Fayetteville State University
College of Humanities and Social Sciences
SCHOOL OF SOCIAL WORK

Master of Social Work Program
Section I: Student Handbook and
Section II: Field Education Manual

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Fayetteville State University
College of Humanities and Social Sciences
SCHOOL OF SOCIAL WORK

MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

Greetings and welcome to the School of Social Work at Fayetteville State University. Our values of service, social justice, the dignity and worth of all persons, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are the values of the profession of social work. Here, you will join classmates that are from diverse backgrounds including cultures, races, religions, orientations, and genders, and have different life experiences. We celebrate and embrace diversity and difference, and we celebrate and embrace each of you.

As you endeavor to pursue the Master of Social Work degree at Fayetteville State University, you will find that you will be challenged to pursue excellence in education. You will meet a unique collection of faculty, staff and administrators who are here to help you and who have created an environment that allows for optimal learning. Like you, we the faculty have traveled the path you are now taking that will lead to one of the most coveted degrees in this millennium, the Master of Social Work degree.

As you travel this new-found journey please visit with us, join our research and writing teams, be engaged and make the most of this experience. Please know that we are here for you, and we are invested in your success. The Student Handbook is a road map that will enable you to navigate your path as Master of Social Work student. Please read it from cover to cover and reflect on it often.

As your Associate Dean, I look forward to meeting each of you, joining you in the classroom, walking beside you, and celebrating with you when the journey is finished. Again, welcome and ENJOY!

"Proud to Be"
Dr. Quienton L. Nichols
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Greetings from the Director of the MSW Program

Greetings and welcome to the School of Social Work at Fayetteville State University on behalf of the MSW faculty and staff, we welcome you to the School of Social Work Master of Social Work Program at Fayetteville State University. The primary purpose of the *Master of Social Work Program Student Handbook* is to orientate you to the Master of Social Work Program and the University. Important information, guidelines, curriculum, and policies regarding the MSW Program are provided to guide you in your successful matriculation and completion of the MSW Program.

It is essential to note that you should have two manuals: (1) the MSW Student Handbook and (2) the MSW Field Practicum Manual. The MSW Student Handbook addresses academic and campus policies and procedures, while the MSW Field Practicum Manual addresses policies and procedures pertaining to a student's field practicum. Please be very familiar with both manuals as they will ensure that you have access to the information needed to successfully matriculate and complete the MSW Program.

While the mission of our program is to prepare students for professional social work practice and leadership with a focus on issues concerning children, families, mental health, and substance abuse; our curriculum prepares students to become leaders and advocates for socio-economic justice in a multicultural society. Additionally, our MSW Program is designed to produce social workers with the knowledge and skills necessary to provide leadership in addressing the complexity of problems encountered in rural, urban, and military settings. You will become a part of an educational community that brings together faculty, social work professionals, and students for collaborative learning.

Our faculty members have notable teaching qualifications and social work practice experiences and expertise in several different areas of social work practice. The faculty members value students and are invested in student learning and provide coherent, concise, and comprehensive approaches to learning. The MSW Program maintains outstanding relationships with the community, professional associations, and organizations on local, state, and national levels.

We're thrilled that you have chosen to be a part of the bronco family. We wish you much success as you embark on this next phase of your academic career at Fayetteville State University in our MSW Program.

Best wishes,

Beverly Edwards

FAYETTEVILLE STATE UNIVERSITY

SECTION I: MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK

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Master of Social Work Program Student Handbook

About Fayetteville State University

Fayetteville State University is a public comprehensive regional university, offering degrees at the baccalaureate, master's, and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the university's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

History

In 1867, seven Black men - Matthew N. Leary, A. J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant - paid $136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of Black children in Fayetteville. General 0. 0. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School. By a legislative act of 1877, the North Carolina General assembly provided for the establishment of a Normal School for the education of Black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School. Five Administrative Officers served for relatively short periods until 1899: Robert L. Harris, Charles W. Chesnutt, Ezekiel E. Smith, George Williams, and the Rev. L. E. Fairley.

In 1899, Dr. Smith returned to the institution. Under his administration, the school grew from three rooms in a small frame structure to a physical plant of ten buildings on a fifty-acre tract of land. To pay for the land, Dr. Smith, along with F. D. Williston, E. N. Williams, J. G. Smith, and Dr. P. N. Melchor, endorsed a note for $3,000.00. The note was renewed several times and eventually paid off by Dr. Smith, who later deeded the land to the State. Dr. Smith retired in 1933 at the age of 80 with more than 40 years of service to the institution.

W. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College. The college received both state and regional accreditation in 1947. Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph

Jones. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

In 1969, the institution acquired its present name, "Fayetteville State University," and Dr. Charles "A" Lyons, Jr. was elected president. By a legislative act in 1972, Fayetteville State University became a constituent institution of the University of North Carolina System, and Dr. Lyons became its first chancellor. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master's level programs. In addition, the Fort Bragg-Pope AFB Extension Center, in conjunction with the Weekend and Evening College, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the university became a Comprehensive Level I Institution. In addition to expanding program offerings and services, eight buildings were added to the physical plant during this period.

On January 1, 1988, Dr. Lloyd V. Hackley became the seventh Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics, psychology, sociology, and teaching; FSU's first doctoral program in Educational Leadership was established; and baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. The addition of the $6.3 million ultra-modern School of Business and Economics Building, and the new $10.9 million Health and Physical Education Building, underscored Dr. Hackley's commitment to FSU's continued expansion and growth.

Chancellor Hackley strengthened FSU's community outreach to at-risk children in the public schools, establishing numerous scholarship and tutoring mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public capital campaign was also completed during Dr. Hackley's tenure, which enabled the University to increase the number of privately funded scholarships. On December 31, 1995, Dr. Hackley left his post to become President of the North Carolina Department of Community Colleges, the first African American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995, to November 15, 1995.

Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since FSU became a constituent of The University of North Carolina in 1972. Several major initiatives have been established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%, and Dr. McLeod has been instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to post-graduate studies.

On July 1, 2003, Dr. T. J. Bryan was appointed the tenth chief executive officer of Fayetteville State University. She was the first woman to serve as Chancellor of FSU and the first African American female to lead a UNC institution. Her major initiatives included the development of new cutting-edge academic programs such as a four-year nursing program, a biotechnology program, an honors program, a forensic-science program, and an international relations program that is being developed in cooperation with the Central Intelligence Agency.

Dr. James Anderson began his duties as the 11th Chief Executive Officer of Fayetteville State University on June 9, 2008. Dr. Anderson came to FSU from the University of Albany in New York. Dr. Anderson served from 2005-2007 as the University of Albany's Vice President for Student Success and Vice Provost for Institutional Assessment and Diversity. In that role, he led university efforts to advance students' academic success and learning, promote diversity and inclusion, and strengthen community partnerships and outreach.

Active in professional, civic, and higher-education organizations, Anderson's research and writing have focused on the assessment of student learning, as well as the impact of diversity on student learning, retention, and overall institutional effectiveness. He is the author or co-author of three books, including *The Unfinished Agenda: Brown v. Board of Education* and *Driving Change through Diversity and Globalization—Transformative Leadership in the Academy.*

A former American Council on Education (ACE) Fellow, Danforth Fellow, and National Learning Communities Fellow, he has been honored with the Outstanding Contribution to Higher Education Award (2005) from the National Association of Student Personnel Administrators and the Outstanding Service Award (2004) from the Commission on Human Resources and Social Change of the National Association of State Universities and Land-Grant Colleges (NASULGC). Anderson is active in professional, civic, and higher-education organizations. Examples of the many agencies he serves include being a member of the Board of Trustees of the Southern Association of Colleges and Schools' Commission on Colleges, a member of the American Council on Education's Commission on Inclusion, the Board of Directors of United Way of Cumberland County, the Educators Serving Educators Advisory Board for Excelsior College in

Albany, New York, Chair of the Board of Directors of the Sustainability Communities Foundation in Fayetteville.

Anderson initiated the launch of the largest fund-raising campaign in the institution's history. *"The Campaign for Fayetteville State University: From a Proud Legacy to a 21st Century,"* seeks to raise $25 million for the following initiatives:
- Scholarships for Deserving Students
- Support for Scholar Athletes
- Professional Development for Faculty and Staff
- Student Enrichment and Global Enhancement
- Military and Veteran Partnerships
- Center for Defense and Homeland Security

The campaign concludes in 2017 when the university celebrates its Sesquicentennial Birthday 1867-2017 (150th Anniversary).

Darrell T. Allison is the 12th chief executive officer and Chancellor of Fayetteville State University - the 2nd oldest public university in the UNC System. Under his leadership, Chancellor Allison has made it a priority to listen to stakeholders and has invested time and attention to listening to students, faculty, staff, alumni, and supporters of the university, through a series of town halls, one-on-one meetings, and small group engagement sessions.

Since his arrival on March 15, 2021, Chancellor Allison has seen through the approval of demolition of Vance and Bryan residence halls along with moving the university Health and Wellness Center to campus. Under his leadership, he launched a retention initiative, the 30-60-90 Summer School full-paid scholarship program for nearly 1,300 FSU Students and established the Bronco One Stop - a centralized location for students to receive all essential services and academic advising. He has also focused on an adult learning and military-connected students initiative that seeks to provide better services, programs, and resources to these targeted populations.

Through strategic leadership and commitment to enhancing student opportunities, Chancellor Allison has invested in a 21st century model for Career Services that prepares students for paid internships early on in their academic journey and provides them with the resources that will better prepare them for the workforce. In just six months after his arrival, Chancellor Allison established a new Board of Visitors, 55 members made up of industry professionals, community leaders, business owners, and dedicated alumni, who will serve as advocates and ambassadors for FSU. He is known for his commitment to expanding student opportunities and serving as a bridge builder.

A former member of the University of North Carolina Board of Governors and former trustee at North Carolina Central University, Chancellor Allison's career has been focused on education and public service. Serving on the Board of Governors from 2017 to 2020, he was a vocal supporter of the system's historically minority-serving institutions. As the inaugural chair of the Historically Minority-Serving Institutions (HMSI) Committee, he led the effort that provided all

17 UNC System institutions with at least $2 million for repairs and renovations, annually - an investment that especially supported the system's smaller universities. Allison also initiated and finalized a partnership with UNC-Chapel Hill's NC Policy Collaboratory, which awarded $6 million for COVID-19 programming and research at historically minority-serving institutions. He served on several committees, including Budget and Finance; Historically, Minority-Serving Institutions (chair); UNC System Racial Equity Task Force (chair); Educational Planning, Policies and Programs (secretary); Strategic Initiatives Committee; and UNC K-12 Laboratory Schools.

In prior leadership roles, Chancellor Allison served on the NCCU Board of Trustees, Advancement, Athletics and External Affairs, Academic and Student Affairs committees, and served as a member of the NCCU Chancellor Search Committee. In 2017, he endowed a scholarship fund at NCCU, his alma mater, in memory of his father, Thomas Allison.

A North Carolina native, Chancellor Allison holds a Juris Doctor degree from UNC-Chapel Hill and a bachelor's degree from NCCU. Allison and his wife La Nica are the proud parents of two daughters.

School of Social Work Mission Statement

The mission of the School of Social Work in the College of Humanities & Social Sciences at Fayetteville State University (FSU) is to prepare competent social work professionals at undergraduate and graduate levels, promote life-long learning and enhance the well-being of individuals, children and families residing in rural, urban, and military communities throughout North Carolina, the nation, and the world. Committed to excellence in teaching, scholarship, service, and leadership, faculty strive to alleviate poverty and oppression, advance social and economic justice in a multicultural society and in the global community.

Master of Social Work Program Mission Statement, Goals and Competencies

The mission of the Master of Social Work Program (MSW) at Fayetteville State University (FSU), is consistent with the profession's purpose which is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, military, and mental health. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings, and to empower social work students with the knowledge, values and skills needed to alleviate social and economic injustice. Students are prepared to utilize evidence-based practice in prevention and intervention, research, policy, and administration that promote human well-being. The program also seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and in the global community. Students matriculate in an environment that promotes, understands, and utilizes diversity, and stimulates a desire for lifelong learning by bringing together faculty, field instructors, social work professionals, and students for collaborative training and learning.

The educational philosophy of our School of Social Work appreciates, affirms, validates, and unequivocally embraces the need to produce cutting edge graduates who are educated for evidence-based professional social work practice with all client groups. Moreover, due to our identity, history, and legacy as an HBCU, we are particularly focused on the unique needs of people in Black families, neighborhoods, and communities.

MSW Program Goals:

1. To prepare students for advanced social work practice, research, and leadership by concentrating on children and family services or in mental health services in urban, rural, and military settings and across all system levels (individuals, families, groups, organizations, and communities).
2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. To develop social workers who seek and promote social justice in a multicultural society.
4. To inculcate in students the importance of continuous professional development as lifelong learners, and involvement in professional organizations.
5. To prepare students for leadership as scholar practitioners.

MSW Program Learning Outcomes:

1. To prepare students for advanced social work generalist practice, research, and leadership in urban, rural, and military communities by enhancing the foundation courses and electives available, but also expanding access to specialty certificates.
2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. To develop social workers who seek and promote competency in advocating social and economic justice in a multicultural society through professional development and involvement in professional and community organizations.

Council on Social Work Education

The Council on Social Work Education (CSWE) is the accrediting body for programs in social work education. The Fayetteville State University Master of Social Work Program was granted accreditation by the Council on Social Work Education in June 2006. Following are the 2015 Educational Policy and Accreditation Standards (EPAS) that was used by FSU for reaffirmation in 2018.

Competency 1: Demonstrate Ethical and Professional Behavior

• 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

• 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

• 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

• 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

- 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

- 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

- 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

- 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

- 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.

Specialty Competencies

Students accepted into the MSW program at Fayetteville State University may choose either the Child and Family Services Specialty or the Mental Health Services Specialty as detailed below.

Children and Family Services Specialty Competencies
The specialty in Children and Family Services provides students opportunities to acquire specific knowledge and skills in preparation for work with children and families. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. The curriculum is designed to educate students for advanced social work practice in adoptions, schools, adult services, shelters, foster care, protective services, courts, hospitals, community action agencies, domestic violence programs, policy development, advocacy, and administration.

1. *Social workers are mindful of their ethical obligations when working with children, youth, and their families. It is important that social workers know their professional roles; they reflect on past practice experiences when making ethical decisions; and they use ethical reasoning when working with children and their families.*

2. *As social workers, it is imperative that diversity is central when working with groups, or developing policies that impact children, youth, and their families. Furthermore, social workers allow children, youth, and their families to tell their stories of oppression, and social workers become aware of their own biases and lack of knowledge.*

3. *Social workers are knowledgeable of the issues that impact children and families, additionally, social workers lead the charge in fighting for needed changes for children, youth, and their families that renders social, economic, and environmental justice*

4. *Social workers utilize data driven decisions to improve policies, programs and services to children, youth, and their families.*

5. *Social workers are aware of the policies that impact children, youth, and families. They are aware of the need to formulate alternative policies that benefit children, youth, and families.*

6. *Social workers utilize theoretical frameworks and key communication and engagement skills when working with children and families and the systems that impact them including their social groups, organizations, and communities.*

7. *Social workers use a multiplicity of assessment tools and ecological theory which considers the impact of the social environment on children and their families when assessing diverse populations. Additionally, social workers empower children and families to participate in their own therapeutic process at all practice levels including assessment within the social context when it is developmentally appropriate.*

8. *Social workers working with children and families use evidenced based interventions that are appropriate, collaborate with other professionals, and advocate on all levels of practice.*

9. *Social workers are knowledgeable of the strategies utilized to evaluate their practice with children and families. From their analysis, they are able to track gaps and inequities in serve delivery.*

10. *Social workers are well aware of how to utilize technology in their work with children and families as a means of delivering efficient services.*

The Mental Health service specialty focuses primarily on preparing students for clinical social work practice with individuals, families, and small groups. This specialty emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders. The prevalence of substance abuse is emphasized, and assessment and intervention are addressed. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. Students are prepared to work in community mental health centers, residential facilities, rehabilitation programs, and in-patient psychiatric programs.

Mental Health Competencies

1. *Social workers in mental health understand that their primary responsibility is to the individual client, the family, the couple, or the group with whom they have a professional relationship. They follow the code of ethics and respect the dignity and rights of clients, protect their welfare, and maximize the self-determination of clients with whom they work.*

2. *As social workers, it is imperative that diversity is central when working with individuals, groups, and families, or developing policies that impact them. Social workers in mental health demonstrate sensitivity to diversity and an appreciation of difference by providing services from a strength based and culturally sensitive perspective recognizing that people are defined by a plethora of dimensions including age, race, ethnicity, class, orientations, challenges, religion, and geography. All of these dimensions are factored in as they engage clients in mental health practice.*

3. *Advanced direct social work practice in mental health includes preventive and clinical treatment services where functioning is interrupted and/or affected by environmental, social, and psychological stress or health impairment.*

4. *Social workers in mental health utilize data driven decisions to improve policies, programs, and services.*

5. *Social workers in the mental health specialty area learn that as "street level bureaucrats" the power they have to influence, impact, and implement policy in a manner that enables them to empower clients with mental health challenges, and how social and economic factors impact the lives of clients and their ability to access services whether at the local, state, or national levels.*

6. *Social workers utilize theoretical frameworks and key social work communication, engagement and intervention skills when building collaborative relationships with individuals, families, groups, organizations, and communities when providing mental health services.*

7. *Social workers in mental health have expertise in performing ecological, or "person in environment" assessments (case formulations) and micro, mezzo, and some macro level interventions with client populations across the lifespan. Content includes practitioner's conscious use of self, sensitivity to diversity, intervention and prevention strategies, artistic and scientific approaches, and multi-disciplinary and community-based teams.*

8. *Social workers in mental health use evidenced based interventions that are appropriate, collaborate with other professionals, and advocate on levels of practice. They intervene with clients on various systems levels including the individual clients, their families, social groups, organizations in which they receive services and the communities in which*

clients live. They select from and create developmentally, and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and professional values.

9. *Social workers are knowledgeable of the strategies utilized to evaluate their practice. From their analysis, they are able to track gaps and inequities in service delivery by utilizing single subject designs and program evaluation.*

10. *Social workers in mental health are well aware of how to utilize technology in their practice. They are skilled in integrating technology into research, practice, and evaluation.*

Academic Regulations
Admission Requirements

Consistent with University requirements, the MSW Program requires an earned bachelor's degree from an accredited college or university to qualify for admission to graduate studies at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the MSW Program are expected to meet the following criteria:

1. Completion of a baccalaureate degree from an accredited college or university.

2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.

3. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), & 3 semester hours of Humanities.

4. Three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain

a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.

5.   A personal statement of no more than five (5) typed, double spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

6.   A personal interview may be required.

Applicants whose native language is other than English must provide an acceptable proficiency level as indicated by attainment of scores of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL), or 85 on the Michigan Test of English Language Proficiency (MTELP), or completion of Level 8 at an ESL Language Center with a positive recommendation on readiness to pursue university work. Results must be forwarded to the Admissions Office before consideration can be given to applicants for admission.

Credit for Work and Life Experience

The MSW Program does not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work, may enroll in practice courses and in the field instruction courses.

Documents to be submitted for Admission:

The following documents should be submitted to:

Admissions Office
Fayetteville State University
1200 Murchison Road
Fayetteville, North Carolina 28301-4298
(910) 672-1374
Toll Free: 1-800-222-2594

1.   A completed Application for Admission to Graduate Instruction with the $25.00 non-refundable application fee.

2. All baccalaureate transcripts and any transcript(s) of previous graduate study.

3. Three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.

4. A personal statement of no more than five (5) typed, double-spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

Transfer of Credit

A maximum of six (6) semester hours of transfer credits for graduate courses with a grade of "B" or higher may be accepted toward completion of the MSW. The remaining hours must be earned in residence. Only courses that counted toward a degree at an accredited program in an accredited institution will be considered for transfer credit. Credits gained in correspondence courses at any institution will not be accepted. Course work transferred must not be older than six (6) years at the time the degree is awarded.

Transfer credit for social work courses will only be accepted from social work programs that are accredited by Council on Social Work Education. Students transferring into the MSW Program must formally apply *for Admission to Graduate Instruction* to the FSU Graduate Studies.

Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the School of Social Work Associate Dean, the College of Humanities and Social Sciences Dean and the Dean of Graduate Studies for final approval. Course work may be transferred upon the student's admission into a graduate studies program.

Student Advisement

Upon admission to the MSW Program each student will be assigned a faculty mentor/advisor. The mentor/mentee advisor/advisee relationship is an ongoing relationship, which continues

throughout the student's program of study. The faculty mentor/advisor assists the student in navigating the requirements of the program, choice of courses, planning for additional graduate study, and career considerations. The student's program of study is developed in consultation with the mentor/advisor. Mentors/Advisors maintain a program folder for each advisee through the completion of the degree. Faculty mentors/advisors are trained in the use of Banner, which provides both students and faculty with information on program requirements, courses taken by the student, and other pertinent data. Students have access to information regarding the courses they have taken and on-line registration capability through the Web from the Students Information System.

Selection of course electives and research project topics require consultation with the student's mentor/advisor. Students, who are working on their research projects, will be advised by a faculty member, who will guide them. The Director of Field Education provides advisement relative to specific entry into field instruction.

The assignment of mentors/advisors is made through the office of the MSW Program Director. Factors taken into consideration in the assignment of mentors/advisors include faculty course/workload, number of mentees/advisees assigned to the faculty member, and the student's identified interest in an area of concentration. Students may request a change of mentors/advisors at any time.

Class Attendance

Students in the MSW Program are expected to attend class regularly and punctually. Students are responsible for completing any assignments missed due to absences, regardless of the reasons for absence. Advanced standing students taking required courses for the MSW Program during the summer cannot miss more than two days.

Student Evaluation and Performance

Student performance is evaluated in each course using a variety of assessment strategies identified in the course syllabus. MSW students are expected to achieve a grade of "A" or "B" in all courses. A student who receives three "C" grades, has under a 3.0 GPA or one "F" grade in any course will be withdrawn from the MSW Program. MSW students must attend class regularly and punctually and are responsible for completing any work due to absences.

Students enrolled in the MSW Program are expected to exhibit ethical behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that would place themselves, the MSW Program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal from the program. The evaluation of students involved in field instruction is outlined in the Field Instruction Manual.

Students are also evaluated based on preparation for class; attendance; participation; appropriate dress; appropriate behavior; and readiness for the profession. This is captured through the class participation portion of the course.

Grading

Students enrolled in the MSW Program must maintain satisfactory progress toward the degree. Following the FSU Graduate Catalog, the MSW student is expected to achieve a satisfactory grade of "A" or "B" in all course work attempted for graduate credit. A student who receives three "C" grades, has under a 3.0 GPA or one "F" grade in any course will be withdrawn from the graduate program.

The FSU grading scale for graduate courses are:
  A   -   Superior
  B   -   Good
  C   -   Marginal (Acceptable for graduate credit.)
  F   -   Failure (Any level of performance below "C")

Interim grades:
 I - Incomplete
 IP- In Progress (dissertation/thesis only)

Other grading symbols:
         W -   Withdrawal
         WU-   Withdrawal from university
         AU-   Auditing (no credit)
         WN-   Withdrawal due to non-attendance (auditing students only).

Repeating Courses

According to the FSU Graduate Catalog a student who receives a grade of C in a graduate course may repeat that course once without permission. The student must submit the Course Repeat form to the Office of the Registrar. To repeat a second course in which a student earned a grade of C, the student must seek permission from the graduate coordinator and department chair. The department must submit the Course Repeat form to the Office of the Registrar. The grades earned on the first attempt and on the repeat attempt will remain a part of the student's permanent record and will be shown on the student's transcript. The grade and hours earned in the first attempt will not be computed in the grade point average. Enrollment will be terminated if a student receives a grade of "F" or "U" in a repeated course. A course may be repeated one time only. The tuition surcharge will apply for all hours attempted beyond 140 credit hours and eight semesters.

