week before advising each semester and at the end of second semester. It is the official publication of the social work program and changes in policy and program will be announced through the newsletter. All students will receive electronic copies of each newsletter and the newsletter is posted on the departmental web page. Students are encouraged to submit articles to the newsletter by placing them in the departmental secretary’s box. The deadline for copy one month before publication. Activities of the Social Work Club will also be reported in the Newsletter.

8. Faculty

1. Liz Rembold, MSW, CSW-PIP, H-319, 712 279-5458
   Assistant Professor
   Director, Social Work Program
   Department of Social Work
   Advises social work majors and transfers
   Teaches Human Behavior and the Social Environment, Social Work Practice I and II, Social Services and Policy, Grant Writing, Child Welfare electives, Mental Health elective
   Advises Social Work Club during alternate years

2. Sister Shirley Fineran, MSW, LISW, H-301, 712 279-5438
   Assistant Professor
   Director of Field Education
   Advises first year students, NSAT
   Directs Field Education, Field Seminar, IR’s in Social Work
   Teaches Practice III
   Advises Social Work Club during alternate years

3. Heather Craig-Oldsen, MSW, CSW, H-320, 712 279-5489
   Professor
   Department of Social Work
   Advises social work majors and transfers
   Teaches History and Methods, Social Work Practice I and II, Social Services and Policy, and Community Organization

4. Sylvia Kuennen, MSW, LISW, H-322, 712 279-5478
   Professor emeritus

5. John Cordoue, MSW, Ph.D.
   Professor emeritus
APPENDIX A

Council on Social Work Education

2015 Educational Policy and Accreditation Standards

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

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

EPAS Revision Process

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

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

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

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.
The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

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

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

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

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

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

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

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

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

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

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

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

**Competency 5: Engage in Policy Practice**
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
  • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
  • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
  • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
  • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
  • facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
  • select and use appropriate methods for evaluation of outcomes;
  • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
  • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
  • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

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

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

Accreditation Standard 1.0—Program Mission and Goals

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

Program Mission and Goals
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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

Accreditation Standard B2.0—Generalist Practice
B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice
M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

Accreditation Standard M2.1—Specialized Practice
M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.
Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment. The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.
Educational Policy 3.0—Diversity
The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

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

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

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.
M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
3.1.4 The program describes its policies and procedures concerning the transfer of credits.

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

Advisement, retention, and termination

3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.
Student participation

3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

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

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

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

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

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.
Accreditation Standard 3.3—Administrative Structure

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

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

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.

M3.3.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources
3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

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

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

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

• A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
• At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
• An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
• Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
• An explanation of how the program determines the percentage of students achieving the benchmark.
• Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct.

The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

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

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

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

**Ethical Principles**

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

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

**Value**: Social Justice

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

**Value**: Dignity and Worth of the Person

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

**Value**: Importance of Human Relationships

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

**Value**: Integrity

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

**Value**: Competence

**Ethical Principle**: Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

1. Social Workers' Ethical Responsibilities to Clients

**1.01 Commitment to Clients**

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

**1.02 Self-Determination**

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

1.03 Informed Consent
   (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
   (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
   (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
   (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
   (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
   (f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence
   (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
   (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
   (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity
   (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
   (b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
   (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest
   (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
   (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
   (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships...
are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

Ethical Standards
2. Social Workers' Ethical Responsibilities to Colleagues

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

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

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

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

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

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

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

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

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

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

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

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

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

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

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

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

Ethical Standards
4. Social Workers' Ethical Responsibilities as Professionals

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

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

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

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

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

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

**Ethical Standards**

6. Social Workers' Ethical Responsibilities to the Broader Society

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

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

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

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

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

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

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

Revised January 1, 1997
APPLICATION FOR ADMISSION TO MAJOR IN SOCIAL WORK

Name: ___________________________  Date of Application: _______________________

School Address: ________________  Phone Number: _____________________________

Email Address: __________________

Home Address: ________________  Phone Number: _____________________________

Work Address: ________________  Work Number: _____________________________

High School Attended: __________________________

Sex: _____  Age: _________  Current year in school: 1st Yr., Soph, Jr, Sr.) ______

Accumulative grade point average: _________

Grade point average in social work: _________

1. Please provide a biographical sketch that includes those events that led to your interest in social work.

2. Tell why you wish to major in social work (if not included above).

3. What areas of social work do you hope to enter?
4. Give examples to show that you are able to work with a variety of people in a variety of settings (volunteer work, jobs, social action).

5. Please list organizations related to social work, social welfare, or social conditions that you have belonged to (if any).

6. Please list your hobbies or other interests.

7. Please list any academic awards or other honors you have received.

8. Do you at this time plan to go to graduate school? If so, what are your plans?

9. Please list other jobs that you have had that have not been related to social work.
10. Social workers must adhere to the Code of Ethics even when they are not officially "on the job". The standard states, “Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities” (NASW ethical standard 4.03 Private Conduct). It is important that you consider any personal situations or conditions that may create challenges for you as a social worker.

Additionally, social workers must assure that “their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance” (NASW ethical standard 4.05 Impairment).

Please describe here all personal situations and/or conditions that you believe fit within these two NASW standards and how you know that you are ready to begin your professional internship. For example, if you are in active recovery from substance abuse, please discuss how your active recovery will help and/or hinder you as a social worker. If you have a diagnosed mental health condition, describe the discussions you have had with your mental health professional about your intention to become a social worker. (Please request a written statement from your mental health professional supporting your readiness.)

11. Do you have a misdemeanor or a felony criminal record? If yes, please explain:
12. Have you ever been dismissed from an undergraduate or graduate program for academic or nonacademic reasons? If yes, please explain:

13. Please share any questions you might have:

   a. social work in general

   b. BCU program in particular

   c. Anything else?

14. Please list the names, addresses, and phone numbers of two persons who know you well that we might contact as references. (State the capacity in which the persons know you, e.g., pastor, professor, employer, non-related family friend).

(You will be asked to come in for an interview with the program director of the Department as part of the admissions process. Applications will be considered in December and March.)