Incomplete grades

The grade of "I" may be assigned only when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete a specific course requirement such as a report, field experience, experiment, or final examination. An Incomplete Grade may not be assigned to students who have failed to fulfill multiple requirements in a class.

An "I" grade must be removed before the end of the next regular (fall or spring) semester immediately following the semester or term in which the "I" grade was assigned. If the "I" grade is not removed within the stipulated time limit (see the academic calendar), the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to remove "I" grades.

Grading for Field Placement

Evaluation of student performance is graded A, B, C, and F, and "IP" (in progress). The field grade is a combination of the Field Placement Performance Evaluation grade and incorporates completion of the required hours for the placement, class attendance (present and on time), participation and timely submission of required documents to their Seminar Instructor. A grade of "A" indicates a student has excelled in aspects of field, and a grade of "B" indicates the student has met expectations, and a "C" means the student met minimal expectations in field. An "IP" grade is issued to students who were unable to complete hours in the previous semester and are approved to continue in field by the Field Director/Coordinator. Course requirements are met no later than the end of the following semester. When course requirements are completed, a letter grade is recorded. Grading Policies for Field Education are as following:

> 1. A student who receives an "F" in Field Education I, II, III, or IV will be administratively withdrawn. A student cannot repeat Field Education if a grade of "F" is received.
> 2. A student receiving an "IP" in a Field Education course must complete all requirements to resolve the "IP" by the next semester.

Graduation Requirements

Sixty-one (61) semester credit hours of social work courses are necessary for the completion of the program. Thirty-eight (38) semester hours of foundation courses are required for all students. Students may choose either the Children and Family Services or Mental Health areas of concentration. The remaining twenty-three (23) hours include concentration courses and advanced courses. Students are also required to take SWRK 662 Ethics in Social Work Practice to fulfill the requirements for their MSW degree.

Time Limit for MSW Degree Completion

All master's degrees, including the thesis, directed study, internship, and comprehensive examinations, must be completed within six (6) calendar years from the date of the first course(s) carrying graduate degree credits applicable to the student's degree program. All graduate certificate programs must be completed within six (6) calendar years from the date of the first course(s) carrying graduate credits applicable to the student's graduate certificate program. No courses, including transferred or substituted courses, can be older than six (6) calendar years at the time a student graduates.

Registration

The registration and pre-registration for classes begin with a consultation with the academic mentor/advisor. In preparation for the meeting with the mentor/advisor, students should make an appointment with the mentor/advisor and review their program of study and their transcripts to identify courses needed for the semester. Students register online where they obtain valuable information such as course offerings, grades, billing information, status of financial aid application, and other types of information.

Student Organizations

MSW Student Association

The MSW Student Association (MSSWA) was established in Fall 2003. The purpose of the MSW Student Association is to assist state, county, and local government in the implementation of social, economic, and political services that enhances the social functioning of individuals, groups, communities, and organizations. During 2005 and 2004, the Retired Senior Volunteer Program (RSVP) recognized and awarded MSSWA for its service and participation in RSVP events, such as the County Senior Games. The association is consistently recognized for its annual food and toy drives for needy families. MSSWA also unites MSW students and provides support for members as a group, as well as provides services to the community and the student body. The association operates within the student affairs policies and procedures of the university. A faculty advisor is assigned to provide administrative and technical guidance as well as facilitate communication between the MSW Program and the student association. The MSW Student Association President serves as a member of the MSW Program Advisory Council.

National Association of Social Workers

The National Association of Social Workers (NASW), which is the largest membership organization of professional social workers in the world, provides a channel for social workers to network and stay abreast on social work best practices. Social work students may join NASW at one quarter of the regular dues and after graduation are offered a transitional membership rate for two years. The NASW membership packet includes a Social Work Journal Subscription, NASW News, NASW-NC Newsletter, professional development announcements, job vacancy announcements, and other resources. See NASW web site (http://www.naswdc.org) for additional information.

FSU Student Chapter National Association of Black Social Workers

The FSU Student Chapter of the National Association of Black Social Workers (NABSW) was established in Spring 2004. The purpose of NABSW is to provide a means whereby undergraduate and graduate social work students may exchange ideas, offer their services, and develop and enhance skills in the interest of the Black community and the community at large. Students learn about the field of social work and the roles and responsibilities of social workers.

Phi Alpha Honor Society

Phi Alpha is a national honor society for MSW Students. MSW students are eligible for membership after achieving national and local chapter requirements. The MSW Program Phi Alpha Honor Society was established to enhance students' bonds with one another and uphold humanitarian goals and ideals. Phi Alpha supports lofty standards in social work education and invites into membership, persons who have attained excellence in scholarship and achievement in social work. Nu Phi is the local chapter of Phi Alpha Honor Society. Eligibility requirements for students are as follows:

- Complete 9 semester hours of course work.
- Achieve a minimum grade point average of 3.5.

Black Feminist Scholars Student Organization

The purpose of Black Feminist Scholars is to provide a space for discussion, collaboration, empowerment, advocacy, and activism regarding issues of racial, social, political, and economic injustice and inequality. Black Feminist Scholars provides a space to examine social injustices and issues from a lens of intersectionality, deeper conceptualizing how factors such as gender, race, ethnicity, and class scope social problems. Black Feminist Scholars will aim to promote critical consciousness and feminism on campus and within the community. Black Feminist Scholars consists of a diverse range of individuals promoting social change. Black Feminist Scholars strives to be as nonhierarchical as possible in its organization and discussion.

School of Social Work Advisory Council

The School of Social Work Advisory Council provides support and guidance to the program. The purpose of the Council is to ensure the provision of a high quality MSW Program by fostering communication between the MSW Program and the community. Membership is comprised of social work practitioners, BSW program directors, policy makers, field instructors, alumni, students, and consumer representatives. The Advisory Council contributions include strengthening curriculum, promoting political support, and increasing program visibility.

Professional Development

Students are to participate in professional development activities through attendance and presentations at professional conferences, program lectures, seminars, and colloquia. Students are also encouraged to become student members of local, state, and national social work organizations.

School of Social Work Lecture Series

The School of Social Work annually sponsors the Lecture Series for students and community social work professionals. The Lecture Series provide students opportunities to network with professionals in the field as well as explore employment opportunities.

Professional Organizations

Most of the professional social work organizations encourage student participation through student memberships, student paper competitions, and committee service. Some of the most visible professional social work organizations are:

- American Public Human Services Association
- Association for Community Practice & Social Administration
- Association of Oncology Social Work
- Child Welfare League of America, Inc.
- Clinical Social Work Federation
- Council on Social Work Education
- Institute for the Advancement of Social Work Research
- Latino Social Work Association
- National Association of Social Workers
- National Association of Asian American Social Workers
- National Association of Black Social Workers
- National Organization of Forensic Social Work
- North American Association of Christians in Social Work
- North Carolina School Social Workers Association
- North Carolina Social Work Certification and Licensure Board
- Rural Social Work Caucus
- Welfare Information Network

Master of Social Work --- **Program Plan of Study (Subject to Change- Always refer to most current Graduate Catalog)

All courses listed in the foundation, advanced, and concentrated areas are required with the exception of course electives.

Foundation Courses

SWRK 501	Professional Writing for Social Work	3
SWRK 601	Social Welfare Policy & Service	3
SWRK 602	Human Behavior & the Social Environment I	3
SWRK 603	Human Behavior & the Social Environment II	3
SWRK 607	Social Work Statistical & Data Analysis	3
SWRK 611	Social Work Intervention with Individuals & Families	3
SWRK 604	Applied Social Work Research Methods	3
SWRK 612	Social Work Intervention with Groups, Communities and	

	Organizations	3
SWRK 651 & 652	Social Work Field Instruction I & II	4 & 4
		TOTAL: 32 sh

Advanced Courses

SWRK 613	Multicultural Practice with Diverse Populations	3
SWRK 626	Substance Abuse Intervention	3
SWRK 635	Management of Human Service Organizations	3
SWRK 609	Social Work with Groups	3
SWRK 656	Social Work Field Instruction III	4
SWRK 657	Social Work Field Instruction IV	4
		TOTAL: 20 sh

| SWRK 662 | Ethics in Social Work Practice | TOTAL: 3 sh |

Specialty Courses

Children and Family Services Specialty

SWRK 610	Social Work Practice with Families	3 sh
SWRK 620	Social Work Practice with Children & Adolescents	3 sh
		TOTAL = 6 sh.

OR

Mental Health Specialty

SWRK 615	Social Work Practice in Mental Health	3 sh
SWRK 630	Assessment of Mental Disorders	3 sh
		TOTAL = 6 sh.

MASTER OF SOCIAL WORK DEGREE: ACADEMIC YEAR 2021
FULL-TIME PROGRAM
(2 year: Total of 61 semester hours)
FULL TIME PROGRAM: FOUNDATION YEAR

Fall Semester I		Spring Semester I	
SWRK **501**: Professional Writing for Social Work	3	SWRK **601**: Social Welfare Policy & Services	3
SWRK **602**: Human Behavior and the Social Environment I	3	SWRK **603**: Human Behavior and the Social Environment II	3
SWRK **604**: Applied Social Work Research Methods	3	SWRK **607**: Social Work Statistical & Data Analysis	3
SWRK **611**: Social Work Intervention with Individuals and Families	3	SWRK **612**: Social Work Intervention with Groups, Communities, and Organizations	3
SWRK **651**: Social Work Field Instruction I	4	SWRK **652**: Social Work Field Instruction II	4
Total Semester Hours	16	**Total Semester Hours**	16

FULL TIME PROGRAM: ADVANCED YEAR

Fall Semester II		Spring Semester II	
SWRK **609**: Advanced Social Work Practice with Groups	3	SWRK **635**: Management of Human Service Organizations	3
SWRK **613**: Multicultural Practice with Diverse Populations	3	SWRK 662: Ethics in Social Work Practice	3
SWRK **626**: Substance Abuse Intervention	3	**Children and Family**-SWRK 620-Social Work Prac. w/Child & Adolescence _____ or **Mental Health** – SWRK 630-Assessment of Mental Disorders _____	3
Children and Family-SWRK 610-Social Work Prac. w/Families _____ or **Mental Health** – SWRK 615-Social Work Prac. in Mental Health	3	SWRK **657**: Social Work Field Instruction IV	4

SWRK **656:** Social Work Field Instruction III	4		
Total Semester Hours	16	**Total Semester Hours**	13

Signature: _____ **Date:**_____

MASTER OF SOCIAL WORK DEGREE: ACADEMIC YEAR 2021
WEEKEND/PART-TIME PROGRAM:
(3 Year: Total of 61 Semester hours)
FIRST YEAR

Fall Semester I		**Spring Semester I**	
SWRK **601:** Social Welfare Policy & Services	3	SWRK **501**: Professional Writing for Social Work	3
SWRK **602**: Human Behavior and the Social Environment I	3	SWRK **603**: Human Behavior and the Social Environment II	3
SWRK **613**: Multicultural Practice with Diverse Populations	3	SWRK **662**: Ethics in Social Work Practice	3
Total Semester Hours	9	**Total Semester Hours**	9

WEEKEND/PART-TIME PROGRAM
SECOND YEAR

Fall Semester II		**Spring Semester II**	
SWRK **604**: Applied Social Work Research Methods	3	SWRK **607**: Social Work Statistical & Data Analysis	3
SWRK **611**: Social Work Intervention with Individuals and Families	3	SWRK **612**: Social Work Intervention with Groups, Communities, and Organizations	3
SWRK **626**: Substance Abuse Intervention	3	SWRK **652**: Social Work Field Instruction II	4
SWRK **651**: Social Work Field Instruction I	4		
Total Semester Hours	13	**Total Semester Hours**	10

WEEKEND/PART-TIME PROGRAM

Fall Semester III		Spring Semester III	
SWRK **609:** Advanced Social Work Practice with Groups	3	**Children and Family**-SWRK 620-Social Work Prac. w/Child & Adolescence _____ or **Mental Health** – SWRK 630-Assessment of Mental Disorders _____	3
Children and Family-SWRK 610-Social Work Prac. w/Families _____ or **Mental Health** – SWRK 615-Social Work Prac. in Mental Health	3	SWRK **635**: Management of Human Service Organizations	3
SWRK **656**: Social Work Field Instruction III	4	SWRK **657**: Social Work Field Instruction IV	4
Total Semester Hours	10	**Total Semester Hours**	10

Signature: _____ Date:_____

Advanced Standing Curriculum Plan

Advanced standing status is awarded to eligible graduates of CSWE accredited baccalaureate social work programs. Advanced standing is a one-year full-time academic program. Students must have completed their bachelors' degree in social work within five years of expected enrollment in the MSW Program. Students must have a cumulative 3.0 GPA to apply for advanced standing. It is assumed advanced standing students will have mastered the fundamentals and demonstrated the ability to perform in an accelerated learning program.

Advanced standing students begin course work during the first summer session. Students enroll in SWRK 606 Social Work Practice Seminar (3 sh) and SWRK 608 Statistics and Research Seminar (3 sh) courses. During the fall and spring semesters, students follow the Curriculum Plans outlined for the Advanced Year based on their Specialty and complete the advanced field instruction courses: SWRK 656 and SWRK 657. Thirty-five (35) hours are required for graduation. In order to allow sufficient time for course and field planning, the MSW Program admissions application deadline for advanced standing is January 14th.

MASTER OF SOCIAL WORK DEGREE: ACADEMIC YEAR 2021

ADVANCED STANDING:
(1.5 Years: Total of 35 semester hours)

SUMMER

Summer Session I		Summer Session II	
SWRK **606:** Social Work Practice Seminar	3	SWRK **608:** Statistics and Research Seminar	3

Concentration Year

Fall Semester II		Spring Semester II	
SWRK **501**: Professional Writing for Social Work	3	SWRK **635**: Management of Human Service Organizations	3
SWRK **609**: Advanced Social Work Practice with Groups	3	SWRK **662**: Ethics in Social Work Practice	3
SWRK **626**: Substance Abuse Intervention	3	**Children and Family-SWRK 620-Social Work Prac. W/Child and Adolescent** _____ **Mental Health- SWRK 630-Assessment of Mental Disorders** _____	3
Children and Family-SWRK 610-Social Work Prac. w/Families _____ or **Mental Health** – SWRK 615-Social Work Prac. in Mental Health	3	SWRK **657**: Social Work Field Instruction IV	4
SWRK **656:** Social Work Field Instruction III	4		
Total Semester Hours	16	**Total Semester Hours**	13

Signature: _____   Date:_____

(MSW Plans of Study: Subject to change based on Graduate Catalog)

FSU Master of Social Work Program Conceptual Framework

The specialty areas adopted for the MSW Program are based on the findings of the feasibility study conducted in 2001 as well as the review of literature. Findings indicated the service region has considerable demand for children and family services, and mental health programs. The Metro Vision Community Benchmark study (2001) identified significant community problems. These problems include infant mortality, low birth weight babies, child fatalities, child abuse, and neglect. In addition, more than 37,400 persons were served by mental health and substance abuse facilities in the FSU region during the 1999-2000 fiscal year. Because of the need to address social problems such as those described above, there has been an increase in the demand for social workers at both the national and state levels (Gardner, 2001). These

needs were also reflected in the prospective student and agency surveys for choice of area of concentration.

The conceptual framework of the MSW Program is grounded in and is built upon several theoretical approaches. Primary theoretical frameworks of the program are systems theory, strength-based perspective, and multicultural practice with specific attention to client systems of all sizes in rural, urban, and military settings.

Systems theoretical concepts emphasize reciprocal relationships between the elements that constitute a whole. These concepts emphasize the relationships among individuals, groups, organizations, or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature, encompassing physics, chemistry, biology, and social relationships.

The theoretical perspective of strengths-based social work practice stems from the following definition: An orientation in social work and other professional practices that emphasizes the client's resources, capabilities, support systems, and motivations to meet challenges and overcome adversity. This approach does not ignore the existence of social problems, individual disease, or family dysfunction; it emphasizes the client's assets that are used to achieve and maintain individual and social wellbeing).

The MSW Program adheres to the definition of multicultural social work practice based on the definition put forth by the National Association of Social Workers NASW Standards for Cultural Competence in Social Work Practice (NASW, 2001):

> Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (p.11).

Cultural competence is operationally defined, as the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

The conceptual framework of the MSW Program is based on these theoretical frameworks. The MSW Program equips social work students with knowledge, skills and values utilizing systems theory, strengths perspective, and multicultural social work practice to further students' knowledge in alleviating oppression, poverty, and discrimination in a multicultural society and in the global community. The conceptual framework is built on the mission of the MSW Program, which is to produce "social workers as leaders and advocates for socio-economic justice in a multicultural society."

The MSW Program builds on its and the University's belief in building a just society free of discrimination which promotes human diversity and social and economic justice.

Thorough familiarity and use of technology in advancing social work education and practice are integral to the MSW Program's implementation and achievement of its mission and curricular goals. The foundation curriculum is conceived of as being guided by a generalist practice perspective where the presentation of knowledge and advancement of skills are guided by professional values. Building on this foundation, the advanced curriculum is designed to prepare competent social workers to be leaders in the profession who will practice collaboratively and be advocates in providing social work services to individuals, couples, families, small groups, communities, and organizations in rural, urban, and military areas. The foundation and advanced curriculum prepare students to provide client systems of all sizes in need of 1) family and children services; and/or 2) mental health services. The conceptual framework serves as a guide for purposeful teaching thus infusing knowledge, skills, values ethics, and technology throughout the professional foundation and advanced curricula. The MSW Program foundation and advanced curriculum stems from the Educational Policy Statement, and MSW Program Goals and Objectives that forms the Fayetteville State University Master of Social Work Program Conceptual Framework.

MSW Degree and Certificate Completion Requirements

It is important for students to be aware that the MSW Program and the Graduate Certificate Program are two separate credentials that have differentiated requirements that must be completed. Students who are completing the MSW degree concurrent with a certificate program must simultaneously complete all the separate requirements of both the MSW degree program and the certificate program to graduate from both programs without delaying graduation.

If a student is enrolled in the MSW program and a certificate program at the same time but cannot complete the requirements of the certificate program at the same time as the MSW program, students **must** detach the certificate program from their MSW program (*See Advisor/Mentor for this process*). Students may finish their certificate program after their MSW degree requirements have been completed and their degree has been conferred. If the certificate is not completed in the summer after MSW degree conferring, the student must apply to the university to complete the certificate program.

The students who have been admitted into the MSW Program and choose to complete one of the following certificate programs must complete the Adding Certificate to Master's Degree Form so that the certificate can be added to their MSW degree. The link for the Adding Certificate to Master's Degree Form can be found on the School of Social Work's MSW Program's website.

Military Behavioral Health Certificate Program

The purpose of the Military Behavioral Health Graduate Certificate Program is to provide behavioral health professionals knowledge and skills that will enhance their abilities to

provide quality care for active-duty military service members, veterans, citizen soldiers and their families as well as enhance their marketability in finding employment with organizations that target military populations.

Military Behavioral Health Certificate Program Admission Requirements

Consistent with University requirements, this certificate program requires an earned bachelor's degree from an accredited college or university to qualify for admission to graduate study at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the Military Behavioral Health Certificate Program are expected to meet the following criteria:

1. Completion of a baccalaureate degree from an accredited college or university.

2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.

3. A broad liberal arts background to include a minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), & 3 semester hours of Humanities.

4. Three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.

5. A personal statement of no more than five (5) typed, double-spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement,

and (e) personal qualities that the applicant brings to the social work profession.

6. A personal interview may be required.

Required Courses

SWRK 621 Social Work Practice with Military Families I
SWRK 622 Social Work Practice with Military Families II
SWRK 626 Substance Abuse Intervention
SWRK 627 Advanced Clinical Social Work Practice with Trauma
SWRK 628 Social Work Practice with Crisis Interventions
SWRK 629 Advanced Social Work Practice in Concussion Support Care

These required certificate courses cannot be used to fulfill the requirement of a social work elective if the student is working toward the MSW degree and a certificate.

Certificate Program in Substance Abuse Studies

This graduate certificate program provides structured and applied instruction that is directly related to the needs of individuals and families suffering from the devastating effects of Alcohol, Tobacco, & Other Drugs (ATOD). The program also provides professional development opportunities to train social workers, psychologists, school social workers, counselors, and educators on the dynamics of substance misuse, substance abuse and substance dependence, particularly in terms of its impact on marginalized populations and military families.

It will benefit people that work in fields of mental health, family services, youth services, faith-based agencies, veteran centers, hospitals, and health agency settings. Students take a confluence of courses in areas related to substance abuse and substance dependence treatment, programs, and services as well as courses addressing knowledge, skills, and attitudes specific to clinical social work practice with families struggling with substance related disorders.

The program benefits a person with an undergraduate degree who is not in the position to pursue a master's degree thereby accelerating the number of persons trained in this field. Course work may be used as continuing education credit toward professional licensure or as possible course electives towards graduate degree completion. This program enhances persons' marketability in finding employment with organizations that serve these vulnerable populations.

Certificate Program in Substance Abuse Studies Admission Requirements

Consistent with University requirements, the certificate program requires an earned bachelor's degree from an accredited college or university in order to qualify for admission to graduate study at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the Military Behavioral Health Certificate Program are expected to meet the following criteria:

1.   Completion of a baccalaureate degree from an accredited college or university.

2.   A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.

3.   A broad liberal arts background to include minimum of 18 semester hours in basic social and behavioral sciences, 3 semester hours of Human Biology (Human Anatomy and Physiology or Human Growth and Development may be used as a substitute course to meet this requirement), & 3 semester hours of Humanities.

4.   Three completed recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.

5.   A personal statement of no more than five (5) typed, double-spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

6.   A personal interview may be required.

Required Courses

SWRK 625 Social Work Practice with Chemically Dependent Families
SWRK 626 Substance Abuse Intervention
SWRK 631 Alcohol, Tobacco, & Other Drugs: Biomedical Basis
SWRK 632 Alcohol, Tobacco, & Other Drugs: Social Work Practice with Culturally
Diverse Populations

These required certificate courses cannot be used to fulfill the requirement of a social work
elective if the student is working toward the MSW degree and a certificate.

Field Practicum

The proposed MSW program requires a minimum of 960 hours of field instruction. The
field instruction will begin in the first semester of the first year when students will spend
approximately 16 hours per week in placement during the first year and 24 hours per
week during the second year. Field requirements are usually met in two different agencies
with different MSW field instructors. Only agencies, which meet Council on Social
Work Education (CSWE) standards for educationally, directed field experiences will be
used for field placements. Placement agencies will typically be within a 50-mile radius
of Fayetteville.

Student Services

Student Photo Identification Card

According to university policy, all students must possess an official FSU Identification
Card. Students should obtain ID cards during registration of the first semester in
attendance. Cards should be validated at the beginning of each semester. This card
should be carried always and should be presented when requested by a university official.
ID cards are not transferable. Students found transferring cards are subject to disciplinary
action. An FSU ID card is required to access the following services: check out materials
from the library, gain admittance to athletic events, utilize the Health and Physical
Education complex, gain admittance to dances and other activities, obtain an FSU
Yearbook, and other purposes deemed appropriate by the university.

Students are required to obtain a new card if their card is lost or stolen. Students are also
required to obtain a new card if their name changes. A fee of $20.00 is charged to obtain a
new card. Students should pay the fee at the cashier's window located in the Business
office. Students should then take the receipt and another form of identification such as a
driver's license or military ID to the Student Center during the following times: Tuesdays:
2:30 p.m. - 3:30 p.m. and 5:00 p.m. - 6:00 p.m.; Wednesdays: 11:00 a.m. - 12:00 noon.
Students requesting a name change should take their FSU ID card and a copy of the

marriage certificate, driver's license, or military ID card with the corrected name to the Student Center. Students may call 672-1166 for additional information.

Computer Labs

The campus has a variety of micro-computer laboratories available to assist students and faculty with their computing needs. There is an open use microcomputer lab located in room 214 in the School of Business and Economics Building and Department Nursing Building. This lab is available seven days a week. The lab offers workshops to students in word processing, spreadsheet, database, and presentation software.   All faculty and students have access to Citrix, a virtual office for when not on campus. This includes the micro-soft professional series.

Charles Chesnutt Library

The Charles Waddell Chesnutt Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnutt, who was the third president of the institution and the first successful African American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of-space, seating for approximately 900 patrons, and a capacity for 500,000 volumes and over one million items of microform. The library currently has in its holdings in excess of 232,000 volumes; 21,422 reels of microfilm; 890,000 pieces of microfiche; 3,195 periodicals; and 56 newspapers. It is also a selective depository for state and federal documents.

The Chesnutt Library meets the informational needs of the university community by offering a variety of services and specific features. These include the following: electronic ordering in the acquisitions area; on-line cataloging and circulation system; remote access to its on-line public access catalog; access to Internet; local area network for CD-ROMs; fax machine; computerized information retrieval; audiovisual production; microform reading and copying facilities; computer terminals; microcomputers for users; media listening, viewing, and videotaping capabilities; and small, medium, and large group-study rooms, seminar rooms, and the J. C. Jones Boardroom. There are numerous displays and exhibits throughout the building.

The library also has an Archives and Special Collections area. The Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special Collections section contains the papers and materials of Charles Waddell Chesnutt, James Ward Seabrook, and other African Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collections section also includes selected materials by and about African Americans. These materials are available to scholars and researchers from the university and the community. Professional and support staff

members are available to assist patrons with the on-line public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of electronic databases and networks in the retrieval of information (e.g., NC LIVE, First Search, Internet) for use by library users.

Each student enrolled at the university receives an identification card that also serves as the library card for borrowing materials. In addition, all students are provided library brochures that acquaint them with the facilities, services, rules, and regulations governing use of the library and library materials. A handbook is also provided as a guide to the efficient use of the library. Members of the public may gain access to Chesnutt Library services by joining the "Friends of the Charles W. Chesnutt Library.

Graduate students enrolled at Fayetteville State University may apply for a Cooperative Lending Card to use at other constituent libraries.
Hours of Operation, Fall and Spring Semesters:

Monday - Thursday 8:00 a.m. – 11:30 p.m.
Friday 8:00 a.m. - 6:00 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 1:00 p.m. - 10:00 p.m.

Hours are extended until 12:30 a.m. for midterm and final exams study. Hours during university holidays, breaks and between academic semesters: Monday through Friday 8:00 a.m. - 6:00 p.m. Saturday and Sunday closed.

Copying Services

The University Print Shop located in Room 115 of the G. L. Butler Building is the major provider of printing and copying services for the University. Students are permitted to use the print shop on a cash for services basis. Copy machines are also available in the library and classroom buildings. Individual vender cards for use in campus copy machines may be purchased through the Chesnutt Library.

Parking

The Transportation and Parking Division of the University Police enforces campus traffic and parking regulations, controls vehicle registration, and coordinates visitor parking for both private and common carrier vehicles. All members of the university community, including students, must register their vehicles. Vehicles must be registered with the Traffic and Parking Clerk between the hours of 8 a.m. and 5 p.m. Monday through Friday. Vehicles may be registered in the fall and spring semesters during class registration. Vehicle registration fees are subject to change. Students should check the FSU website for the latest information on fees and other policies (Department of Police and Public Safety).

Students who need to bring a vehicle on campus for a week or less may purchase a temporary permit for a fee of $1.00 per day. Parking fines range from $10.00 to $100.00 depending upon the violation. Payment may be made in the form of cash, check, or money order 24 hours a day by dropping an envelope in the collection box at the Police Department or by mailing in the citation. Failure to pay a parking citation within 72 hours results in doubling of the fine amount and a hold on the student's account, which prevents registration, or receipt of transcripts/diploma. Parking citations may be appealed to the Chief of Police or his designee. FSU police officers issue North Carolina Uniform Citations for violations of state motor vehicle laws, such as speeding, which occur on campus. Such citations must be paid at the Magistrate's Office unless they require a court appearance. Further details regarding traffic and parking may be found by checking the internet or stopping by the Police Department. Questions regarding any aspect of police or transportation and parking services may be directed to the Chief of Police.

Students are responsible for the protection of their valuables (e.g., stereos, TV's cash, etc.). The university is not liable for lost or stolen objects.

Cafeteria Snack Bar

The Snack Bar is operated by the food service contractor and is located in the Rudolph Jones Student Center. Students and patrons may purchase sandwiches, ice cream, drinks, and other snacks. The daily hours of operation are Sunday thru Thursday 8:00 a.m. -9:30 p.m., Fridays 8:00 a.m.-10:30 p.m., and Saturdays 11:00 a.m.-10:30 p.m.

Services to Students with Disabilities

Fayetteville State University's Center for Personal Development offers personal support to students with disabilities. Working in conjunction with other areas of the university as well as community agencies and organizations, the Center works to enrich the educational opportunities offered to students with disabilities. Students in need of assistance from the Center should complete the "Services for Students with Disabilities" form and return it to the Center for Personal Development, The Center's office hours are from 8:00 a.m. to 5:00 p.m. Monday - Friday. Other times are available by appointment.

Services for Students with Disabilities and the Drug and Alcohol Education Prevention program are also coordinated through the Center for Personal Development.

Among the services provided by the center are pre-admission information, orientation, accessibility information, readers, and note takers. Instructional reading material in large print, Braille, audiovisual equipment, and cassette recorders are available to students upon request. The university can acquire text and other books on tape through an annual subscription to Recordings for the Blind and Dyslexic. Voice activated software is being installed on computers in the Charles Chesnutt Library and several of the computer labs across campus. The Chesnutt

Library also houses text and microfiche enlargers for use by students with disabilities. WFSS, the campus radio station, carries a program called reading for the Blind. Volunteers read newspapers from various locations across the state and nation as well as novels. The program is also available on the Internet as part of WFSS programming. The program works closely with social workers for the blind to ensure that the types of services offered are useful to listeners. Students and faculty desiring to do so may volunteer as readers.

Career and Employment Services

The Student Academic Services Center provides advisement and career services a multicultural advocacy and academic program designed to serve as a central location that provides information and services needed by students to perform successfully at the University level. This office operates on developmental advising model. From career and model, focusing on a wider range of personal and academic issues with students, from career and life planning to academic progress, development of study skills, and the selection of appropriate courses. In addition, the Student Academic Services Center provides support to students experiencing academic or personal difficulty that interferes with their academic success.

School of Social Work Bulletin Boards and Emails

The School of Social Work Bulletin Boards are in front of the School of Social Work Office and on the second floor in the Taylor Social Science Building. Students are encouraged to check the bulletin boards periodically for notifications such as workshops, conferences, department events, career opportunities, department and social work news, course schedules and other announcements.

Fayetteville State University assigns every student an email address. The School of Social Work frequently uses email to distribute announcements to MSW students; therefore, all MSW students are required to have a personal or FSU email address. Students are responsible for providing the School of Social Work Secretary and Department Chair their email addresses. In addition, faculty members frequently use email to communicate with their students. In addition to leaving a faculty member a voice mail, students should also consider email to communicate with faculty members. Students are strongly encouraged to check their emails on a regular basis.

Policies and Procedures

Credit for Life and Work Not Given

The MSW Program will not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work may enroll in practice courses and in the field instruction courses.

National Association of Social Workers Code of Ethics

The National Association of Social Work Code of Ethics is a policy, which is adhered by the MSW Program. Students are required to use the NASW Code of Ethics as a guide for their conduct in and outside the classroom. All MSW students are expected to attend at least one ethics workshop or conference. *See Appendix for Code of Ethics.*

Confidentiality Guidelines

The MSW Program, faculty, staff, and students affiliated with the program must follow the guidelines for privacy and confidentiality established by the National Association of Social Workers Code of Ethics. Failure to do so may result in dismissal from the program. The basic guidelines are:

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

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

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

(d)   Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information based on 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, employer, and agency 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. (Retrieved 10/15/02 from http://www.socialworkers.org/pubs/code/code/asp.

Class Assignments

Students are required to proofread all class and field practicum assignments for misspellings and grammatical errors **before** submitting their assignments to professors and field instructors. Significant number of misspellings and grammatical errors may warrant students receiving a drastic grade reduction or fail the assignment. All completed assignments are typed, unless otherwise directed by the professor. Students are expected to submit papers reflecting critical assessments that are supported by research findings. Assignments should conform to the latest edition of the American Psychological Association Manual and contain current sources. Students are expected to use primary sources unless the professor does not require it. Secondary sources, such as selected web sites and textbooks are not always appropriate to use for papers. Whenever possible, students are encouraged to use original research and theory development.

Grounds for Suspension and Dismissal

MSW students are expected to achieve a grade of "A" or "B" in all courses. A student who receives three "C" grades, or one "F" or a "U" grade in any course will be withdrawn from the program. Additionally, students enrolled in the MSW Program are expected to exhibit ethical behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that would place themselves, the MSW program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal from the program.

Procedures for Termination Part I

MSW students are expected to achieve a grade of "A" or "B" in all courses. A student who receives three "C" grades, or one "F" or a "U" grade in any course will be withdrawn from the program. Additionally, students enrolled in the MSW Program are expected to exhibit ethical behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that would place themselves, the MSW program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for termination from the program. Other grounds for termination include:

- Inappropriate conduct in the field placement or in connection with other social work-related duties including but not limited to behavior, which indicates lack of professional judgment, skills, and demeanor necessary for effective and ethical practice.

- Assaultive behavior including harassment or discriminatory activities and actions, which threaten or harm the physical and or emotional well-being of others.

- Conduct which occurs off campus which may indicate a lack of suitability for social work practice (i.e., criminal code violations).

- Conduct resulting in litigation or where other outside procedures are pending or have taken place (i.e., an internal grievance in relation to ethical practice in a human service agency).

Procedures for Termination Part II

- Any faculty member, including classroom instructor, Director of Field Education, field instructor, field liaison, task supervisor or faculty advisor can submit in writing that the MSW Program Director consider terminating a student for one of the above reasons.

- The MSW Program Director will submit the student termination request to the MSW Program Academic Committee.

- The MSW Program Academic Committee will initiate and coordinate consultations with relevant parties regarding the recommendation of student termination. The consultation could be a joint meeting(s) with the student, and relevant faculty, faculty advisor and/or field practicum personnel.

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.

- The Academic Committee submits in writing a recommendation to the MSW Program Director.

- The MSW Program Director will notify the student in writing the Academic Committee's recommendation.

- Any student terminated from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences. By conferring with the student and MSW Program Director, the dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the MSW Program Director's decision, the Dean of Graduate Studies will notify in writing the MSW Program Director, and the student. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.

- Students terminated from the MSW Program are administratively withdrawn from all course work.

MSW Program Academic Committee Roles

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.

- Determine if alleged violation warrants termination from the MSW Program.

- Determine the appropriate sanction for violation.

- Submit in writing a recommendation to the MSW Program Director.

Withdrawal and Readmission

Students should talk with their faculty mentor/advisor and the MSW Program Director **before** withdrawing from the MSW Program. Readmission to the MSW Program **is not** automatic. If students withdraw from the MSW Program, unless there are extenuating circumstances, i.e., illness, military deployment, etc. students must reapply for admission to the MSW Program. Students withdrawing from the MSW Program due to extenuating circumstances and desire automatic admission to program must submit a letter to the MSW Program Director requesting automatic admission **before withdrawing from the MSW Program**. Students should include in letter the reason for withdrawing from the program and the date they plan to re-enroll in the program. Student will be notified by letter of the decision to approve or disapprove their request for automatic admission to the MSW Program. Extenuating circumstances, i.e., car accident, natural disaster, etc. will be considered if students are not able to submit a letter, requesting automatic admission to the MSW Program.

Grievances and Appeal

Grade Appeal

Students who wish to contest a course grade should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached, students should attempt to resolve the matter with the department chair. If a satisfactory resolution is still not reached, students may appeal the grade in accordance with established procedures not later than the last day of the next regular semester.

To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences within which the contested grade was awarded. By conferring with the student and the instructor, the Dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the instructor's decision, the Dean of Graduate Studies will notify in writing the faculty member, the student, the department chair, and the appropriate dean. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated. If the re-evaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is final and may not be appealed further.

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. The instructor, department chair, dean of

the school or college, and the Dean of Graduate Studies, Provost and Vice Chancellor for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

Written Complaint Procedure

When an area of the university needs improvement to better serve the needs of students, Fayetteville State University appreciates hearing from them. As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in University Catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated.

Academic Complaints:

1. Department Chair
2. Associate Dean of the School/College
3. Dean of the School/College
4. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

1. Associate Dean or Office Director
2. Vice Chancellor of the Division to which the School or Office reports

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, the student(s) should appeal to the Office of the Chancellor.

Human Subjects Guidelines

Before students conduct <u>any</u> research, students must prepare and submit a research project proposal for the FSU Human Subjects Committee review and approval. Students submit their research project proposals to the Director of Sponsored Research. The Office of Sponsored Research is located in the Continuing Education Building. Policy and Procedures for the Protection of Human Subjects can be found at the Sponsored Research Homepage (www.uncfsu.edu.research/policy-human.html)

Fayetteville State University, in compliance with Federal regulation, title 45 Code of Federal

Regulations Part 46 (June 18, 1991) established Policies and Procedures for the Protection of Human Research Subjects. This policy and procedures apply to all research involving human subjects conducted under the auspices of a department, school, or research unit, regardless of funding status.

Every person conducting research involving human subjects at Fayetteville State University is expected to be aware of and implement the university's Policy and Procedures for the Protection of Human Research Subjects. As a part of the university's primary mission of education, every person involved in any phase of research in which human subjects are included must be educated to the principles and values, which govern such research activities.

Included in this document are "Procedures to Conduct Research Involving Human Subjects." Failure to abide by the policy and procedures will be considered a violation and shall be dealt with accordingly.

Regulations extend to the use of human organs, tissues, and body fluids from individually identifiable human subjects as well as to graphic, written, or recorded information derived from individually identifiable human subjects. The use of autopsy materials is governed by applicable State of North Carolina law and is directly regulated by 45CFR 46.

University Policy on Affirmative Action

Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

Americans with Disabilities Act Section 504 of the Rehabilitation Act Complaint Procedures

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans with Disabilities Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments.

As an institution that receives federal assistance from the U. S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA.

It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or be subjected to discrimination.

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant, or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301.

Policy on Sexual Harassment

Sexual harassment by any member of the University is a violation of law, University policy, and professional ethics and will not be tolerated at Fayetteville State University (FSU). FSU reserves the right to investigate charges of sexual harassment as appropriate in accordance with state and federal laws and policies and procedures of the University of North Carolina and Fayetteville State University.

The University does not condone either sexual harassment or false charges of sexual harassment. It is the policy of FSU to provide procedures to deal fairly with complaints of sexual harassment. Every effort will be made to protect the rights of both the person making the complaint of sexual harassment and the person accused.

Sexual harassment, in any form is prohibited. Specifically, harassment of employees on basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964; harassment of a student is a violation of Section 902 of Title IX of the Education Amendment Act of 1972. FSU's policy is consistent with all and state regulations.

Accordingly, no academic or personnel decisions, such as awarding of grades or jobs, shall be made because of granting or denial of sexual favors. For purposes of this policy, Fayetteville State University subscribes to the following Equal Employment Opportunity Commission (EEOC) definition of sexual harassment:

Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

> 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic or student status, or
>
> 2. Submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual, or

3.   Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities; or student experience, or creating an intimidating, hostile or offensive working, academic or student life environment.

Sexual harassment often occurs in situations in which one person has power or authority over another (teacher-student, supervisor-staff, administrator-faculty). It can also occur among peers (student-student, staff-staff. faculty-faculty, etc.). Sexual harassment may involve members of the opposite sex or members of the same sex.

Definitions

As used in this policy the terms defined in this section shall have the following meaning:

1.   "Academic unit" is defined as the School of Business and Economics, College of Humanities and Social Sciences, School of Education, and Graduate Studies.

2.   "Complainant" is defined as the person making the sexual harassment complaint.

3.   "Corrective Action for Faculty/Staff" may include, but not limited to, one or more of the following: oral or written warnings, reprimands, required participation in counseling, reduction in rank, probation, suspension, or dismissal/discharge.

4.   "Corrective Action for Students" may include any sanctions listed in the FSU Student Conduct Code.

5.   "Member of the University" is defined as all FSU faculty, administrators, students, and staff (full or part-time, paid or voluntary).

6.   "Subject" is defined as the person against whom the complaint is made.

7.   "University official" shall be defined as either the Athletic Director, Dean, Vice Chancellor or Chancellor.

Sexual Harassment Mediators

Employees, students, or faculty members who believe themselves to be victims of sexual harassment, or who are unsure of whether sexual harassment has occurred, or who need clarification concerning the University's procedure for handling sexual harassment complaints, should consult a University Sexual Harassment Mediator in their school, college, or unit. A list of mediators is available in the University Legal Counsel's Office. The mediators are selected by the Dean of the appropriate school or college, the Vice-Chancellors of the appropriate division and the Director of Athletics. The University Legal Counsel will be responsible for the training and supervision of the mediators.

Complaint Procedures

STEP 1: CONSULTATION

The complainant should first consult with a mediator if he/she feels that they have been the victim of sexual harassment. The mediator shall listen to the complaint and assist the complainant in clarifying the experience without making judgments regarding the innocence of the subject. The mediator shall keep the consultation confidential unless requested to do otherwise by the complainant. The mediator shall advise the complainant of the process involved in filing a sexual harassment complaint. Those steps are as follows:

Step 1   Consultation with a Mediator
Step 2   Informal Conference with the Mediator, Subject and/or Complainant
Step 3   Formal Conference with University Official
Step 4   Appeal Process

At any time in the process, the complainant may voluntarily withdraw his/her complaint.

STEP 2: INFORMAL CONFERENCE

If the complainant agrees, the mediator shall invite the subject to discuss the matter with the mediator and/or complainant at an informal conference. The mediator shall assist the parties in their attempt to resolve the conflict.   The results of the informal conference shall be filed in a confidential written report with the University Legal Counsel.

If the complainant indicates his/her intention to pursue the charge further, the mediator shall conduct a prompt and thorough investigation of the allegation while maintaining the confidentially of both parties. The result of the investigation shall be filed in a confidential written report with the University Legal Counsel. This confidential report shall not be placed in the subject's personnel file. The results of the mediator's investigation may be reviewed by a University official conducting a formal conference.

STEP 3: FORMAL CONFERENCE

If the mediator is unable to assist the parties in settling their differences, the complainant may request that a formal conference be held with the mediator, subject, complainant and one of the following University officials:

> (1)　　the Athletic Director (or designee) if the subject is a coach or an assistant coach,
> (2)　　the Vice-Chancellor for Student Affairs (or designee) if the subject is a student,
> (3)　　the Dean, if the subject is a faculty member or a non-faculty employee in an academic unit,
> (4)　　the Vice Chancellor (or designee) in charge of subject's unit if the subject is employed in a non-academic unit,
> (5)　　the Vice Chancellor for Academic Affairs (or designee) if the subject is a Dean, or,
> (6)　　the Chancellor (or designee) if the subject reports directly to the Chancellor.

Such request must be made in writing and be addressed to the Chancellor, Athletic Director or the respective Dean or Vice Chancellor. The conference shall be scheduled by the University official within ten (10) working days of the written request.

After the conference has been held, a written report to the Chancellor shall be rendered within ten (10) working days. Copies of the report are to be sent to both the subject and complainant. The report shall state either that the complaint was without merit and should be dismissed or that the complaint had merit. If it is found that there is merit to the complaint, the report shall include a recommendation for specific action that should be taken.

The results of the formal conference shall be filed in writing with the University Legal Counsel. Included shall be:

> (a)　　a summary of the allegation(s) and the subject's response,
>
> (b)　　a summary of the facts and results of any investigation conducted by the University official,
>
> (c)　　information on any witnesses who may have been interviewed, and
>
> (d)　　any other information deemed relevant. This information shall be kept confidential.

The Chancellor shall issue his decision within fifteen (15) working days of the receipt of the University official's recommendation. Decisions of the Chancellor that impose serious sanctions on or result in discharge of a faculty member shall be made in accordance with the FSU Tenure

Policies and regulations. Decisions that impose serious sanctions on or result in a discharge of a non-faculty member shall be made in accordance with the related grievance procedures. For students, such a decision may include any sanctions listed in the FSU Student Conduct Code (see FSU Student Handbook).

STEP 4: APPEAL PROCESS

Subject's appeal process shall be in accordance with the appropriate faculty, staff grievance procedures.

Complainant's appeal shall be to the FSU Board of Trustees. Complainant should submit such notice through the Chancellor to the Board of Trustees within ten (10) working days after receipt of the Chancellor's decision.

A copy of the university's Sexual Harassment Policy may be obtained from either a mediator, the Division of Student Affairs, the Human Resources Office, or the Legal Counsel's Office. (http://www.uncfsu.edu/humres/sexualharassmentpolicy.htm).

Appendices

Appendix A

2015 Council on Social Work Education
Educational Policy and Accreditation Standards Council on
Social Work Education Educational Policy and Accreditation Standards

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum

feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the Baccalaureate (B) or Master's (M) level

1. **Program Mission and Goals**

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, 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.

EXPLICIT 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,

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 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.

IMPLICIT CURRICULUM

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 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.

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.

B3.4(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 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 postbaccalaureate or post-master's social work degree practice experience.
>
> **M3.3.5(b)**The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
>
> **B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
>
> **M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

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

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

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

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

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

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

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

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

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence.

Understanding social work practice is complex and multi- dimensional, the assessment methods used, and the data collected may vary by context.

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

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

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

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

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

Appendix B: NASW Code of Ethics

Code of Ethics of the National Association of Social Workers

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

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:

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

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.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict.

Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical

principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) 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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix C: *NASW Standards of Cultural Competence*

Standards Standard 1. *Ethics and Values* Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. *Self-Awareness* Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. *Cross-Cultural Knowledge* Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. *Cross-Cultural Skills* Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. *Service Delivery* Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. *Empowerment and Advocacy* Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. *Diverse Workforce* Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. _Professional Education_ Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. _Language and Communication_ Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. _Leadership to Advance Cultural Competence_ Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Link to full document:
https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

Fayetteville State University is a constituent institution of the University of North Carolina, which is committed to equality of educational opportunity and does not discriminate against applicants, students, employees based on race, color, national origin, religion, gender, age, or disability.

Fayetteville State University is accredited by the Commission on Colleges of Southern Association of Colleges and Schools to award the associates, bachelors, master's, and doctoral degrees.

Section II:

Master of Social Work Program

Field Education Manual

MASTER OF SOCIAL WORK PROGRAM

FIELD EDUCATION MANUAL

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MASTER OF SOCIAL WORK

FIELD EDUCATION MANUAL

INTRODUCTION

The School of Social Work at Fayetteville State University (FSU) offers the Master of Social Work (MSW) degree. The FSU MSW Program is accredited by the Council on Social Work Education Commission on Accreditation (CSWE).

Field Education is an integral component of social work education at FSU. The Field Education program is governed by the mission, goals, objectives, foundation curriculum, advanced curriculum, and the policies and standards of the CSWE. The Field Education experience affords students the opportunity to promote the development of professional competence and to integrate and apply knowledge, skills and values of generalist and advanced social work practice. It is designed to enable students to demonstrate competence in the CSWE 9 core competencies.

Purpose of MSW Field Education Manual

The MSW Field Education Manual (*Manual*) is the primary guide for Field Instructors, Faculty Liaisons, and MSW students use during the entire Field Experience. The *Manual* contains the official policies, procedures, and current guidelines for Field Education, in the agency and classroom. Please read the *Manual* carefully and use it as a guide to enhance your understanding of Field Education. It is designed to provide direction and assistance and facilitates all involved in Field Education.

MISSIONS

Mission of Fayetteville State University

The mission of the MSW program is consistent with the institutional mission. Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the State. Awarding degrees at the baccalaureate and master's levels, and the doctorate in educational leadership, FSU offers programs in teacher education, the arts and sciences, health and helping professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the

university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

Mission and Goals of the Master of Social Work Program

The mission of the Master of Social Work Program (MSW) at Fayetteville State University (FSU), is consistent with the profession's purpose which is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, military, and mental health. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings, and to empower social work students with the knowledge, values and skills needed to alleviate social and economic injustice. Students are prepared to utilize evidence-based practice in prevention and intervention, research, policy, and administration that promote human well-being. The program also seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and in the global community. Students matriculate in an environment that promotes, understands, and utilizes diversity, and stimulates a desire for lifelong learning by bringing together faculty, field instructors, social work professionals, and students for collaborative training and learning.

MSW Program Goals:

1. To prepare students for advanced social work practice, research, and leadership by concentrating on children and family services or in mental health services in urban, rural, and military settings and across all system levels (individuals, families, groups, organizations, and communities).
2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
3. To develop social workers who seek and promote social justice in a multicultural society.
4. To inculcate in students the importance of continuous professional development as lifelong learners, and involvement in professional organizations;
5. To prepare students for leadership as scholar practitioners.

Master of Social Work Program Conceptual Framework

There is a growing demand, especially in North Carolina rural counties for social workers with MSW degrees particularly with specialty training in children and family services and mental health. According to the Cumberland County North Carolina Data Card, fifty-four (54%) of children in Cumberland County live in poverty and impoverished conditions which is higher than the state average. The infant mortality rate is 10 out of every 1000 births.   More than 200,000 adults in the state have no health insurance. Research shows that when parents have health insurance, they have healthier babies, and they are better able to stay healthy and care for their children. There are 14.9 out of every 1000 children in foster care and 80 per 1000 assessed for abuse and neglect, a slight increase since 2016.   In 2016, 53.3% of children lived in poverty and 23.2% lived in homes that were food insecure. The MSW Program seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination, to empower social work students with the knowledge, values and skills needed to alleviate social and economic injustice, and to utilize ethical and evidence-based practice in prevention, treatment, intervention, clinical practice, research, and administration activities that promote human well-being. Within this context there is a critical need for social workers who have the training, knowledge, values, and skills needed to serve the children in the state of North Carolina, Fayetteville Cumberland County, and beyond.

Mental Health

According to the NCIOM Task Force on Mental Health and Substance Use, mental health and substance use disorders are among the top conditions for disability and burden of disease, as well as cost to families, employers, and publicly funded health systems in the United States and worldwide. In 2014, approximately one in five adults in North Carolina had a diagnosable mental, behavioral, or emotional disorder during the past year and one in twelve adults was dependent on or abusing alcohol or illegal drugs. Unaddressed mental health and substance use disorders can have a variety of negative influences on homelessness, poverty, employment, safety, and the economy. In North Carolina, access to services and supports for individuals with mental health and substance use disorders varies based on a number of factors, including insurance coverage, specific type of mental health or substance use disorder, and geographic location. In 2015, with funding from the Kate B. Reynolds Charitable Trust, the North Carolina Institute of Medicine (NCIOM) convened the Task Force on Mental Health and Substance Use, with the goal of developing recommendations to increase and improve community-based and evidence-informed prevention, treatment, and recovery services and supports for individuals with mental health and substance use disorders. According to the Task Force, there is a mental health crisis in the state of North Carolina and there is a critical need for social workers with a specialization in mental health. The MSW program seeks to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, the military and mental health.

The conceptual framework of the MSW Program is grounded in and is built upon several theoretical approaches. Primary theoretical frameworks of the program are systems

theory, strength-based perspective, and multicultural practice with specific attention to client systems of all sizes in rural, urban, and military settings.

Within the MSW Program, systems theory emphasizes the reciprocal relationships between the elements that constitute a whole. These concepts emphasize the relationships among individuals, groups, organizations, or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature, encompassing physics, chemistry, biology, and social relationships The theoretical perspective of strengths-based social work practice stems from the following definition: An orientation in social work and other professional practices that emphasizes the client's resources, capabilities, support systems, and motivations to meet challenges and overcome adversity. This approach does not ignore the existence of social problems, individual disease, or family dysfunction; it emphasizes the client's assets that are used to achieve and maintain individual and social well-being.

The MSW Program's definition of multicultural social work practice is based on the definition put forth by the National Association of Social Workers, NASW Standards for Cultural Competence in Social Work Practice (NASW, 2001): Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (p.11).

The conceptual framework of the MSW Program is based on the following principles: The MSW Program equips social work students with knowledge, skills and values utilizing systems theory, a strengths perspective, and multicultural social work practice to further students' knowledge in in understanding how to alleviate oppression, poverty, and discrimination in a multicultural society and in the global community. The conceptual framework is built on the mission of the MSW Program, which is to produce "social workers as leaders and advocates for socio-economic justice in a multicultural society, among other things."

The MSW Program builds on its and the University's belief in building a just society free of discrimination which promotes human diversity and social and economic justice. Familiarity and use of technology in advancing social work education and practice are integral to the MSW Program's implementation and achievement of its mission and goals. The foundation curriculum is conceived of as being guided by a generalist practice perspective where the presentation of knowledge and advancement of skills are guided by professional values. Building on this foundation, the advanced curriculum is designed to prepare students to be leaders in the profession who will practice collaboratively and be advocates in providing social work services to individuals, couples, families, groups, communities and organizations in rural, urban and military areas. The foundation and

advanced curriculum prepare students to provide client systems of all sizes in need of: 1) family and children services or 2) mental health services. The conceptual framework serves as a guide for purposeful teaching with attention to infusing knowledge, skills, values, ethics, and technology throughout the foundation and advanced curricula. The MSW Program foundation and advanced curricula stems from the Educational Policies and Standards and MSW Program mission and goals.

Figure I: Fayetteville State University
Master of Social Work Program Conceptual Framework

KNOWLEDGE AND PRACTICE

Advanced

Curriculum

(Individuals; families,

couples, small groups,

communities and organizations)

Mental Health

Children and Family Services

Urban, Rural and Military Areas

Urban, Rural and Military Areas

Foundation Curriculum

Technology

SKILLS   Leadership Collaboration Advocacy

Service
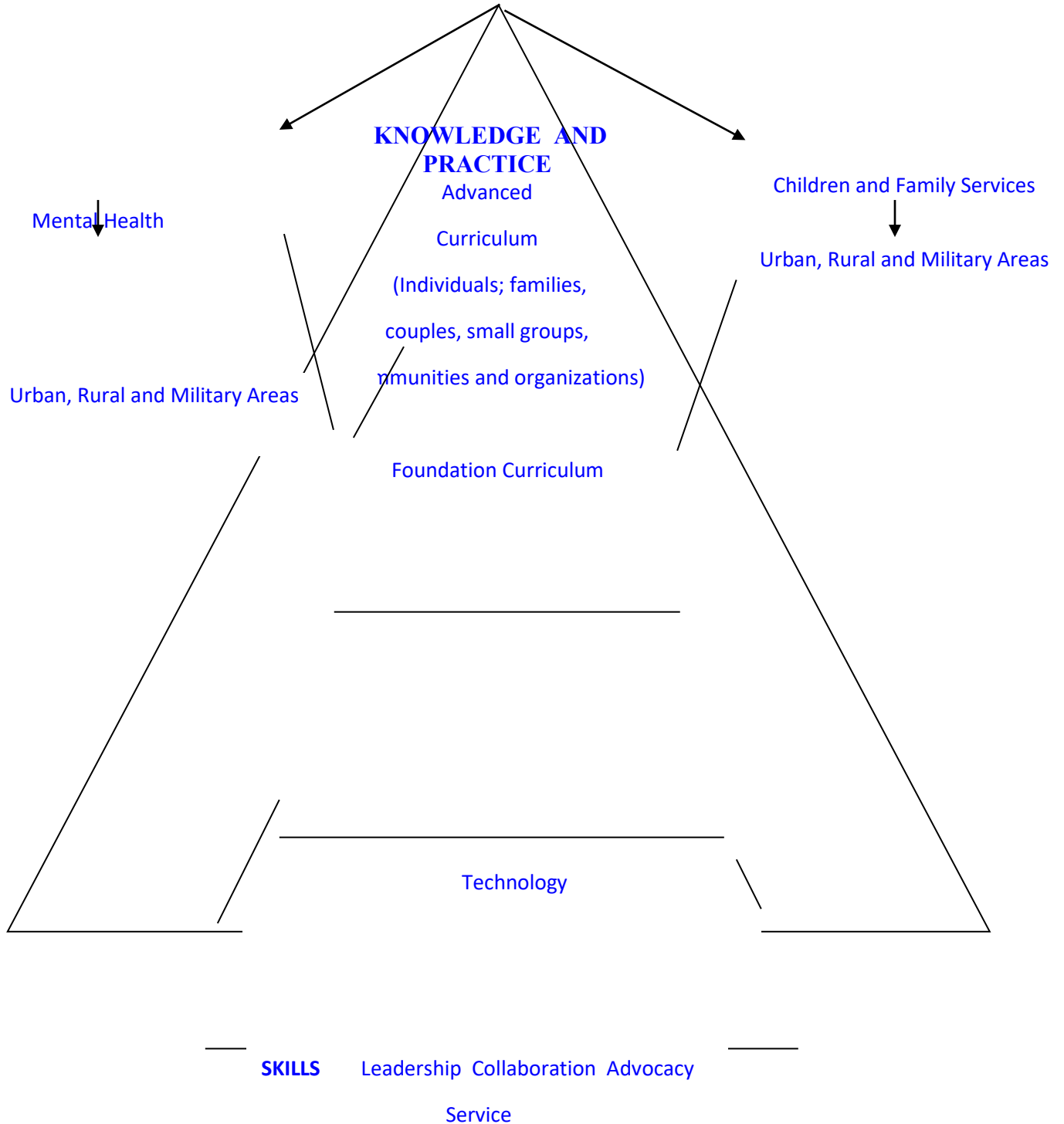
| ABILITIES | Professional Competence |
| | Personal Integrity |

| BELIEFS | Non Discrimination Human Diversity |
| | Social Justice |

"Social workers as leaders, scholar practitioners and advocates for social, economic and environmental justice."

MSW Foundation Curriculum

The first year or Foundation curriculum consists of thirty-one (31) semester credit hours (SCH) of courses. This includes a minimum of 460 clock hours of Field Education. The curriculum builds on a broad liberal arts foundation and provides students with a generalist social work practice foundation. The curriculum includes content on social work values and ethics, populations-at-risk, human behavior and the social environment, social welfare policy and services, diversity, social and economic justice, social work practice, and research. The Foundation content is required of all students.

MSW Advanced Curriculum

The second year or advanced curriculum has two specialties that build on the foundation curriculum content. These specialty practice areas are Children and Family Services and Mental Health. The Children and Family Services specialty practice area provides knowledge, skills and values for students who are interested in direct social work practice with children and families. This area of practice offers courses that facilitate practice with children; adolescents; adults; geriatric consumers; families; small groups; and rural, urban, and military communities. It includes programs such as adoptions and foster care, protective services, the juvenile justice system, and services to schools. Within the Mental Health specialty, areas of focus are content on in-patient and outpatient services to children, adolescents, adults, elders, and families with mental health challenges. The Advanced Field Education requires a minimum of 500 clock hours.

FSU Curriculum: *(Note: Subject to change. Always refer to most current graduate catalog).*

The MSW program has sixty-one (61) SCH in the regular program. The Advanced Standing Program is limited to those with the Bachelor of Social Work degree earned within the last five years with a minimum GPA of 3.0. All courses listed in the foundation, advanced, and specialty areas are required with the exception of course electives.

<u>Foundation Courses</u>

SWRK 501 Professional Writing for Social Workers

SWRK 601 Social Welfare Policy & Service

SWRK 602 Human Behavior & the Social Environment I

SWRK 603 Human Behavior & the Social Environment II

SWRK 604 Applied Social Work Research Methods

SWRK 607 Social Work Statistical & Data Analysis

SWRK 611 Social Work Intervention with Individuals & Families

SWRK 612 Social Work Intervention with Groups, Communities and Organizations

SWRK 651 Social Work Field Instruction I

SWRK 652 Social Work Field Instruction II

<u>Advanced Courses</u>

SWRK 609 Advanced Social Work Practice with Groups

SWRK 613 Multicultural Practice with Diverse Populations

SWRK 626 Substance Abuse Intervention

SWRK 635 Management of Human Service Organizations

SWRK 656 Social Work Field Instruction III

SWRK 657 Social Work Field Instruction IV

SWRK 662 Ethics in Social Work Practice

Specialty Courses (6 SCH) *(These will be changing. Refer to latest Graduate Catalog for Specialty/Concentrations and follow courses outlined).*

Children and Family Services Specialty

The specialty in Children and Family Services provides students opportunities to acquire specific knowledge and skills in preparation for work with children and families. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. The curriculum is designed to educate students for advanced social work practice in adoptions, schools, adult services, shelters, foster care, protective services, courts, hospitals, community action agencies, domestic violence programs, policy development, advocacy, and administration. Students in both specialty practice areas take SWK 626: Substance Abuse. These Specialty courses are:

SWRK 610 Social Work Practice with Families

SWRK 620 Social Work Practice with Children & Adolescents

Mental Health Specialty (6 SCH)

The Mental Health services specialty focuses primarily on preparing students for clinical social work practice with individuals, families, and small groups. This specialty emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders and substance abuse. The prevalence of substance abuse is emphasized, and assessment and intervention are addressed. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. Students are prepared to work in community mental health centers, residential facilities, rehabilitation programs, in-patient psychiatric programs, and military settings. Students in both specialty practice areas take SWK 626: Substance Abuse.

The Mental Health Specialty courses are:

SWRK 615 Social Work Practice in Mental Health

SWRK 630 Assessment of Mental Disorders

Specialty Competencies

<u>Children and Family Services Specialty Competencies</u>
The specialty in Children and Family Services provides students opportunities to acquire specific knowledge and skills in preparation for work with children and families. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. The curriculum is designed to educate students for advanced social work practice in adoptions, schools, adult services, shelters, foster care, protective services, courts, hospitals, community action agencies, domestic violence programs, policy development, advocacy, and administration.

1. *Social workers are mindful of their ethical obligations when working with children, youth, and their families. It is important that social workers know their professional roles; they reflect on past practice experiences when making ethical decisions; and they use ethical reasoning when working with*
   children and their families.

2. *As social workers, it is imperative that diversity is central when working with groups, or developing policies that impact children, youth, and their families. Furthermore, social workers allow children, youth, and their families to tell their stories of oppression, and social workers become aware of their own biases and lack of knowledge.*

3. *Social Workers are knowledgeable of the issues that impact children and families, additionally, social workers lead the charge in fighting for needed changes for children, youth and their families that renders social, economic, and environmental justice*

4. *Social workers utilize data driven decisions to improve policies, programs and services to children, youth, and their families.*

5. *Social Workers are aware of the policies that impact children, youth, and families. They are aware of the need to formulate alternative policies that benefit children, youth, and families.*

6. *Social Workers utilize theoretical frameworks and key communication and engagement skills when working with children and families and the systems that impact them including their social groups, organizations, and communities.*

7. *Social workers use a multiplicity of assessment tools and ecological theory which considers the impact of the social environment on children and their families when assessing diverse populations. Additionally, social workers empower children and families to participate in their own therapeutic process at all practice levels including assessment within the social context when it is developmentally appropriate.*

8. *Social workers working with children and families use evidenced based interventions that are appropriate, collaborate with other professionals, and advocate on all levels of practice.*

9. *Social workers are knowledgeable of the strategies utilized to evaluate their practice with children and families. From their analysis, they are able to track gaps and inequities in serve delivery.*

10. *Social workers are well aware of how to utilize technology in their work with children and families as a means of delivering efficient services.*

The Mental Health service specialty focuses primarily on preparing students for clinical social work practice with individuals, families, and small groups. This specialty emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders. The prevalence of substance abuse is emphasized and assessment and intervention is addressed. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. Students are prepared to work in community mental health centers, residential facilities, rehabilitation programs, and in-patient psychiatric programs.

Mental Health Competencies

1. *Social workers in mental health understand that their primary responsibility is to the individual client, the family, the couple, or the group with whom they have a professional relationship. They follow the code of ethics and respect the dignity and rights of clients, protect their welfare, and maximize the self-determination of clients with whom they work.*

2. *As social workers, it is imperative that diversity is central when working with individuals, groups, and families, or developing policies that impact them. Social workers in mental*

health demonstrate sensitivity to diversity and an appreciation of difference by providing services from a strength based and culturally sensitive perspective recognizing that people are defined by a plethora of dimensions including age, race, ethnicity, class, orientations, challenges, religion, and geography. All of these dimensions are factored in as they engage clients in mental health practice

3. *Advanced direct social work practice in mental includes preventive and clinical treatment services where functioning is interrupted and/or affected by environmental, social, and psychological stress or health impairment*

4. *Social Workers in mental health utilize data driven decisions to improve policies, programs, and services*

5. *Social workers in mental health specialty area learn that as "street level bureaucrats" the power they have to influence, impact, and implement policy in a manner that enables them to empower clients with mental health challenges, and how social and economic factors impact the lives of clients and their ability to access services whether at the local, state, or national levels.*

6. *Social workers utilize theoretical frameworks and key social work communication, engagement and intervention skills when building collaborative relationships with individuals, families, groups, organizations, and communities when providing mental health services*

7. *Social workers in mental health have expertise in performing ecological, or "person in environment" assessments (case formulations) and micro, mezzo, and some macro level interventions with client populations across the lifespan. Content includes practitioner's conscious use of self, sensitivity to diversity, intervention and prevention strategies, artistic and scientific approaches, and multi-disciplinary and community-based teams.*

8. *Social workers in mental health use evidenced based interventions that are appropriate, collaborate with other professionals, and advocate on levels of practice. They intervene with clients on various systems levels including the individual clients, their families, social groups, organizations in which they receive services and the communities in which clients live. They select from and create developmentally, and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and professional values.*

9. *Social workers are knowledgeable of the strategies utilized to evaluate their practice. From their analysis, they are able to track gaps and inequities in service delivery by utilizing single subject designs and program evaluation.*

10. Social workers in mental health are well aware of how to utilize technology in their practice. They are skilled in integrating technology into research, practice, and evaluation.

Advanced Standing Curriculum Plan (35 SCH)

Advanced standing status is awarded to eligible graduates of CSWE accredited baccalaureate social work programs. Advanced standing is a one-year full-time academic program. Students must have completed their bachelors' degree in social work within five years of expected enrollment in the MSW Program. It is expected advanced standing students will have mastered the fundamentals and demonstrated the ability to perform in an accelerated learning program.

The student will then choose one of the specialties outlined above, referring to the most current graduate catalog for changes as appropriate.

Competency	Behaviors
Table 1: 2015 EPAS Field Education Competencies and Behaviors	

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

2. Engage Diversity and Difference in Practice	**Behaviors**
	1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
	2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
	3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance Human Rights and Social, Economic, and Environmental Justice	**Behaviors**
	1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
	2. Engage in practices that advance social, economic, and environmental justice.

4. Engage in Practice-informed Research and Research-Informed Practice	**Behaviors**
	1. Use practice experience and theory to inform scientific inquiry and research;
	2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
	3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in Policy Practice	**Behaviors**
	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
	2. Assess how social welfare and economic policies impact the delivery of and access to social services;
	3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations,	**Behaviors**
	1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

and Communities	Behaviors (continued)
	2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

7. Assess Individuals, Families, Groups, Organizations, and Communities	Behaviors
	1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
	2. 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;
	3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
	4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities	Behaviors
	1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
	3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
	4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
	5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Behaviors
	1. Select and use appropriate methods for evaluation of outcomes;
	2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
	3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
	4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

FIELD EDUCATION MODEL

Concurrent Field Model

The On-Campus Master of Social Work Program utilizes the concurrent model for Field Education that requires students to be enrolled in field seminar classes at the same time they are in field placements whether during the regular academic year or during approved summer Block Placements. Regular track (two-year program) students typically have assignments in two different social work and human services agencies in Cumberland and surrounding counties within an eighty miles' radius of campus – one in the Foundation year and one in the Concentration/Advanced Field year.

MSW BROAD FIELD EDUCATION COMPETENCIES

The competencies of Field Education for the Foundation and Advanced placement years are similar. The learning competencies are different in terms of ability and depth of the first and second-year students to understand and differentially apply knowledge, skills, and values to practice situations. The primary goal of Field Education is to provide students with the practical knowledge and skills needed to become a generalist at the foundation level and to engage in advanced practice as social workers at the completion of the program. The broad competencies of Field Education are to:

1. Provide students with opportunities in internships that will enable them to demonstrate competence in the nine core competencies, to provide services to clients across all systems levels, and further to develop the integration of knowledge, skills, and values learned in the classroom to practical agency settings.

2. To engage in ethical practice and to promote the development of self as a professional and self-sufficient social worker.

3. Promote students' abilities for continued self-reflection and self-awareness.

4. Promote students' ability and commitment to work effectively with oppressed and at-risk population to support economic, social, and environmental justice in a multicultural society.

5. Create opportunities for students to apply theories, techniques and strategies learned in the classroom to target populations and client systems in different settings using a range of prevention approaches and treatment modalities.

6. Promote students' ability to develop the capacity to critique and evaluate own practice and to assess agency effectiveness in the delivery of services.

7. Promote the ability to foster an understanding and commitment to apply ethical decision-making to the ethics and values of the social work profession.

8. Provide knowledge of and develop skills in the use of professional supervision.

9. Promote the use of research, single system designs, and technology to assess, implement and evaluate program policies and procedures within agencies and systems.

10. Provide knowledge of and develop skills in oral and written professional communications that are consistent with language of the agency setting and profession.

11. Promote students' understanding and pursuit of lifelong learning for continued professional growth and development.

FOUNDATION FIELD EDUCATION COURSE DESCRIPTIONS AND COMPETENCIES

Field Education is a teaching laboratory in which social work students are given the opportunity to apply social work values, knowledge, and skills that are learned in the classroom to placement settings. It is the signature pedagogy in Social Work education. During the Foundation year of the MSW program, the curriculum emphasizes a generalist social work practice perspective. Field Education is designed to engage students in applying social work practice and classroom learning in a supervised agency setting.

SWRK 651 Social Work Field Instruction I

This course is the first of two courses that constitute the Foundation Field Education. Students enroll in this course concurrently with other foundation courses and with placement in field. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of specialty. During the foundation year students are in the field for 230 clock hours per semester. They are assigned to social service agencies and are supervised by experienced professionals. Field Education provides students the opportunity to integrate knowledge and skills within an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. Seminars will provide students an opportunity to enhance practicum learning experiences by helping students further develop understanding knowledge, skills, self-awareness, and professional use of self in advanced social work practice.

SWRK 652 Social Work Field Instruction II

This course is the second of two courses that constitute the foundation placement year. The foundation placement experience is intended to help students develop knowledge and skills that provide the groundwork for their area of specialty. During the foundation year students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social services agencies and supervised by experienced professionals. Field Education provides students opportunities to integrate knowledge and skills within an agency setting and community context. The Field Education placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experience by helping students further develop understanding of knowledge, skills, self-awareness, and professional use of self. The Field Education placement in conjunction with the seminar provides students a series of and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings.

Field Education Foundation Competencies

Field Education during the Foundation year of the MSW program focuses on helping students develop a broad perspective of social work practice. It seeks to provide students with a broad range of practice situations such as case planning, interviewing, conducting research, policy analysis, and implementation, developing reports, and participation in supervisory exchange.

After completion of the Foundation Field Education, student will be able to:

1. Critically evaluate implementation of agency policies and procedures.

2. Demonstrate ability to coordinate services between the practicum agency and other social service agencies in rural, urban, and military settings to enhance client functioning.

3. Demonstrate ability to apply, integrate and synthesize classroom theories and knowledge in the agency and within the context of community human service networks.

4. Demonstrate competence in working with client systems in relation to client engagement, planning, developing, assessments, intervention, and evaluation that reflect sensitivity to human diversity.

5. Demonstrate self-awareness in the process of providing intervention, including examining commitment to social work values, ethics, social and economic justice, and the delivery of services to at risk populations.

6. Demonstrate understanding of the forms and mechanisms of poverty, oppression, and

7. Discrimination in a multicultural society and can apply strategies of advocacy and social change.

8. Demonstrate proficient use of oral, written, technological skills that are consistent with

the agency and the social work profession.

9. Demonstrate ability to effectively use supervision and other resources for continued professional development in the knowledge, skills, and values of the social work profession.

ADVANCED FIELD EDUCATION COURSE DESCRIPTIONS AND COMPETENCIES

Advanced, or Concentration Field Education, builds on the foundation year placement experience. It is an integral component of the social work curriculum. The Advanced Field Education course and placement utilizes experiential learning within a supervised social work practice experience in Children and Family Services or Mental Health and Substance Abuse Services. The assignment experience seeks to provide students with opportunities to demonstrate the ability to prepare advanced assessments and interventions, and critically evaluate practice, policies, and procedures. The Off-Campus MSW Program Advanced Field Education utilizes agencies that will provide opportunities with Mental Health and Substance Abuse services.

Course Descriptions and Competencies of Advanced Practicum Field Courses

SWRK 656 Social Work Field Instruction III

This course is the first of two courses that constitute the advanced practicum in students' areas of concentration. The advanced practicum is intended to help students develop expanded knowledge and skills in their area of concentration. During the advanced practicum students are in the field for 500 clock hours for the academic year or 250 clock hours per semester. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The Field Education seminar is offered concurrently with placement. The Field Education, seminar classes, and assignments are consistent with students' chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities, and organizations.

SWRK 657 Social Work Field Instruction IV

This course is the final of two courses that constitute the advanced practicum in students' areas of concentration. The advanced practicum is intended to help students develop expanded knowledge and skills in their area of concentration. During the advanced practicum students are in the field for 500 clock hours for the academic year or 250 clock hours for the semester. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The Field Education placement is offered concurrently with seminar classes. The Field Education, seminar classes, and assignments are consistent with students chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities, and organizations.

Advanced Field Education Competencies

The advanced or concentration Field Education provides students with the opportunity to specialize in two areas of practice: Children and Family Services and Mental Health and Substance Abuse Services. After the Advanced Field Education, students will be able to:

1. Demonstrate an understanding of how social welfare polices impact children and families/or mental health and substance abuse and how these policies impact the field placement agency.

2. Demonstrate purposed and consistent application of research and single system designs in practice with children and families/or mental health and substance abuse in rural and urban settings with particular attention to ethical dilemmas, oppression, and social and economic injustice.

3. Continue to demonstrate proficient use of oral, written, and technological skills that are consistent with the practicum agency to which the student is assigned and the social work profession.

4. Continue to demonstrate efficient self-awareness in the process of providing intervention, including examining commitment to social work values, ethics, social and economic justice, and the delivery of services to at risk populations.

5. Demonstrate ability to critically, purposefully, and consistently use theoretical frameworks that support client engagement, assessments and practice interventions, evaluation, and termination in relation to children and families/or mental health and substance abuse.

6. Demonstrate ability to work collaboratively with colleagues and other professionals.

7. Demonstrate knowledge, skills, values, and leadership to practice and advocate for clients to promote equity and access to resources in rural, urban, and military settings.

8. Demonstrate purposeful, consistent, and proficient use of oral, written, technological skills that are consistent with the agency and the social work profession.

9. Exhibit commitment to establishing career goals.

10. Demonstrate commitment to lifelong learning with plans to continue professional development, and involvement in professional and community organizations.

FIELD EDUCATION STANDARDS

Field Education will take place only in an approved social work or human service agency, organization, or program with an approved Field Instructor. It is the sole responsibility of the Director/Coordinator of Field Education to approve the Field Education sites and the Field Instructors or task supervisors. This approval process occurs prior to the placement of the student. The Field Education standards (policies and procedures) are outlined in this portion of the manual.

Roles and Responsibilities

Director of Field Education

The Director of Field Education provides leadership in all aspects of the MSW Field Education Program and works in collaboration with the Associate Dean, the Director of MSW Program, Faculty, Faculty Liaisons and Agency Field Instructors. The Director of Field Education responsibilities are as follows:

1. Recruit, assess, and approve Field Education agencies and Field Instructors.
2. Finalize and file Memorandums of Agreement between field agencies, community organizations, programs, and the University
3. Assigns students to Field Education agencies.
4. Monitors and evaluate student's progress in Field Education.
5. Maintains Field Education records.
6. Resolves problems and concerns related to Field Education.
7. Identify training needs of Field Instructors.
8. Plan and implement Field Instructor orientations and training sessions.
9. Plan and implement student orientations.
10. Administers and updates the *Master of Social Work Program Field Education Manual* as needed and make students, faculty, Faculty Liaisons, and Field Instructors aware of any changes.
11. Serves as a conduit between the MSW Program and the Field Education agencies by transmitting significant information pertaining to the operation of Field Education and the overall operation of the MSW Program.
12. Ensures the overall administration of the Field Education is in compliance with the Council on Social Work Education Accreditation Standards.
13. Assigns students to Faculty Liaisons.
14. Be available as consultant to Faculty Liaisons.
15. Responsible for overseeing the overall evaluation of the Field Education program.
16. Responsible for developing and updating Field Education evaluation tools.

Assistant MSW Field Director

The Assistant Director of Field Education provides support to the Director and shares in the responsibility of coordinating all field related responsibilities and duties. The Assistant Director of Field Education responsibilities are as follows:

1. Recruit, assess, and approve Field Education agencies and Field Instructors.
2. Finalize and file Memorandums of Agreement between field agencies, community organizations, programs and the University
3. Assigns students to Field Education agencies.
4. Monitors and evaluate student's progress in Field Education.
5. Maintains Field Education records.
6. Resolves problems and concerns related to Field Education.
7. Identify training needs of Field Instructors.
8. Plan and implement Field Instructor orientations and training sessions.
9. Plan and implement student orientations.
10. Administers and updates the *Master of Social Work Program Field Education Manual* as needed and make students, faculty, Faculty Liaisons, and Field Instructors aware of any changes.
11. Serves as a conduit between the MSW Program and the Field Education agencies by transmitting significant information pertaining to the operation of Field Education and the overall operation of the MSW Program.
12. Ensures the overall administration of the Field Education is in compliance with the Council on Social Work Education Accreditation Standards.
13. Assigns students to Faculty Liaisons.
14. Be available as consultant to Faculty Liaisons.
15. Responsible for overseeing the overall evaluation of the Field Education program.
16. Responsible for developing and updating Field Education evaluation tools.

Faculty Liaison

The Faculty Liaison is a critical and most consistent link between the agency, the school, and the student. This person provides ongoing support and information to the student and Field Instructor. The Field Seminar will also perform the role of Faculty Liaison unless circumstances indicate this is not possible and

Responsibilities of the Faculty Liaison are as follows:

1. Faculty Liaison Field Visits.
   a. In the On-Campus Program, the Faculty Liaison maintains contact with students assigned Field Instructor (two field site visits and one phone call to Field Instructor per semester). More frequent site visits/telephone calls will be made for those students needing more attention.
   b. Off-Campus Faculty Liaisons work within a block placement model. The assignment will require two field visits: one in the beginning of Field I and III and one at the end of end of Field II and IV. One telephone call to Field Instructor at end of Field I & III.

2. Monitors students' progress

3. Reviews and signs off on Learning Plan and Student Performance Evaluation Forms.

4. Be available as a consultant to Field Instructor on educational matters.

5. Provides assistance in dealing with concerns and issues the agency may have in regard to the student's performance

6. Documentation of Hours/Time Sheets
   a. On-Campus MSW Program Seminar Instructor/Field Liaison will monitor students' field placement hours and advise Director of Field Education if there are problems on concerns that need to be addressed.
   b. The Off-Campus MSW Program Field Coordinator is responsible for Time Sheets.

7. Discuss and resolve problem situations involving the practicum with the Field Instructor.

8. Consults with Director/Coordinator of Field Education regarding situations that may require intervention. Evaluates and recommends grades to the instructor teaching the Integrative Seminar for the student based on Field Instructor evaluations of student and course requirements.
   a. Upon receipt, Off-Campus MSW Program Field Coordinator recommends a grade to the instructor(s) teaching the Integrative Seminar.

9. Submit a Faculty Liaison report form concerning assigned field students.

10. Evaluates the quality of field experiences and opportunities provided each student and Field Instructor. Makes recommendations for continuation or changes to the

Director/Coordinator of Field Education.

Student

The effectiveness of student learning is largely dependent on the student. It is the student's responsibility to become an active learner and to have a sense of ownership in the field experience. Active learning involves the student developing a learning plan, evaluating practice, confronting personal biases and prejudices, and assessing one's professional development.

Students are expected to meet the following additional responsibilities:

1. Submit the following forms to the Field Office in a timely manner.
a. Student Placement Request & Personal Data
b. Planning Guide
c. Resume
d. Statement of Understanding
2. Attend and participate in
a. Orientation to Field Education
b. All Field Education seminar classes
3. Participate in the learning process by completing educational objectives and the Learning Plan and submit a copy of the Learning Plan one month after field placement.
4. Prepare for regularly planned weekly hourly supervision with Field Instructors and submit documentation of social work performance through the Field Instructor Weekly Supervision Log/Notes form found on the Department website. Prepare an agenda, if required, by Field Instructors.
5. The MSW On/Off-Campus Programs require a minimum of 960 clock hours for both Field Education Assignments.
a. The Foundation requires a minimum of 460 clock hours.
b. The Advanced requires a minimum of 500 clock hours.
6. Weekly Structure of Field Education. Complete the minimum clock hours using the following:
a. On Campus
i. Foundation students will be in the Field two (2) days per week.
ii. Advanced students will be in the Field three (3) days per week.

b. Off-Campus
i. Foundation and Advanced students will be in the Field 4.5 days per week, typically Monday through Friday. Friday is a half day in the morning and the afternoon is spent in Integrative Seminar.
7. Alteration of Field Education placement arrangement will be made with the written consent of the Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education.

8. Make up of loss of time due to Field Education agency closings, sickness, religious holidays, or emergencies is required.

9. Maintain confidentiality of agency records and field information (field agency material used for class discussion/assignments should be fully disguised).

10. Read and abide by the National Association of Social Workers Code of Ethics (See Appendix B).

11. Abide by all agency policies, rules, regulations, and procedures. As a graduate student in a professional social work program in the College of Humanities and Social Sciences and the Social Work Department (includes the Off-Campus MSW Program), you may be asked by a field agency to undergo screening related to health, drug testing, immunizations and /or have a criminal background check prior to being allowed to participate in a field placement experience at that agency. Any cost associated with the health screening, drug testing, immunizations and background criminal check is the sole responsibility of the student.

12. Submit two process recordings (one at midterm of each semester), monthly reports, time sheets, and any other required forms.

13. Participate in a collaborative effort with Field Instructor and Faculty Liaison to evaluate self and complete all agency and class assignments.

14. Comply with all policies and procedures as outlined in the *Manual*, FSU Student Handbook, the MSW Student Handbook and FSU Graduate Catalog.

15. Participate in the evaluation of the overall MSW Field Education Program and submit evaluations at the end of the year.

Field Instructor

The Field Instructor is a vital participant in the educational learning process of social work students. The Field Instructor assists the student in applying theories learned in class to practice situations. The student and the agency supervisor collaborate in the development of an educational Learning Plan through the assignment of appropriate tasks and activities. The Field Instructor is responsible for the weekly supervision, evaluation of the student's progress in placement, and the recommendation of a grade to the Faculty Liaison. The Field Instructor is also expected to:

1. Complete the Agency Database and Planning Information Form for Field Instructors and maintain a current resume on file with the Director/Coordinator of Field Education.

2. Assist the student in developing the Learning Plan within the first four weeks of placement and a copy provided to the Faculty Liaison.

3. Arrange for orientation to agency policies, procedures to include introduction to agency administration and staff, and training for student safety.

4. Develop learning opportunities in relation to the curriculum and design assignments. Consultation with the Faculty Liaison is strongly encouraged.

5. Maintain field guidelines in recommending grades and evaluating the performance of the student. The Field Instructor should involve the student in the evaluation and student is expected to sign it at the end of the semester evaluation. Three copies of the Student Performance Evaluation are completed (copies for the Field Instructor, student, and Faculty Liaison or Field Office).

6. Maintain a teacher-student learning relationship in order to enable the student to develop as a generalist social worker at the Foundation Level and an Advanced Practitioner at the Advanced Level.

7. Notify the Faculty Liaison and Director/Coordinator of Field Education verbally and in writing immediately regarding any problems or concerns with the performance of the student or the agency's ability to meet the expectations of providing a Field Education for the student.

8. Evaluate the field placement experience and submit evaluations to the Seminar Instructor/Faculty Liaison who will then submit to the Director/Coordinator of Field Education before the end of each semester.

9. Attend field placement training seminars. New Field Instructors are required to attend Field Instructor's Orientation.

10. Meet with the student at least one hour per week for supervision and provide feedback to the student on an ongoing basis about their performance using assessment tools such as process recordings, audio tapes and taped interviews (with permission), notes of meeting, seminars, and workshops, if necessary. Group supervision is allowed; however, there must be at least one hour/month of individual supervision.

11. Monitor the student's daily activities on-site either in person or through an assigned Task Supervisor. Direct observation of the student's work is encouraged and expected. If the Field Instructor is not able to directly observe the student's work on site, there must be written documentation of communication with the Task Supervisor on at least a monthly basis.

Task Supervisors

Task Supervisors are non-MSW or MSWs who do not have the required two years of experience, agency employees who are highly experienced in the area or program to which the student will be assigned. They work in coordination with the off-site Field Instructor and the Faculty Liaison. They are utilized under extreme circumstances in special field placements to provide training and supervision to field interns. The responsibilities and role functions of the Task Supervisor are monitored by the Faculty Liaison and the Director/Coordinator of Field Education to ensure that field placement standards are maintained.

The Task Supervisor is expected to:

1. Consult with the Field Instructor in identifying learning assignments (Learning Plan) for the students.
2. Provide guidance to the Field Education student when they are completing assigned tasks for the practicum experience.
3. Consult and maintain contact with the Field Instructor and Faculty Liaison to monitor student field placement progress.
4. Consult with the student and Field Instructor in completion of the student evaluation.
5. Attend Field Instructor Training.

FIELD EDUCATION POLICIES AND PROCEDURES

Selection of Field Education Agencies

The FSU MSW Program adheres to the standards and guidelines of the Council on Social Work Education and set forth policies, procedures and processes accordingly. An agency is mutually selected as a Field Education site to provide an environment where students learn to integrate the knowledge, values, and skills of the social work profession. Selected Field Education agencies must meet the following requirements:

1. Demonstrate commitment to the purpose of social work education and interest in working with MSW Field Education students.
2. Demonstrate commitment to the mission, goals, and objectives of the MSW Program.
3. Model understanding, commitment, and respect for diversity and social and economic justice.

4. Exhibit support of social work values and ethics in policies and services impacting employees and individuals served by the agency.
5. Provide reimbursement for travel expenses incurred by students while utilizing personal car to conduct agency business (if applicable).
6. Make available to students' appropriate face-to-face experiences with individuals, groups, and agency or community projects for selection and assignment to students.
7. Provide direct practice opportunities related to concentration areas offered by the MSW Program.
8. Allow Field Instructors time to prepare for student instruction, provide students supervision, participate in Field Education training sessions, and engage in consultations with MSW Faculty Liaisons.
9. Ensure students will not be discriminated against on the basis of race/ethnicity, sex, color religion, national origin or ancestry, age, marital status, handicap, or sexual orientation.
10. Provide adequate office space, work materials, equipment, secretarial support, and other accommodations needed for students' instructional needs.
11. Provide agency orientation that will include policy, procedures, and personal safety.

Criteria: Admission to Foundation Field

In order for students to be considered for a field placement, first they must be admitted to the MSW Program. Upon admission to the program, students attend the new student orientation which includes an 8 hour one day orientation and workshop after which they submit an application to field which includes a résumé. Students secure an appointment with the Director of MSW Field Education and/or the Assistant Director to discuss the placement process. In order to continue to the second semester of the field practicum, students must maintain an overall GPA of 3.0 in the first semester and must be in good standing non-academically (professionally).

Criteria: Admission to Specialized/Advanced Field
During November of the first semester, students must complete an application for field placement for their second-year advanced field placement. Upon completion of the application, the student secures a meeting with the Director of MSW Field Education to discuss the placement process for the advanced year. During the meeting, the Director reviews the student's résumé and transcript and discuss prospective placements. To enter the advanced field practicum, students must have a grade of a B or better in all foundation courses including the field practicum.

The Director of Field Education is responsible for locating placements for students based on their request, the availability of placements that meet the criteria of the M.S.W Program (i.e., aligned with the 9 competencies; mission and goals of the program), and input received from faculty concerning the student. Students receive an emailed placement confirmation letter identifying the tentative field placement and agency field instructor. Students are instructed to contact their prospective field instructor and schedule an interview. The letter states that the student should

take a copy of their résumé and the student's agency confirmation form. This form is completed and signed by the student and field instructor to indicate that the placement is confirmed. If the placement is not confirmed, the Director of Field Education will work with the student to identify an alternate placement.

Selecting Field Settings

The *Field Education Agency Database Information Form* provides information pertaining to the agency, its administration, Field Contact Person, and Field Instructor. Information regarding the type of agency, population served, agency function and purpose, learning opportunities, types of programs, target group served, and demographics (population served, characterizes, etc.) are also included.

The MSW Program utilizes many community agencies and organizations for field education each year. This rich community resource includes a range of placements offered in urban, suburban, and rural settings within and outside of the state. The field education team is continuously developing new field placement opportunities to meet the educational needs and interests of students. The field team maintains a database of all available placements, including agency descriptions and learning opportunities. Field team members confer with faculty, students, and community members in their ongoing efforts to recruit field settings and field instructors. Ultimate responsibility for ensuring that new and continuing placement settings and field instructors meet the school's requirements lie with the Director of Field Education for the MSW Program, who collaborates extensively in this regard with the Assistant Director, agency field instructors and faculty liaisons. Agencies selected for MSW field instruction must have competent professional social workers with a CSWE-accredited master's degree in social work and two years post-MSW direct practice experience.

Policies: Selecting Field Settings
Field instruction is a very important component of the MSW Program at FSU. It is expected that potential field agencies operate professionally and ethically; they will engage diverse client populations; they will advance human rights, social, economic, and environmental justice; they will use research as a means to utilize evidence-based practice and to improve services in the agency; they will engage in policy practice; they will engage at all levels of practice; they will use assessment at all levels of practice; they will provide intervention at all levels of practice; and they will evaluate their practice at all levels. In the field instructor orientation and as part of the Memorandum of Understanding both parties agree that generalist practice opportunities will be available to the student. The MSW Program recruits and accepts applications from agencies on an ongoing basis; we accept applications from a diverse group of agencies for the foundation level student such as social service agencies, hospitals, and other multi-service agencies, and for the advanced year we recruit agencies that provide child welfare and mental health services; and we seek agencies that identify with the mission and goals of the MSW Program.

Criteria: Selecting Field Settings

Field instruction agencies are selected based on the following criteria: (a) personnel who are willing to provide students with comprehensive learning experiences; (b) nondiscrimination policies with regard to clients, staff, and students; (c) field instructors who have time to provide appropriate supervision and instruction to students as well as to collaborate with the University faculty regarding field instruction; (d) perceive the student in a learning role; (e) physical space, time and materials for the student; (f) field instructor is allowed time to prepare for student instruction and conferences; and (g) willing to enter into an affiliation agreement with FSU and the School of Social Work. Agencies must complete an Agency Application for Field Placement, approved by the Field Director.

Procedures: Selecting Field Settings

The potential agency submits the application to the Director of MSW Field Education for review. The Director may convene faculty, field liaisons, and other professionals from the School of Social Work Advisory Board to review applications. After approval or disapproval of the application, the agency receives a letter regarding its status. If the application is approved, an MOU is attached to the letter. The agency executive director/department head must sign and return the agreement. The Director signs the agreement, which is forwarded to the Associate Dean of the School of Social Work, the Dean of the College of Humanities and Social Sciences, and the Provost and Vice Chancellor of Academic Affairs for their signature endorsing the agreement and executing the document. The MOU represents the affiliation agreement between the agency, the MSW program and the University.

Policies on Placement

The following represents the policy for placing and monitoring students in the MSW Program at FSU:

- Students must be fully admitted to the MSW Program
- The Director of MSW Field Education places students
- Students must file or have on file an application and resume with the Office of Field Education
- Students must be in good standing academically and non-academically (professionally)

Criteria: Admission to Foundation Field

In order for students to be considered for a field placement, first they must be admitted to the MSW Program. Upon admission to the program, students attend the new student orientation which includes an eight (8) hour one day orientation and workshop after which they submit an application to field which includes a résumé. Students secure an appointment with the Director of MSW Field Education and/or the Assistant Director to discuss the placement process.   In order to continue to the second semester of the field practicum, students must maintain an overall GPA of 3.0 in the first semester and must be in good standing non-academically (professionally).

<u>*Criminal Background Checks/Drug Screens</u>

Agencies typically require students to complete a criminal background check and/or urine drug screen prior to beginning their placement with the agency. At times the cost of the check is borne by the field placement agency. If the agency does not assume the cost of the background check/drug screens as a part of the interview/acceptance process, the cost is borne by the student. A positive return on a background check or on the drug screen could result in loss of placement option(s) or the difficulty in securing field placements for the student(s). Failure to disclose situations that might result in a positive return on a criminal background check may also impact placement. In the event these checks are conducted subsequent to the initial placement result in a positive result there may be grounds for consequences up to and including dismissal from the field and potentially from the program.

Criteria: Admission to Specialized/Advanced Field

During November of the first semester, students must complete an application for field placement for their second-year advanced field placement. Upon completion of the application, the student secures a meeting with the Director of MSW Field Education to discuss the placement process for the advanced year. During the meeting, the Director reviews the student's résumé and transcript and discuss prospective placements. To enter the advanced field practicum, students must have a grade of a B or better in all foundation courses including the field practicum.

The Director of Field Education is responsible for locating placements for students based on their request, the availability of placements that meet the criteria of the M.S.W Program (i.e., aligned with the 9 competencies; mission and goals of the program), and input received from faculty concerning the student. Students receive an emailed placement confirmation letter identifying the tentative field placement and agency field instructor. Students are instructed to contact their prospective field instructor and schedule an interview. The letter states that the student should take a copy of their résumé and the student's agency confirmation form. This form is completed and signed by the student and field instructor to indicate that the placement is confirmed. If the placement is not confirmed, the Director of Field Education will work with the student to identify an alternate placement.

Criteria on Student Placement

In order for students to be considered for a field placement, they must have been admitted to the MSW Program and be in good academic and non-academic standing. Upon admission to the program, they submit an application with a résumé. They secure an appointment with the Director of MSW Field Education to discuss the placement process. To be admitted to the foundation field, students must be admitted to the MSW program, attend field orientation and new student orientation, complete a field application, and meet with the Director of Field Education. Students must also have dependable transportation and automobile insurance.

In order to be considered for the advanced field practicum, students complete the field application during November of the first year. Upon completion of the application, the student secures a meeting with the Director of MSW Field Education to discuss the placement process. To enter the advanced field practicum, students must have an overall GPA of 3.0 and must have earned a grade of B or better in all foundation courses including the field practicum. Students must also have dependable transportation and automobile insurance.

Procedures: Student Placement
The procedures for placing a student in the field practicum are as follows:
- First year students learn of the field practicum during orientation and one in the program they are alerted regarding the application period for field instruction via email and flyer
- Applications are reviewed by the Director of Field Education
- A schedule for pre-field interviews is posted in the MSW Office of Field Education, and announcements are made in class.
- The Director of Field Education completes the pre-placement interviews.
- The Director locates the placement and emails the student and field instructor the placement confirmation letter.
- Students schedule an interview with the tentative field instructor taking a copy of the résumé and the Student Assigned Placement Form, attached to the placement confirmation letter.
- The agency field instructor and student complete and sign the Student Assigned Agency form, indicating that the placement is either confirmed or not.
- If the placement is not confirmed, the field director locates a second placement
- Students participate in a pre-placement orientation. Students cannot begin placement without submitting a copy of the completed and signed Student Assigned Agency Form.
- Students and Agency Field Instructor receive a copy of the academic calendar and the Field Manual.
- The placement begins at the assigned time.

Policies: Monitoring Student Placements
Each student in the MSW Field Education Program must be monitored with regards to progress and development in field placement. Paperwork (e.g., log, supervisory conference reports, learning contracts, ethical issues and competencies) is reviewed and verified. If fraudulent activity has occurred with paperwork or otherwise, a student can be immediately sanctioned or dismissed from the field practicum and potentially the program. The weekly integrative field seminar acts as one point of monitoring of students in the field.

Criteria: Monitoring Student Placements
The faculty liaison, student, and field instructor complete a Faculty Field Liaison Visit/Conference Form for each visit. The form evaluates the student's strengths, areas needing improvement, and mastery of social work competencies. The student and field instructor have the opportunity to write comments on the field visit conference form. Each field liaison is typically

responsible for 15 to 25 students per semester and is credited with one course for 4 credit hours for this responsibility.

Procedures: Monitoring
Students are monitored in the field setting by an assigned faculty field liaison. The field liaison visits the agency where the student is placed twice during the semester and makes phone calls to follow the student's progress. The field liaison makes other field visits if there are concerns or issues related to the student's placement. Field liaisons must make one face-to-face field visit, a second visit may be made by phone conference call or video conference as an alternative if there is a continuous conflict in scheduling face to face with the field instructor.

Policy: Student Safety
Student safety is an important issue. Students are vulnerable in field practicum and are exposed to the same risks as workers. Students deserve to feel and be safe in field practicum. We provide tools to enhance safety for students in the field.

Criteria: Student Safety
The Director of Field Education for the MSW Program, during orientation, discusses the NASW safety plan of action and Safety Techniques and Strategies in Social Work field from the University of Wisconsin at Milwaukee's Helen Bader School of Social Welfare, Social Work Field Program. Students are provided the following websites to access information:
http://www.socialworkers.org/profession/centennial/violence.html
http://uwm.edu/socialwelfare/wp-content/uploads/sites/56/2017/01/safety-manual.pdf
In addition, the Director of MSW Field Education provides tips for safety strategies for reduction of risk of trauma and a cognitive-behavioral technique used in treating clients who have experienced trauma, based on the theory of stress inoculation, a method of exposing students to case scenarios.

Another safety issue for students in field practicum is self-care and self-management. Maintaining one's effectiveness is essential to student success. Personal stressors, clients, academic responsibilities, and the work environment can contribute to a lack of self-care. The field manual has a set of tips for self-care and self-management. The Field Director and Faculty Field Liaison discuss these tips in the seminar. Safety is also discussed in the MSW Student Handbook. Students are encouraged to develop a self-care plan and share it with classmates.

Procedures: Student Safety
During the orientation phase of the field placement, students receive the safety/ emergency plan for the agency from their field instructor. In the field education seminar, students identify a safety place if or when they have to move about the community conducting home visits or attending community forums.

Policy: Student Evaluation
All field students are evaluated objectively at the mid-term and final portion of the field placement. The mid-term evaluation is meant to give the student a sense of areas of success and areas where growth is needed before the end of the semester. The final evaluation is completed by the field instructor in collaboration with the faculty liaison with input from the student. The student has the right to agree or disagree with the evaluation and provide justification. The university field instructor/faculty liaison assigns the final grade.

Criteria: Student Evaluation
The foundation field evaluation instrument mirrors the learning contract and includes all competencies, with multiple indicators for each competency. Each competency is represented by two to five behaviors. The field assessment is given mid-semester and at completion of SWRK 651, 652, 656 and 657: Social Work Field Education I, II, III and IV. The evaluation is completed by the field instructor who observed the student in demonstration of the competencies across various dimensions (knowledge, values, skills, cognitive and affective processing). The instrument reviews real practice situations. The evaluation allows the field instructor to rate the performance of the student in each area. For example, the student can receive a score of 5 to 1 on each behavior connected to the competency with 5 being the highest level of competence.

5	The intern has **excelled** in this area
4	The intern is functioning **above** expectations for interns in this area
3	The intern has **succeeded** in demonstrating competency in this area
2	The intern is **approaching** competency in this area, and **it is anticipated** that the intern will meet the expectation in the near future.
1	The intern **has not met** the expectations for demonstrating the competency or behavior at this time.
N/A	Not applicable in this setting or at this time.

Procedures: Student Evaluation
The evaluation of student learning is based on the accomplishment of Social Work Competencies and Advanced Competencies (Children and Families and Mental health). The evaluation process takes place at midterm and at the end of the semester. It involves the student, faculty field liaison, and the field instructor. Both evaluations are discussed by all entities. The field liaison decides the final grade of the student with input from the agency field instructor. The final field evaluations in the foundation and concentration years focus on the student's ability to demonstrate the competencies in an agency environment. The student's learning regarding the foundation and concentration competencies is guided by development of the learning contract. This allows the student to perform activities that are related to the foundation and concentration competencies respectfully.

The Director of Field Education reviews the forms and routinely gives feedback to the field instructor and faculty field liaison. Because evaluation brings a degree of ethical obligation, the Director provides honest, direct, and constructive information that is designed to improve the field education program. This process is shared with field instructors and field liaisons. The Director submits evaluations for analysis to the school's evaluation and outcome committee.

Criteria for Selecting Agency Field Instructors

Agency field instructors must have an earned master's degree in social work from a CSWE accredited social work program and must have at least two years post-MSW experience to serve as an agency field instructor for the MSW program. If the agency does not employ a social worker with a MSW degree, arrangements are made with other agencies to identify off-site agency field instructors or with the MSW Program to meet this educational requirement. Task Supervisors are non-MSW agency employees who are highly experienced in the area or program to which the student will be assigned. They work in coordination with the off-site field instructor and the Faculty Liaison to ensure an appropriate learning experience from a social work perspective. They are utilized under extreme circumstances in special field placements. The responsibilities and role functions of the Task Supervisor are monitored by the university Faculty Liaison, and the Director of Field Education to ensure that field placement standards are maintained. Field Instructor Orientations facilitate field instructors' abilities to design appropriate student learning opportunities. In addition, the Student Learning Contract and the Field Instructor Student Evaluation Form provides a structure for field instructors to design learning opportunities for their students.

Potential field instructors may self-refer or may be recruited by the program. The Director of Field Education or the Assistant Director contacts the prospective field instructor to explain the requirements and expectations for field instructors and to describe the MSW Program in general and field education in particular.

The agency field instructor supervises the student on a weekly basis and meets with the student for a minimum of 1 hour, or more when needed. The field liaison and student are required to complete a weekly log. The faculty field liaison signs all forms, along with the agency field supervisor. Field instructors must complete a field instructor's application and submit a résumé and copy of his/her social work license, if applicable. In addition, field instructors must have a minimum of 2 years of post- MSW social work experience. The agency in which the potential field instructor is employed must consent to having a student placed in the fall or spring semester.

Field practicum is essential to the success of field placement. Because the field instructor provides direct instruction to the student regarding knowledge, skills, and values of the social work profession, the field instructor must be a competent social work practitioner in one or more areas of service. Furthermore, the field instructor must be an employed staff member of the

agency or approved off-site field instructor. The field instructor must have an interest in students and be willing to accept the role of field instructor. The field instructor must be willing to work within the Program's philosophy of social work education and the competencies and behaviors identified in the learning contract for field education.

Continuing Education Credits for Field Instructors

The Fayetteville State University Center for Continuing Education is eligible to offer CEU credits for workshops and seminars. The Social of Work will offer field training to field instructors and, in some instances, other agency personnel. CEU credits for training will be opened to agency Field Instructors through the Continuing Education Center. There may also be some other seminars that are available for agency Field Instructors offered by the University. Interested agency Field Instructors should contact the Director/Coordinator of Field Education to determine the availability of the free seminars.

Field Advisory Board

The Field Advisory Board serves the field program in a supportive and advocacy function. It helps to identify agencies and agency services for the social work field program. The board consists of social work professionals from numerous social work and human service agencies.

Employment-Based Field Placement

Policy: Employment-Based Field Placement Agency

Students may use their employment sites for field placements so long as their field education responsibilities and supervisor differ from their regular paid employment responsibilities and supervisor. The agency must be an approved field instruction site by the MSW Program (refer to above discussion regarding requirements for the Selection of Field Instruction Agencies in the Fayetteville State University Master of Social Work Program). Field placement assignments must be clearly delineated and separate from employment responsibilities (i.e., field placement assignments should reflect different tasks, and the assignments are in a different program or division). Field instructor and employee supervisor are two different people. The field instructor must meet MSW Program requirements. See criteria for selecting field instructors. Employment based field assignments and supervision must be educationally focused rather than agency service centered.

Procedures: Employment-Based Field Placement

A field student must submit an *Application to Use Current Employment as Field Instruction Site* form stating that the student will be allowed to complete at least 460 hours of field practicum in duties different from regular work activities. The field instructor's resume must be attached to the application. The student, the student's direct supervisor, the agency director, the field instructor, and the MSW Program Director of Field Education must sign the form. Copies of this policy and the application are located in the

FIELD EDUCATION REQUIRED DOCUMENTATION
AND EVALUATIONS

The Learning Plan

The Learning Plan (Appendix A; Form B) is a teaching and learning tool that articulates the areas of learning for the Field Education experience should provide. It is a very important aspect of social work education in the field and is a basis for accountability. The Learning Plan is used as a focus throughout the placement for agency visits and for any issues that may require additional clarification or problem solving related to student's performance or the specific tasks and assignments given to students. Students, in consultation with the agency Field Instructor, prepare a formal written Learning Plan that specifies learning objectives. The Learning Plan states clearly and concisely outlines the practicum experience to include:
- student expectations for learning at the Field Education site;
- the competencies to be developed;
- responsibilities and tasks to be assumed by student; and
- measurement criteria.

Upon completion of the Learning Plan students must submit it to the Faculty Liaison or Director/Coordinator of Field Education and maintain a copy for themselves. The Faculty Liaison approves the Learning Plan with her/his signature. Due dates for submission of the Learning Plan are indicated in the calendar provided by the Field Office.

Instructions for Completion of the Learning Plan

The Learning Plan should be developed by the student and the Field Instructor within the first four weeks of placement at the agency and is written for the entire Field Education experience. The Learning Plan provides essential information for supervision meeting between the student and the Field Instructor. It also provides an opportunity for the Field Instructor to provide feedback and evaluative information based on a student's desired goals. It creates a basis for the student evaluation process. The Faculty Liaisons provide consultation in the development of the Learning Plan, and it includes:

1. Goals and objectives, indicators of progress and learning activities are developed that reflect the learning expected and desired in field placement. The learning activities are identified according to activities available in the agency which can help the student accomplish desired outcomes
2. Measurement criteria may include written material appropriate to the agency. The indicators of progress should describe behaviors, assignments, and tasks.
3. The Learning Plan should be reviewed and signed in conference with the Agency Field

Instructor, Faculty Liaison, and the student. The Learning Plan may be modified during Field Education experience, but only with the consent and approval of the Field Instructor and the Faculty Liaison

4. The Learning Plan should be reviewed at least monthly by the student and the Field Instructor. Progress is reported on the Student Monthly Report (See Appendix A; Forms K and L).
5. Direct observation of the student's work is expected. The Learning Plan must address how and when this will be accomplished.

Monitoring of Field Education

There are several methods of monitoring the Field Education. These include field seminar classes, agency on-site visitations, evaluative conferences, and other contacts as needed with students, Field Instructor, and Faculty Liaison. Regular telephone, fax, or e-mail contacts are expected to occur for the purpose of monitoring field placement. All parties involved with Field Education must agree to maintain regular contact and address, in a timely manner, any issues and /or concerns that may occur. When there are issues, the Faculty Liaison will be responsible for monitoring the progress of any solutions attempts. The progress of any attempts at problem resolution should be provided by the Field Liaison with consultation with the Director/Coordinator of Field Education.

The Field Instructor is the primary person to monitor the performance of the student. Monitoring will include:

- Regularly scheduled supervisory conferences and meetings
- Minimum of one clock hour per week.
- Completion and submission of Weekly Supervisory Log/Notes to the Field Office.
- Direct observation of student work-related activities with client and organizational systems.
- Direct observation of student interactions with other professionals.
- On-going review of written work required within the agency.
- Review and constructive feedback for written and oral reports.
- Communicate concerns immediately to the Faculty Liaison.

Student Monthly Reporting Forms

The following documents from the student inform the final grade. Upon receipt of these forms, the Director/Coordinator will submit the recommended grade accordingly. These forms are submitted to the Faculty Liaison or to the Field Office by the dates specified on the Field calendar. Students are expected to complete the following forms:

All students are encouraged to keep a copy of these forms for their own records.

Evaluations

The formal mechanisms for evaluation of student performance are the Learning Plan and the Student Performance Evaluation form (appendix A; Form O) in conjunction with compliance to guidelines established for performance in Field Seminar. However informal, Field Education evaluation is an ongoing process that must be discussed by the student and the Field Instructor weekly. The Field Instructor formally evaluates students in placement at the end of each semester using the Student Performance Evaluation form. At the end of the form, the Field Instructor invites input from the Faculty Liaison. This recommendation is forwarded to the Coordinator of Field Education at the Off-campus program and to the Seminar Instructor on the Main Campus who then forwards to the Director of Field Education.

The Student Performance Evaluation

The Field Instructor and the student must prepare, discuss, sign, and submit a completed Student Performance Evaluation at the end of each semester.   Each semester, the student and the Field Instructor meet for an evaluative conference that also includes input from the Task Supervisor. The Faculty Liaison attends this meeting to discuss the student evaluation as available   During the conference, students are provided an evaluation report that includes comments by the Field Instructor.   The evaluation provides a mechanism for assessing student's performance and professional strengths and weaknesses. After completion of the evaluative conference, the Field Instructor forwards the Evaluation to the Seminar Instructor who incorporates this information into the overall grade for Field Education for the semester.
- On-Campus students forward information to the Director of Field Education.
- Off-Campus students forward one copy of the Evaluation to the Field Coordinator. A signed copy of the Student Performance Evaluation is kept on file in the Field Office. Students will refer to the Field Calendar for due dates of the Student Performance Evaluation.

Grading Standards

Evaluation of student performance is graded A, B, C, and F, and "IP" (in progress). The field grade is a combination of the Field Placement Performance Evaluation grade and incorporates completion of the required hours for the placement, class attendance, participation, and timely submission of required documents to their Seminar Instructor. A grade of "A" indicates a student has excelled in field, and a grade of "B" indicates the student has met expectations, and a "C" means the student met minimal expectations in field. An "IP" grade is issued to students who were unable to complete hours in the previous semester and are approved to continue in

field by the Field Director/Coordinator.   Course requirements are met no later than the end of the following semester. When course requirements are completed, a letter grade is recorded. Grading Policies for Field Education are as following:

1. A student who receives an "F" in Field Education I, II, III, or IV will be administratively withdrawn. A student cannot repeat Field Education if a grade of "F" is received.
2. A student receiving an "IP" in a Field education course must complete all requirements to resolve the "IP" by the next semester.
     a. The Off-Campus MSW Program has additional policy and procedure for the "Incomplete Grade" which may be found in the Student Evaluation Plan.

Appeals to grades submitted for field/seminar classes should follow guidelines documented in the Graduate Catalogue and the Student Handbook.

Grade Appeal

Students who wish to contest a course grade should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached, students should attempt to resolve the matter with the department chair. If a satisfactory resolution is still not reached, students may appeal the grade in accordance with established procedures not later than the last day of the next regular semester.

To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences within which the contested grade was awarded. By conferring with the student and the instructor, the Dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the instructor's decision, the Dean of Graduate Studies will notify in writing the faculty member, the student, the department chair, and the appropriate dean. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated. If the re-evaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is final and may not be appealed further.

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. The instructor, department chair, dean of the school or college, and the Dean of Graduate Studies, Provost and Vice Chancellor for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

Written Complaint Procedure

When an area of the university needs improvement to better serve the needs of students, Fayetteville State University appreciates hearing from them. As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in University Catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated.

Academic Complaints:

5. Department Chair
6. Associate Dean of the School/College
7. Dean of the School/College
8. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

3. Associate Dean or Office Director
4. Vice Chancellor of the Division to which the School or Office reports

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, the student(s) should appeal to the Office of the Chancellor.

Evaluation of Field Education Experience

Students, Field Instructors, Faculty Liaison, and the Director/Coordinator of Field Education all have an active role in the evaluation of Field Education (Appendix A; Forms I and J). Each, except the Director/Coordinator of Field Education, will provide evaluations of the Field Education program as previously stated in this *Manual*. The feedback will be collected and

reviewed by the Director/Coordinator of Field Education to facilitate program quality improvement.

OTHER FIELD EDUCATION POLICIES AND PROCEDURES

Field Education Days, Hours and Attendance Policy

In order to benefit effectively from field education, students are expected to adhere to the regular work hours of the Field Education agency and the Field Calendar. Students should treat their fieldwork as they would formal employment. Students are expected to be present in their assigned placements the normal hours the agency operates unless a special schedule has been worked out and approved by the Field Instructor and the Field Faculty. The days, times, and the required number of hours of placement in the field agency are documented in the Learning Plan. Typically, on-campus student field placement days are Tuesday-Wednesday 8-5 for Foundation Year placements and Tuesday-Thursday 8-5 for Concentration Year placements. Exceptions to these days and times are considered on a case-by-case basis.

Once a Field Education schedule has been established any changes or modifications must be approved by the Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education in writing. As a part of placement, students must attend Field Education Seminar classes for the entire semester. Students may not begin Field Education before the start of the semester nor end Field Education early. Students who choose not to accept the established placement provided may have a lengthy delay in placement or may not be placed for the academic year

Attendance is a beginning benchmark of the developing professional social worker.
Lunch is not counted as field hours unless it is an agency required "working" luncheon meeting. Likewise, time spent commuting to and from the agency at the beginning and end of each scheduled work session may not be counted as field hours.

Transportation Policy

Field students are responsible for transportation to and from the agency and for all school related activities. The agency assumes the expense for all delegated activities that involve travel and the use of the student car for agency related travel. Because of safety and liability issues, students cannot transport consumers/clients in their personal vehicles.

Vacation and Holiday Policy

On-Campus MSW program Field Education students are expected to follow the holiday and vacation schedule designated by Fayetteville State University.

Policy on Dropping the Field Education Course

There may be nonacademic or nonperformance circumstances that confront a student and requires her/him to drop the Field Education Course. A student may initiate this process by contacting the Field Liaison and Faculty Advisor who notify the Field Director/Coordinator. To return to Field the student would submit a placement request for the level of field requested 3 months prior to the semester he/she desires to return to Field.

There are also circumstances in which a student withdraws or drops a field course following substantial performance problems as documented by the Faculty Liaison and/or the Field Instructor. That student will not be permitted to enroll in the field course the following semester without special review and permission of the Director/Coordinator of Field Education.

The usual procedure in this circumstance is for the student:
- To take time off from field (at least a semester) to address the problems (such as insufficient knowledge, problems with interpersonal skills, personal problems, personality or maturity factors, attendance problems, etc.) which impair their performance in field as noted by the Field Instructor, Faculty Liaison or Field Director/Coordinator.
- To reenter field placement/Field Seminar, the student must submit a written request to the Director/Coordinator of Field three months prior to the beginning of the semester he/she desires to return to field.
- In initiating the request for reentry, the student must document their efforts towards growth and change which support the possibility of satisfactory performance in the field. The Director/Coordinator of Field Education will make the determination for reentry with consultation with the Faculty Liaison and Faculty Advisor.

Change in Field Education Assignment

Students (or Field Instructors) who request a change in placement due to a concern about the ability of a placement agency to meet the student's educational needs should express their concerns to the Faculty Liaison. The student must complete the Request for Change of Placement form found on the website (See Appendix A: Form H). These concerns are reported by the Faculty Liaison to the Director/Coordinator of Field Education. The agency Field Instructor, Faculty Liaison, and Director/Coordinator of Field Education and the student will work together to seek resolution to the concern(s). The Director/Coordinator of Field Education will make the final determination regarding the request for change of placement. If, based upon the request, a student is reassigned to a new agency, there will be a delay in securing another

placement for the student. The timing of the delay is dependent upon the time that it takes to secure the new placement and may be several weeks. For reassignment to a new agency a new Learning Plan must be completed within the first month of placement. A mid-semester evaluation is also required from the initial placement agency.

Inadequate Field Education Performance

Field Education in the community involves not only the social work program's educational objectives for the student and faculty, but also encompasses serious professional responsibilities to consumers/clients, social work agencies, and the public.

A great deal of time and effort is spent by Faculty Liaisons and Field Instructors to plan and provide a sound field experience for students. It is therefore important to recognize early and respond quickly to problems in performance of students. When the student is performing poorly in field placement, service needs of consumers/clients must become the highest priority. Field Instructors and Faculty Liaison should take action to protect the needs of consumers/clients and ensure appropriate and ethical service delivery. Students who are assessed as providing inadequate performance in the field are provided with corrective and supportive services to assist them to improve their performance.

Probation and Termination of a Student from Field Education

Probation or termination of a student from Field Education is a very serious matter. The Social Work Department, through appropriate department channels, reserves the discretionary right to place a student on probation or to terminate any student whose placement performance is deemed unsatisfactory. If concerns persist and appropriate standards of professional and ethical performance are not consistently maintained, the Field Instructor, Faculty Liaison, or Seminar Instructor may initiate the termination of the student from Field Education. The Faculty Liaison is expected to consult with the Director/Coordinator of Field Education and Faculty Advisor when considering termination of the placement. Reasons for termination from placement include unethical conduct and behavior on the part of the agency personnel or student, or concerns by the agency supervisor or other agency personnel. Professional conduct of the student subject to termination is defined below and are in accordance with the NASW Code of Ethics. The following constitutes reason(s) for probation or termination. These concerns must be documented by the field supervisor(s) and then forwarded to the Faculty Liaison and/or Director/Coordinator of Field Education:

1. Unsatisfactory academic performance (See *MSW, Student Performance Evaluation Appendix O, page 192*).
2. Student's inability to function within the agency's structure and rules.

3. Violation of professional, social work ethics or unethical behavior that is inappropriate and detrimental to the welfare of the student intern's consumers/clients.
4. Unsatisfactory or poor adjustment for the profession in the Field Education process. The problem may be in either of lack of social work knowledge, values, and/or skills or emotional maturity appropriate for Field Education.
5. The student, Field Instructor, Faculty Liaison, or Director/Coordinator of Field Education acknowledges that the selection of social work was inappropriate for the student.
6. Assaultive behavior including harassment or discriminatory activities and actions, which threaten or harm the physical and or emotional well-being of others.
7. Conduct which occurs outside campus and/or agency which may indicate a lack of suitability for social work practice (i.e., criminal code violations).
8. Conduct resulting in litigation or where other outside procedures are pending or have taken place (i.e., an internal grievance in relation to ethical practice in a human service agency). For additional information on items 6, 7, and 8 refer to the *MSW Student Handbook.*
9. The Faculty Liaison is the contact person for any field problem. The student and the Field Instructor must discuss the problem with the Faculty Liaison. If the problem cannot be resolved at this level, the Faculty Liaison should consult with the Director/Coordinator of Field Education. If a solution is not resolved within the agency, the decision to terminate is made by the agency and Faculty Liaison in consultation with the Director/Coordinator of Field Education in a timely manner.

The student may submit a response. Both documents become part of the student's official record.

Probation /Termination Procedures
Termination procedures are outlined in the *MSW Student Handbook* and are as follows:

- Any faculty member, including classroom instructor, Director/Coordinator of Field Education, Field Instructor, Field Liaison, Task Supervisor or Faculty Advisor can submit in writing that the MSW Program Director consider terminating or placing the student on probation for one of the above reasons.
- The MSW Program Director will submit the student termination or probation request to the MSW Program Academic Committee.
- The MSW Program Academic Committee will initiate and coordinate consultations with relevant parties regarding the recommendation of student termination or probation. The consultation could be a joint meeting(s) with the student, and relevant faculty, faculty advisor and/or Field Education personnel.
- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for probation or termination.
- The Academic Committee submits in writing a recommendation to the MSW Program

Director.

- The MSW Program Director will notify the student in writing the Academic Committee's recommendation.
- Any student terminated or placed on probation from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences. By conferring with the student and MSW Program Director, the Dean will seek resolution by mutual agreement. Failing such resolution, the Dean will transmit the written appeal to the Student Affairs and Appeals Committee consisting of the Chair of the Graduate Council as chair and five members of the graduate faculty appointed by the Dean. If the committee affirms the MSW Program Director's decision, the Dean of will notify the MSW Program Director and the student in writing. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.
- Students terminated from the MSW Program are administratively withdrawn from all course work. Students placed on probation will be provided criteria for removal of probationary status by the Department.

MSW Program Academic Committee Roles

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.
- Determine if alleged violation warrants termination from the MSW Program.
- Determine the appropriate sanction for violation.
- Submit in writing a recommendation to the MSW Program Director.

Credit for Life Experiences and Prior Work Experience

Abiding by CSWE Standards (Appendix B), the MSW program does not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work may enroll in practice courses and in the Field Education courses.

Professional Liability Insurance for Student Internships

The North Carolina Association of Insurance Agents (NCAIA) administers the general and professional liability policy provided by the University System of the State of North Carolina. Funds for damages, medical expenses defense are covered by the policy. FSU provides the

Liability Insurance for students in field placements via School Professional Liability American Home Assurance Company.

Driving Clients in Personal Vehicles

Students shall not transport clients in their personal cars. If the field agency requires this of the placement, then the field agency would secure all necessary insurance for such trips. Another option is that the student notifies their carrier, complies with demands made by their insurance carrier, and receives written documentation of coverage for this kind of vehicle use. However, Fayetteville State University's Department of Social Work Liability Insurance does **not** cover this practice.

Dress Code

Students are expected to comply with the dress code designated in each agency's policy and procedural manual. It is expected that students will have a professional appearance at the agency.

Employment

It is recommended that students not engage in employment outside of their Field Education placement if they desire to make the most of their Field Education experience. When employment is essential, it is recommended that work hours be part-time and scheduled on the weekends. <u>Work schedule must not conflict with field schedule or the seminar class.</u>

Code of Ethics

The School of Social Work at Fayetteville State University subscribes to the ethical principles and guidelines for social work practice set forth by the National Association of Social Workers (NASW). Every student in the program is expected to familiarize themselves with the code and subscribe to the principles and guidelines of the Code of Ethics. The Code of Ethics can be located in Appendix S, page 215   of this manual.

Confidentiality Guidelines

The MSW students must adhere to privacy and confidentiality guidelines as established by the National Association of Social Workers Code of Ethics. (The Code of Ethics can be retried from http://www.socialworers.org/pubs/code/default/asp.) Failure to do adhere to these guidelines may result in dismissal from the program. The NASW guidelines on confidentiality are stated in the Code of Ethics.

ADDITIONAL POLICIES AND PROCEDURES

STATEMENT

Sexual harassment by any member of the University is a violation of law, University policy, and professional ethics and will not be tolerated at Fayetteville State University (FSU). FSU reserves the right to investigate charges of sexual harassment as appropriate in accordance with state and federal laws and policies and procedures of the University of North Carolina and Fayetteville State University.

The University does not condone either sexual harassment or false charges of sexual harassment. It is the policy of FSU to provide procedures to deal fairly with complaints of sexual harassment. Every effort will be made to protect the rights of both the person making the complaint of sexual harassment and the person accused.

Sexual harassment, like race, religion, or national origin is a form of prohibited discrimination. Specifically, harassment of employees on basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964; harassment of a student is a violation of Section 902 of Title IX of the Education Amendment Act of 1972. FSU's policy is consistent with all and state regulations.

A copy of the university's Sexual Harassment Policy may be obtained from a mediator, the Division of Student affairs, the Human Resources office, or the Legal Counsel's Office. (http://www.uncfsu.edu/humres/sexualharassmentpolicy.htm)

University Policy on Affirmative Action

Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds (refer to appendices for complete policy on Affirmation Action).

Americans with Disabilities Act Section 504 of the Rehabilitation Act Complaint Procedures

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans with Disabilities –Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments.

As an institution that receives federal assistance from the U. S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA.

It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from the participation in or be denied the benefits of the services, programs, or activities offered by FSU or are subjected to discrimination.

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant, or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301.

Appendix A: Field Forms

A

<div align="center">

FAYETTEVILLE STATE UNIVERSITY
SHOLL OF SOCIAL WORK
AGENCY DATABASE AND PLANNING INFORMATION FORM
MASTER OF SOCIAL WORK FIELD PLACEMENT

</div>

1200 Murchison Road   Phone: (910) 672-1210

Fayetteville, NC 28301-4298   Fax: (910) 672-1755

The School of Social Work, MSW Program, is seeking information to include in a database for graduate field placements. The information requested will be made available for students and faculty. It is the program's intent to assist students in understanding basic agency information as they consider placement sites.   To assist in our efforts to give students an initial understanding of the agencies willing to accept graduate social work students, please fill out this form.

1. Name of agency/organization: _____
2. Address of agency: _____
     City:_____ State _____ Zip Code_____ County_____

3. **Name of Agency Director**: _____
4. Who is the agency representative that FSU faculty should contact regarding establishing?
     field placements at the agency:

     Name: _____

     Title: _____

     Phone: _____ Fax: _____

     E-mail address: _____

     Web address: _____

5. The **Agency Field Instructor** is the title given to the person who is responsible for supervising the graduate student at the agency.
     Name of **Agency Field Instructor:** _____

     Professional Degree(s): ____BSW ____ MSW ____MA _____Ph.D. ____ Other

     Major field of study: _____

Credentials/Licenses: _____LCSW _____CMSW _____ ACSW _____ Other

6. Agency person Director/Coordinator of Field Education should contact regarding placement of a student at the agency:

Name: _____ Phone: _____

E-mail: _____**Fax:**_____

Name of agency person **the student(s) should contact to arrange an interview**

for possible placement at the agency: Same as above: ____Yes _____No

If not the same as above, then please complete the following:

Name: _____ Phone: _____

7. Approximately how many people does your agency/organization employ? _____
8. What are your business hours? _____
9. Are students likely to be assigned evening work? ____Yes ___Occasionally ___No
   Are students likely to be assigned weekend work? ___ Yes ___Occasionally ___No

10. Do you have a policy on sexual harassment? ____ Yes _____No

11. Do you provide safety training for students? ____ Yes _____No

12. Is your agency accessible to persons with physical disabilities? ____Yes ____No

13. Practice Area:

Please check all that apply.

☐ Aging/Gerontology ☐ Developmental Disabilities ☐ Public Health

☐ Alcohol/Substance Abuse ☐ Family Services ☐ Rehabilitation

☐ Child/Public Welfare ☐ Health and/or Mental Health ☐ School Social Work

☐ Community Planning ☐ Management ☐ Social Policy & Advocacy

☐ Corrections/Criminal Justice ☐ Military ☐ Other _____

Agency Description {If you prefer, feel free to attach a typed page with the information requested}
As a way to introduce students to your agency/organization, please provide a brief description addressing any of the following (or other information you deem appropriate):

- Mission statement

- Years of service to the community
- Possible student learning opportunities
- Population(s) served

If you have a current agency brochure that includes the mission statement, please attach to this form.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

14.   Client Group Descriptions

Please check any categories, which apply:

AGES	PRIMARY FOCUS OF INTERVENTION	
☐ Infants	☐ Individuals	
☐ Preschool Children	☐ Couples	
☐ Elementary School Children	☐ Families (as a unit)	
☐ Adolescents	☐ Groups	
☐ Young Adults (18-25)	☐ Organizations	☐ Middle Aged Adults
☐ Communities	☐ Elderly (65 and older) ☐ Legislation	
☐ Other _____		

15. Client Demographic Information

_____% Females   _____% Low income   _____% White

_____ % Males   _____ % Rural residents   _____% African American

                  _____ % Urban resident   _____% Hispanic American

                  _____ % Military residents _____% Asian American

                  _____% Native American   ___ ___% Other

16. Do you provide stipends for students? _____Yes   _____No

DATE: _____/_____/_____

ALL FIELD INSTRUCTORS MUST COMPLETE THIS FORM

(Note: Field Instructor must have an MSW and 2 years' post MSW experience)
PART 2: FIELD INSTRUCTOR INFORMATION FORM
(Please Print or Type)

Field Instructor Information

Name: _____

Job Title: _____

Agency Name:_____

Program Name: _____

Email:_____ Phone: _____ Fax: _____

Address: _____

City: _____ State:_____ Zip Code:_____

Years with this agency: _____ Time in this position: _____

Check the method(s) that you are best prepared to provide instruction in:
☐ Direct Practice   ☐ Community Planning   ☐ Social Policy and Advocacy

☐ Community Organization ☐ Evaluation   ☐ Human Service Management

Previous Experience Instructing Students

Name of Institution	Year	Practice Methods or Content Area

Please attach current resume.
Please mail or scan this form to the School of Social Work, Director of Field Education at Fayetteville State University, 1200 Murchison Road, Lauretta Taylor Building, Fax (910) 672-1021, ATTN: Professor Michelle E. Bates Fayetteville, NC 28301-4298. We appreciate all that you do For the Social Work Field Program experience.

For our students in the Fayetteville State University Off-Campus-Master of Social Work Program, remember to submit a copy of your resume and one completed Field Placement Foundation Planning Guide form to the Coordinator of Field Education.

Thank you for supporting our Field Education Program

MSW Learning Plan/Demonstrated Competencies
Fayetteville State University
School of Social Work

Student Name:	**FSU/FSH Email:**	**Phone:**
Agency:	**Address:**	**Phone:**
Field Instructor:	**Email:**	**Phone:**
Task Instructor:	**Email:**	**Phone:**
Field Seminar Instructor/ Liaison:	**Email:**	**Phone:**
_____ SWRK 651[580] _____SWRK 652 [585]	_____SWRK 656[650] _____SWRK 657 [655]	

	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Demonstrate Ethical and Professional Behavior (. Competency 1)	a. 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;		
	b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
	c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		
	d. use technology ethically and appropriately to facilitate practice outcomes; and		
	e. use supervision and consultation to guide professional judgment and behavior		

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	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Engage Diversity and Difference in Practice (Competency 2)	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
	b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and		
	a. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		

	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Ad van ce Hu ma			

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	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
Engage In Practice-informed Research and Research-informed Practice (Competency 4)	a. use practice experience and theory to inform scientific inquiry and research;		
	b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and		
	c. use and translate research evidence to inform and improve practice, policy, and service delivery		
	Behavior	**Agency Activity**	**How I Demonstrate Competency** (Naturally emerging from activities throughout placement experience
Engage in Policy Practice (Competency 5)	a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		

The rows above the Competency 4 section (yellow cells):

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

	Behavior	Agency Activity	How I Demonstrate Competency (Naturally emerging from activities throughout placement experience)
	b. assess how social welfare and economic policies impact the delivery of and access to social services;		
	c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)	**Behavior**	**Agency Activity**	**How I Demonstrate Competency** (Naturally emerging from activities throughout placement experience)
	a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		
	b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)	**Behavior**	**Agency Activity**	**How I Demonstrate Competency** (Naturally emerging from activities throughout placement experience
	a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies		

		Agency Activity	How I Demonstrate Competency
	b. 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		
	c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
	d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies		
Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)	**Behavior**	**Agency Activity**	**How I Demonstrate Competency** (Naturally emerging from activities throughout placement experience
	a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
	c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		

		Agency Activity	How I Demonstrate Competency
	d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and		
	e. facilitate effective transitions and endings that advance mutually agreed-on goals.		
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency.9)	**Behavior**	**Agency Activity**	**How I Demonstrate Competency** (Naturally emerging from activities throughout placement experience
	a. select and use appropriate methods for evaluation of outcomes		
	b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
	c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and		
	d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

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LEARNING PLAN REVIEW	
Faculty Field Liaison/Field Seminar Review of Learning Plan/Performance Evaluation Tool: ☐ Accept ☐ Request Revision in this learning Evaluation Tool	
Faculty Field Liaison/Seminar Instructor Signature:	Date:
If not acceptable, make the following revisions:	Date:
Return to Field Liaison/Seminar Instructor by ____/____/____	Date:
Learning Evaluation Tool Revision Approval	Date:

Faculty Field Liaison/Seminar Instructor Revision Signature if indicated:	
LEARNING PLAN SIGNATURES _____SWRK 651[580]/652 [585] _____ SWRK 656[650]/657 [655]	
Student's Signature:	Date:
Field Instructor's Signature:	Date:
Task Instructor's Signature (if applicable):	Date:
Field Liaison/Field Seminar's Signature:	Date:

FSU FOUNDATION FIELD PLACEMENT PLANNING GUIDE

PLACEMENT PREFERENCE
Submit 1 copy of the resume and this form (typed) to the Director of Field Education.
These documents may be sent to the potential Field Instructor who will interview you.

Date: _____ (Format: mm/dd/yyyy)

Name: _____ Phone: _____

Email Address: _____ Cell_____

Concentration Area

Children and Family Services_____ Mental Health & Substance Abuse_____

Local Information:

Address: _____

City: _____ State: _____ Zip Code: _____

Daytime Phone: _____ Evening Phone: _____

Emergency Contact Information
Address: _____

City: _____ State: _____ Zip Code: _____

Daytime Phone: _____ Evening Phone: _____

Experience:

_____ Years of social work related employment experience

_____ Years of other employment experience (to include Military or DoD civilian)

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_____ Years of social work related volunteer experience

Briefly discuss the fields of social work practice which interest you most and the kind of social problems you would like to work on during your first placement (e.g. aging, child and family services, health, military families, mental health, substance abuse, public social services, services to rural communities, populations at risk, etc.):

_____
_____
_____
_____
_____

FOUNDATION FIELD PLACEMENT PLANNING GUIDE

SPECIAL CONSIDERATION
If you received a stipend or scholarship, are there any conditions that may restrict your placement? If yes, please explain:

_____
_____
_____
_____
_____
_____
_____
_____

Are there any other factors that should be considered as we plan your foundation placement assignment (e.g. health concerns, special needs, transportation, etc.)? If yes, please explain:

_____
_____
_____
_____
_____
_____
_____
_____

Does the field office have your permission to share this information with potential Field Instructors?

☐ Yes   ☐ No

FOUNDATION FIELD PLACEMENT PLANNING GUIDE

PROPOSAL FOR PLACEMENT IN AN EMPLOYING AGENCY*
*Complete this page ONLY if you are requesting placement in your Employing Agency (must be typed). (Refer to the Field Education Manual for guidance with this proposal)
Agency Name _____
Agency Director _____
Your current supervisor _____
Your current position title _____
Address _____
City _____ State _____
Zip Code _____ County/Providence_____
Phone _____
Briefly describe your current duties below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Information about proposed placement (required if completing this form)
Prospective Field Instructor _____
Field Instructor Title _____ Phone_____
Field Instructor Unit _____
Email Address _____
Does prospective Field Instructor have an MSW degree and at least two years post Master's experience? (Required if completing this form)
___ Yes _____ No

Describe how your proposed placement will be different
from your regular job. Will you:

_____ be assigned to a new unit:
_____ work with a different client population:
_____ receive Field Education from someone other than your work supervisor:
_____ use different social work intervention methods; or

_____ use a combination of the above.

Fully explain your proposal below. (Required if completing this form)

_____

_____

_____

_____

_____

_____

Does this proposal have the following approvals: (required if completing this form)?

       Yes _____ No: Your proposed Field Instructor

       Yes _____ No: Your proposed director

       Yes _____ No: Your current supervisor

Does the Field Office have your permission to contact all of the above people in your agency to discuss this proposal? (required if completing this form)

       Yes _____ No

Student signature: _____ Date: _____

Thank you for completing the Field Placement Foundation Planning Guide form. Remember to submit 1 copy of your resume and one completed Field Placement Planning Guide form to the Director of Field Education, School of Social Work, Fayetteville State University, 1200 Murchison Road, Fayetteville, NC 28301.

For our students in the Fayetteville State University Off-Campus-Master of Social Work Program, remember to submit a copy of your resume and one completed Field Placement Foundation Planning Guide form to the Coordinator of Field Education.

RESUME GUIDE

Your resume is your Field Instructor's first introduction to you. It will give you the opportunity to share information about yourself in a brief, easy to read style and it should be done with great care. Below is one way your resume can be arranged. While it is not necessary for you to arrange yours in this manner, it is necessary that you include all the information listed.

Limit your resume to two pages or less.

    I.   Personal data

          Name, address, phone, e-mail address

    II.   Education experience

Educational institutions and the dates you attended. List degrees, majors and minors.

III.   Work/volunteer experience

List your work and volunteer experience in chronological order. Provide a brief (2-3 lines) job description with beginning and ending dates. Identify paid positions. Also, identify those positions in which you had MSW supervision.

IV.   Special skills or attributes

In this section, list those skills or attributes that enhance your ability to work with others. For example: do you speak a foreign language or are skilled in sign language? Are you skilled in athletics, art, music, or public speaking? Do you have extensive skill in computer technology?

V.   Professional affiliation, certifications or licensures, and honors

In this section, list membership in professional organizations such as NASW, CSWE, etc. Also, indicate licensure or certification in specific related area. Any specific academic or community honor would also be appropriate here.

D

Date: _____(Format: mm/dd/yyyy)

Name: _____ Phone: _____

Email Address: _____ Cell _____

Concentration/Specialty: (Form must be typed)

_____Mental Health

_____Children & Family Services

COURSE INFORMATION FORM
List social work courses completed, and those in progress. Indicate when the course was taken.

Course Number	Course Title	Semester/Year Taken
SWRK 601[510]	Social Welfare Policy and Services	_____
SWRK 602[520]	Human Behavior and the Social Environment I	_____
SWRK 603[525]	Human Behavior and the Social Environment II	_____
SWRK 607[530]	Social Work Statistical and Data Analysis	_____
SWRK 611[540]	Social Work Intervention w/Individuals & Families	_____
SWRK 604	Applied Social Work Research Methods	_____
SWRK 613	Multicultural Practice w/Diverse Populations	_____
SWRK 651	Social Work Field Instruction I	_____
SWRK 652	Social Work Field Instruction II	_____

List other course:

Course Number	Course Title	Semester/Year Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FIELD PLACEMENT ADVANCED PLANNING GUIDE

SPECIAL CONSIDERATIONS

If you receive a stipend or scholarship, are there any conditions that may restrict your placement?

If yes, please explain:

_____

_____

_____

_____

_____

_____

_____

_____

Are there any other factors that should be considered as we plan your advanced placement assignment (e.g. health concerns, special needs, transportation, etc.)? If yes, please explain:

_____

_____

_____

_____

_____

_____

_____

_____

Does the field office have your permission to share this information with potential Field Instructors?

☐ Yes   ☐ No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

PLACEMENT PREFERENCE

Identify the objectives you wish to meet during your concentration year of Field Education:

_____
_____
_____
_____
_____
_____
_____

Identify the types of preferred assignment which you believe will help you achieve these objectives: (If you are requesting placement in your employing agency, respond to this question in the Proposal for Placement in an Employing Agency).

_____
_____
_____
_____
_____
_____
_____
_____

Identify special needs you may have regarding supervisory style:

_____
_____
_____
_____
_____
_____
_____
_____

FIELD PLACEMENT ADVANCED PLANNING GUIDE

REQUEST FOR PLACEMENT EXCEPTION*

*Complete this ONLY if you are requesting an exception for your placement.

(refer to the Field Education Manual for guidance)

Check if applicable

_____A block placement to occur after the foundation year coursework has been completed.

NOTE: A block placement is typically completed in the summer. If the agency agrees, the student may attend placement five days a week until the required number of hours of placement are completed. The schedule for the block placement must be negotiated with the agency with the assistance of the Field Office. The Director/Coordinator of Field Education must approve the final schedule.

Other, explain:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Explain below the reason(s) why you believe the School should approve your request.

_____
_____

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

FIELD PLACEMENT ADVANCED PLANNING GUIDE

PLACEMENT IN AN EMPLOYING AGENCY*

*Complete this page ONLY if you are requesting placement in your Employing Agency.

(Refer to the Field Education Manual for guidance with this proposal)Must be typed

Agency Name _____

Agency Director _____

Your current supervisor _____

Your current position title _____

Address _____

City _____ State _____

Zip Code _____ County/Providence_____

Phone _____

Briefly describe your current duties below.

_____
_____
_____
_____
_____

Information about proposed placement (required if completing this form)

Prospective Field Instructor _____

Field Instructor Title _____ Phone_____

Field Instructor Unit _____

Email Address _____

Does prospective Field Instructor have an MSW degree and at least two years post Master's experience? (Required if completing this form)   __ Yes   ____ No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

Describe how your proposed placement will differ from your regular job
Will you:

      _____ be assigned to a new unit:
      _____ work with a different client population:
      _____ receive Field Education from someone other than your work supervisor:
      _____ use different social work intervention methods; or
      _____ use a combination of the above.
Fully explain your proposal below. (Required if completing this form)

_____
_____
_____
_____
_____
_____
_____

Does this proposal have the following approvals: (required if completing this form)
      _____ Yes _____ No: Your proposed Field Instructor
      _____ Yes _____ No: Your proposed director
      _____ Yes _____ No: Your current supervisor
Does the Field Office have your permission to contact all of the above people in your agency to discuss this proposal? (Required if completing this form)
_____ Yes _____No

FIELD PLACEMENT ADVANCED PLANNING GUIDE

On the lines below, identify three (3) different, preferred placements and list them in order of preference. There is no guarantee that you will be placed in any specific agency.

Note: Three different Field Instructors in the same agency constitute only ONE choice. Contact the Director/Coordinator of Field Education if you have difficulty identifying three choices: Agency, Agency Unit, and Field Instructor(s)

1. _____

2. _____

3. _____

Student signature: _____ Date: _____

Thank you for completing the Field Placement Advance Planning Guide form. Remember to submit 1 copy of your resume and one completed Field Placement Advanced Planning Guide form to the Director of Field Education, School of Social Work, Fayetteville State University, 1200 Murchison Road, Fayetteville, NC 28301.
For our students in the Fayetteville State University Off-Campus Master of Social Work Program, remember to submit 1 copy of your resume and one completed Field Placement Advanced Planning Guide form to the Director of Field Education

School of Social Work

Master of Social Work

Student Placement Request & Personal Data Form

Student Name: _____ Date: _____

Address: _____

City/State/Zip Code: _____

Phone: _____

E-mail Address: _____

Emergency Contact Person: Name: _____

Phone: _____

Undergraduate Degree/Major: _____

University/College (that conferred the degree):_____

Do you have reliable transportation?_____Yes _____No

Check area of interest, and populations to work with, in terms of a field placement:

_____ disabilities _____ substance abuse/treatment _____ administration

_____ mental health/ _____ children/adolescents _____ court services/correction
       illness

_____ public schools _____ elderly _____ military social work

_____ domestic violence _____ medical social work _____ no preference

_____ other (please state preference) _____

    a. List agencies where you have already completed field placements, either as an undergraduate or as a graduate student:

_____
_____
_____
_____
_____

    a.   Social work related experience, including volunteer experience:

_____
_____
_____
_____
_____

    c.   Career goals:

_____
_____
_____
_____
_____
_____

    d.   What I hope to achieve in a social work field placement:

_____
_____
_____
_____

Placement currently seeking: ____Foundation (1st year placement) ___Advanced Practice (2nd year/Advance Standing Placement)

Preliminary choice or types of agencies or organizations for consideration as a field placement site (choose from the selection of agencies given by the Department of Social Work) No placement is guaranteed:

Agency Name (Rank according to 1st, 2nd, and 3rd preference)

                                                                    City & State

1)_____   _____

2)_____   _____
3)_____   _____

The program cannot guarantee you a placement in any of the agencies identified above

I request that the Department of Social Work at Fayetteville State University make the necessary arrangements, as outlined in the *Master of Social Work Field Placement Manual*, for me to begin a field placement: ____Yes _____No

Permission to Release Student Information

By signing below, I give my permission for the Department of Social Work at Fayetteville State University to share information contained in this form, or give a copy of this form, to any agency I select to interview with for a possible graduate field placement. I understand that faculty members in the Department of Social Work will also have access to this information.

Student Signature_____ **Date**_____

FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

MSW FIELD EDUCATION ASSIGNMENT FORM

Date: _____

Student's Name: _____

Address: _____

Phone: _____**Cell**_____

E-Mail: _____

Emergency Contact: _____

Agency MSW Field Instructor: _____

Agency Name: _____

Agency Address: _____

Agency Phone: _____

E-Mail: _____

Fax: _____

I have met with the MSW Field Instructor and I agree to serve as an intern student in the above
named agency.

Student's Name _____ **Date** _____

**I have met with the above named student, and I agree to have the student undertake a
social work field placement with me. I will provide weekly supervision, and I will contact
the Director of Field Education if anything changes which may interfere with my ability to
supervise student. ***Complete all sections and submit form to the Director of Field after
you have been accepted for placement by an agency.**

MSW Field Instructor _____ **Date** _____

Task Supervisor _____ **Date** _____

G

FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

MSW FIELD EDUCATION

Student Statement of Understanding

Prior to beginning Field Education, all students are expected to know the contents of the Social Work Field Instructor Manual. Following participation in the Student Field Education Orientation please read and sign the following:

I have read and understand the contents of the Master of Social Work Field Education Manual:

1. **The process for securing a field placement**

2. **The integration of field with course work**

3. **Attendance**

4. **The evaluation and grading process**

5. **The differences between first and second year field expectations**

6. **The time frame for turning in a learning agreement**

7. **How to write a learning agreement**

8. **The roles and responsibilities of the Field Education Office, the Faculty Liaison, the Field Instructor and agency Supervisor**

9.   **Special situations: employed field option, changes in field procedure for termination, discontinuance, and grievance procedures.**

10.   **NASW Code of Ethics**

You will be eligible for field education after this document is signed

Signature: _____ **Date:** _____

REQUEST FOR CHANGE OF MSW FIELD PLACEMENT
Fayetteville State University

Student Name_____

Current Field Agency _____

Field Instructor Name_____

Address_____ Phone _____

Field Advisor Name _____

Statement by Student _____

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Student Signature _____ Date _____

Submit this form to the Director of Field Education

Fayetteville State University School of Social Work
Field Instructor Evaluation of Field Program
To be completed by the Field Instructors or Task Supervisors

We would like to evaluate your experience with the Fayetteville State University, Master of Social Work Field Placement Program. Please place an X in the box that applies in each category and return to the Director/Coordinator of Field Education.

Student is: 1ˢᵗ yr. _____, 2ⁿᵈ yr. _____.

NA = Not Applicable   1=Poor, 2=Fair, 3=Average, 4=Above Average, 5=Outstanding

AREAS OF EVALUATION	NA	1	2	3	4	5
The program is committed to providing social work learning opportunities.						
Adherence to supervision opportunities.						
Adherence to NASW Code of Ethics.						
There is open communication between agencies and program.						
The program helps students and placement agencies adhere to learning contracts.						
The program offers sufficient training for Field Instructors.						
The program offers sufficient support to students in their field placements.						
The program provides sufficient assistance in problem resolution.						
The program provides time for questions and						

feedback on field related issues.						
The program models professional social work academic skills.						
The program has knowledge of agency policies and procedures.						
The program recognizes its role as "Gatekeeper" in educating social workers.						

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FAYETTEVILLE STATE UNIVERSITY

School of Social Work

Student Evaluation of Field Education Experience

Student_____   Faculty Liaison _____

Agency _____   Field Instructor_____

Please rate each of the areas regarding your learning experience using the following guide:

NA = Not addressed/not applicable   3 = Average

    1   = Poor   4 = Above average

    2   = Fair   5 = Outstanding

Evaluation of Practicum Learning Opportunities	**NA**	**1**	**2**	**3**	**4**	**5**
Opportunities to work with community systems						
Opportunities to do Advocacy work						
Opportunities to do complete assessments of individuals						
Opportunities to provide interventions with individuals						
Opportunities to provide assessments of family functioning						
Opportunities to provide interventions with families						
Opportunities to work with groups						
Interactions with providers in other professions						
Opportunities to integrate theory with practice						
Opportunities to solidify social work values and ethics						

Opportunities to work with diverse client populations						
Opportunities to evaluate effectiveness of practice						
Level of responsibility given to						

Comments/Notations: Subtotal: _____

_____
_____
_____
_____
_____
_____

For the next section, please respond to the statements regarding your placement agency and Field Instructor.

Evaluation of the Agency						
ency support for social work interns						
cilities for social work interns						
ency's sensitivity to cultural diversity						
ency's adherence to social work values and ethics						
ency's provision for policies and procedures						

Comments/Notations: Subtotal: _____

_____
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Evaluation of Field Instructor							
mmitment to providing learning opportunities							
lherence to supervision schedule							
iality of feedback provided during supervision							
odeling of intervention skills							
vailability for instruction, outside of supervision							
aching techniques							
sistance in designing Learning Contract							

Comments/Notations: Subtotal:_____

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Please respond to the statements regarding your field liaison and the faculty member who visited the agency, and acted as a go-between between you and the agency/Field Instructor. If you had two different liaisons, please indicate your responses for each.

Evaluation of Field Liaison						
aison's knowledge of practicum issues						
aison's communication with the agency						
aison's availability for advising and consultation						
aison's participation in developing Learning ntract						
aison's feedback throughout the practicum						
aison's ability to handle conflict						

Comments/Notations: Subtotal: _____

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aluation of Director of Field Education						
ientation to practicum procedures and policies						
ility to provide assistance in problem resolution agency						
owledge of placement opportunities						
illingness to work towards finding an optimal tch between student and placement						
owledge of Field Education Program						
owledge of MSW Program						

Comments/Notations: Subtotal: _____

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_____
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Please comment on the strengths and areas for improvement related to your placement experience:

_____
_____
_____
_____
_____
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_____

Thank you for completing this form. Please return form to the Social Work Field Education Office, by the end of the year or the end of the field placement sequence.

Field Education Monthly Report

Month _____ Year _____ Hours in Practicum _____ Hours Absent _____

Student Name _____ Field Liaison _____

Agency _____ Field Instructor _____

1. What has been your most significant learning experience this month?

_____
_____
_____
_____
_____
_____

2. What has been your greatest challenge this month?

_____
_____
_____
_____
_____

3. Which sections of your learning agreement have you worked on this month? Which section of the learning agreement have you not gotten to yet?

_____
_____
_____
_____
_____
_____

4. Would you like a call from/conference with your Field Liaison?

☐ call   ☐ conference

Student's Signature _____ Date _____

MSW Field Instructor's Signature _____

FAYETTEVILLE STATE UNIVERSITY
School of Social Work

Master of Social Work Student Monthly Statistical Report

Student:	Agency:
Month:	Address:
Faculty Liaison:	Agency Supervisor:

Monthly Caseload

CLIENTS	# Cases	# Intakes	#Sessions	# Cancellations	Male/Female
Adults (20+)					
Adolescents (13-19)					
Children (0-12)					
Family					
Group					
Community					
Total					

Agency supervisory hours for the month: _____

      Number of presentations you performed: _____

      Race and ethnicity of clients (indicate number for each):

          African Americans   Hispanic   Other.

MEETINGS ATTENDED	#HOURS
Staff	
Community	
Administrative	
Rounds	
Case conferences	
Other:	
Other:	
Other:	

FSU Master of Social Work Field Education
Documentation of Hours/ Time Sheet)

Student Name: **Semester & Year:**

Agency Name   **Field Instructor:**

Directions: Enter the total hours for every day of placement (agency) work. Students in the Foundation Placement complete a minimum of 460 hours. Students in Advanced Placement complete a minimum of 500 hours. The student is responsible for informing the Field Instructor when fifty (50) clock hours remain. The form is due to the Seminar Instructor at the end of each semester.

Date	Day of Week	Hours Worked	Total Hours

Total number of clock hours for this page.			

Student Signature & Date: _____

MSW Field Instructor Signature & Date: _____

N

FACULTY LIAISON CONTACT FORM

Student: _____ **Field Course No:** _____

Agency: _____ **Address:** _____

Field Instructor: _____ **Task Supervisor:** _____

Faculty Liaison: _____

Email, letters, memos sent to student   Date_____

Email, letters, memos sent to Field Instructor   Date_____

Agency Visit   Dates _____

Visit 1: ____ Met with student intern   ___ Met with Field Instructor

    ____ Met with both individually   ___ Met with both together

Visit 2: ____ Met with student intern   ___ Met with Field Instructor

    ____ Met with both individually   ___ Met with both together

Other Visit_____Purpose_____

Conference (s) with student intern outside of agency _____ (date)

Purpose: _____   (date) _____

_____

Learning Contract Reviewed   Date: _____

Monthly Reports Reviewed   Date: _____

Process Recording Reviewed   Date: _____

Semester Evaluation Reviewed   Date: _____

Final Evaluation Reviewed   Date: _____

Phone calls/emails to/from Student   Date: _____

Phone calls/emails to/from FI   Date: _____

Student Performance: ____ meets expectations ____does not meet expectations.
Comments_____

_____

_____

_____

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Fayetteville State University
School of Social Work
Master of Social Work Program - Student Performance Evaluation

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The Field Instructor completes this evaluation form in consultation with the student. A signed copy should be returned by the student directly to the Seminar Instructor on the Main Campus and to the Coordinator of Field Education at Fort Sam Houston. Please keep a signed copy for yourself and the student.

Student _____   Check if □ [1ST year MSW] □ [2nd year MSW]

Agency _____

Field Instructor _____   Phone_____

Field Instructor E-mail address_____

This evaluation is designed to measure the ability of Masters of Social Work students to meet placement requirements and is intended to give the student feedback about her or his performance. The evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development over the course of the entire semester, using nine competency areas established by the Council on Social

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Work Education, our national accrediting body. The specific standards by which a student is to be assessed are based on field objectives specified for their respective level of placement – Foundation or Concentration (Advanced). Each competency statement has several practice behaviors. Comments may be made under any competency area regarding a student's performance in any of the 31 practice behaviors if desired. Please indicate those areas in which you think the intern is particularly strong and those areas in which the intern needs improvement. We ask you to rate according to the following criteria and total your scores in each competency area along with an overall score for all competency areas at the end.

Performance Rating Scale:

5	The student consistently meets expectations for competency in this area
4	The student frequently meets expectations for competency in this area
3	The student usually meets the expectations for competency in this area
2	The student sometimes meets the expectations for competency in this area
1	There is no evidence that the student has met the expectations for competency in this area, and does not give indications s/he will do so in the near future.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area (N/A will not be scored and will be deducted from the total points possible.)

Adapted from rubric courtesy of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI.

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) 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;	1st Semester/Midpoint						
	2nd Semester/Final						

b) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	1st Semester/Midpoint							
	2nd Semester/Final							
c) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	1st Semester/Midpoint							
	2nd Semester/Final							
d) Use technology ethically and appropriately to facilitate practice outcomes; and	1st Semester/Midpoint							
	2nd Semester/Final							
e) Use supervision and consultation to guide professional judgment and behavior.								
	2nd Semester/Final							
Total score								

Comments_____
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Competency 2: Engage Diversity and Difference in Practice

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	1st Semester/Midpoint						
	2nd Semester/Final						
c) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	1st Semester/Midpoint						
	2nd						

	Semester/Final						
b) Engage in practices that advance social, economic, and environmental justice.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Use practice experience and theory to inform scientific inquiry and research;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	1st Semester/Midpoint						
	2nd Semester/Final						
c) Use and translate research evidence to inform and improve practice, policy, and service delivery	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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Competency 5 : Engage in Policy Practice

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Assess how social welfare and economic policies impact the delivery of and access to social services;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
b) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
b) 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;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
d) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1st Semester/Midpoint						
	2nd Semester/Final						
d) Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	1st Semester/Midpoint						
	2nd Semester/Final						
e) Facilitate effective transitions and endings that advance	1st						

mutually agreed-on goals.	Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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

Behaviors	GRADING CYCLE	5	4	3	2	1	n/a
a) Select and use appropriate methods for evaluation of outcomes;	1st Semester/Midpoint						
	2nd Semester/Final						
b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	1st Semester/Midpoint						
	2nd Semester/Final						
c) Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	1st Semester/Midpoint						
	2nd Semester/Final						
d) Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	1st Semester/Midpoint						
	2nd Semester/Final						
Total score							

Comments_____

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OVERALL TOTAL SCORE FOR ALL COMPETENCIES	

Additional Comments:

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_____
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Recommended Grade for this Evaluation Period

Raw Score

Grading Scale   **/Total Possible**

A = 100 – 90%   _____

B = 89 – 80%   _____

C = 79 – 70%   _____

F = 69 – 0%   _____

Student's Signature _____   Date _____

Task Supervisor's Signature _____   Date _____

Field Instructor's Signature _____ Date _____

Field Liaison/Field Seminar's

Signature _____ Date _____

Upon completion of this evaluation at the end of each semester, please return to your Seminar Instructor on the Main Campus who will forward to the Director of Field Education and to the Coordinator of Field at the Fort Sam Houston Campus.

This evaluation and completion of the required number of hours in the field placement in concert with meeting the standards outlined for the Field Seminar class, will constitute the grade for the Semester.

FSU School of Social Work

Office of Field Education

Process Recording Template

Student's Name: **Client's Initials:**

Interview Date: **Process Recording Number:**

 # Prior Contacts: **Stage of the Helping Process**:

Basic Client Description and Presenting Concern:

Type of Contact (face to face, telephone, etc.):

Purpose/Goal of Contact:

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SPEAKER	CONTENT OF SESSION / VERBATIM DIALOGUE	STUDENT'S FEELINGS/GUT REACTION	TECHNIQUES & SKILLS	ANALYSIS	FIELD INSTRUCTOR'S COMMENTS
Social Work Student	Report your statements or actions	Describe your subjective (e.g. *thoughts, feelings, sensations*) reactions to your own words	Identify social work skills if any, you used	Objectively evaluate your selection of the skill, if any used, and the quality of your performance. You can also discuss what you think the client is thinking and feeling	Field Instructor provides written feedback regarding the exchange between the client and social work student
Client	Report the client's statements or actions	Describe your subjective reactions to the client's words and gestures during the exchange between you and the client		To the degree possible, objectively analyze the client's words and gestures during this exchange.	
Social Work Student					
Client					
Social Work Student					
Client					

Social Work Student				
Client				
Social Work Student				
Client				

OVERALL ANALYSIS: ADVANCED PLACEMENT

1. Discuss any additional observations that contributed to the session i.e. location, time of day, etc.

2. Identify at least (2) theoretical frameworks/perspectives that could be effective in working with this client and provide a sufficient rationale. Please cite resources that support your identified framework:

3. Identify any additional techniques that could be useful during this session:

4. Identify any questions for supervision to discuss with your field instructor:

5. Identify any additional information or themes that need further exploration:

OVERALL ANALYSIS: FOUNDATION PLACEMENT

1. Discuss any additional observations that contributed to the session i.e. location, time of day, etc.:

2. Identify any additional techniques that could be useful during this session:

3. Identify any questions for supervision to discuss with your field instructor:

Field Instructor Weekly Supervision Log/Notes

FSU School of Social Work

Weekly Supervision Log/Notes

Student_____   **Date**_____

Areas of Discussion

Review of cases/clients

Use of social work skills

Performance issues

(Strengths/growth)

(Areas for improvement)

Areas to work on over the next week

Student Signature

Field Supervisor Signature

FSU Office of Field Education

Field Supervisor's Documentation of Concerns/Issues

Student Name_____ Date_____

Field Agency_____

Field Supervisor_____

Task Supervisor_____

Faculty Liaison_____

(Refer to the Field Manual under inadequate performance and probation for additional information)

- **Please identify area of concern/issue with student's performance**

- **Identify the behavior expected from the student in concrete terms which is to replace the behavior**

- **Identify, if applicable the time frame in which change is to occur**

- **Identify consequences to the student if the desired behavior/change does not occur**

- **Provide documentation, if applicable of any pervious discussions with this student which have occurred about this issue (attach any documentation such as weekly supervision log/note)**

- **Additional Comments**

Student_____ **Date**_____

Field Supervisor_____ **Date**_____

Task Supervisor_____ **Date**_____

Faculty Liaison_____ **Date**_____

Please submit the original signed form to the Faculty Liaison and a copy to the Field Office.

Appendix S: 2008 National Association of Social Workers Code of Ethics

Code of Ethics
Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate
Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct
of social workers. This Code includes four sections. The first Section, "Preamble," summarizes
the social work profession's mission and core values. The second section, "Purpose of the NASW
Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing
with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles,"
presents broad ethical principles, based on social work's core values that inform social work
practice. The final section, "Ethical Standards," includes specific ethical standards to guide social
workers' conduct and to provide a basis for adjudication.

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

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the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

Value: Integrity

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

Value: Competence

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

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS
1.01 Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should

be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

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

1.03 Informed Consent
(a) 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 audiotaping or videotaping clients or permitting observation of services to clients by a third party.

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

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

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

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

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

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

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform

in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records
(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to

their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

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

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

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

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

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

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

1.12 Derogatory Language

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

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

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

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

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

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

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

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

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

other consequences of the current nonpayment have been addressed and discussed with the client.

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties

and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

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

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

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles
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(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

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

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

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

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

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

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

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

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

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

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS
4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

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

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

4.02 Discrimination

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

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

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

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

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

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

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

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

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

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from

current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix T: NASW Standards for Cultural Competence in Practice

NASW Standards for Cultural Competence in Practice

Standards Standard 1. *Ethics and Values* Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. *Self-Awareness* Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. *Cross-Cultural Knowledge* Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. *Cross-Cultural Skills* Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. *Service Delivery* Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. *Empowerment and Advocacy* Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. *Diverse Workforce* Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. _Professional Education_ Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. _Language and Communication_ Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. _Leadership to Advance Cultural Competence_ Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

Appendix U: Grievance and Appeal

Grievances and Appeal

Grade Appeal

Students who wish to contest a course grade should attempt to resolve the matter with the instructor involved. If a satisfactory resolution cannot be reached, students should attempt to resolve the matter with the department chair. If a satisfactory resolution is still not reached, students may appeal the grade in accordance with established procedures not later than the last day of the next regular semester.

To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences within which the contested grade was awarded. By conferring with the student and the instructor, the Dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the instructor's decision, the Dean of Graduate Studies will notify in writing the faculty member, the student, the department chair, and the appropriate dean. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated. If the re-evaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is final and may not be appealed further.

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. The instructor, department chair, dean of the school or college, and the Dean of Graduate Studies, Provost and Vice Chancellor for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

Written Complaint Procedure

When an area of the university needs improvement to better serve the needs of students, Fayetteville State University appreciates hearing from them. As a first step, students are encouraged to discuss their complaints directly with the person responsible for the area or problem. If the issue is not or cannot be addressed through discussion with the responsible person; and if there are no methods prescribed for appeal in the applicable area in University Catalogs, Student Handbooks, or other official University documents, then the issue should be outlined in writing and submitted to the following offices in the order indicated.

Academic Complaints:

9. Department Chair
10. Associate Dean of the School/College
11. Dean of the School/College
12. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

5. Associate Dean or Office Director
6. Vice Chancellor of the Division to which the School or Office reports

Each office listed above will respond to the student within 10 working days of receipt of the written suggestion or complaint. If the issue is not satisfactorily resolved at the first level, the student should submit his/her request to the next highest level. If the issue remains unresolved at the highest level indicated above, the student(s) should appeal to the Office of the Chancellor.

Human Subjects Guidelines

Before students conduct <u>any</u> research, students must prepare and submit a research project proposal for the FSU Human Subjects Committee review and approval. Students submit their research project proposals to the Director of Sponsored Research. The Office of Sponsored Research is located in the Continuing Education Building. Policy and Procedures for the Protection of Human Subjects can be found at the Sponsored Research Homepage (www.uncfsu.edu.research/policy-human.html)

Fayetteville State University, in compliance with Federal regulation, title 45 Code of Federal Regulations Part 46 (June 18, 1991) established Policies and Procedures for the Protection of Human Research Subjects. This policy and procedures apply to all research involving human subjects conducted under the auspices of a department, school, or research unit, regardless of funding status.

Every person conducting research involving human subjects at Fayetteville State University is expected to be aware of and implement the university's Policy and Procedures for the Protection of Human Research Subjects. As a part of the university's primary mission of education, every

person involved in any phase of research in which human subjects are included must be educated to the principles and values, which govern such research activities.

Included in this document are "Procedures to Conduct Research Involving Human Subjects." Failure to abide by the policy and procedures will be considered a violation and shall be dealt with accordingly.

Regulations extend to the use of human organs, tissues, and body fluids from individually identifiable human subjects as well as to graphic, written, or recorded information derived from individually identifiable human subjects. The use of autopsy materials is governed by applicable State of North Carolina law and is directly regulated by 45CFR 46.