On behalf of the social work faculty and staff, I welcome you to the Bachelor of Social Work Program (BSW) at Fayetteville State University. The primary purpose of the Bachelor of Social Work Program Student Handbook is to orientate students to the BSW Program and the University. Information, guidelines, curriculum, and policies regarding the BSW Program are provided to guide you in your successful completion of the BSW Program.

The mission of the BSW Program is to produce competent and ethical social workers for generalist social work practice with individuals, families, groups, organizations and communities in rural and military settings. There will be special emphasis on military families, primary and behavioral health care issues, geriatrics, poverty in rural counties and promotion of quality education for K-12 children and youth. Our 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 and military settings. The curriculum prepares students to become leaders and advocates for socio-economic justice in a global society. 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 impressive teaching qualifications and social work practice experiences. Faculty members value students and are invested in student learning. The BSW Program maintains outstanding relationships with professional associations and organizations on local, state and national levels. These relationships are established through our social work faculty members. Faculty members are active participants on local, state and national boards and they share their areas of expertise by serving as consultants, publishing and presenting their research at local and national conferences.

We are delighted that you chose Fayetteville State University as the institution to pursue your BSW degree. If you have any questions, please feel free to contact my colleagues or me at any time. The faculty, staff, and I look forward to working with you.

Best wishes,

Terri Moore Brown, Ed.D. MSW,
Department Chair
Message from the Bachelor of Social Work Program Director

Greetings, social work majors. As we begin a legacy of undergraduate social work education at Fayetteville State University, I would like to take this opportunity to welcome you to the Department of Social Work, and the Bachelor of Social Work Program. We are very pleased that you have decided to pursue an educational experience that will be challenging, rewarding, and exciting. Please be aware that you are pursuing a course of study that will make a difference in your life, and empower you to make a difference in the lives of others. Social Workers are special people, and as such you are special to us. As social workers, we are governed by a code of conduct and ethical responsibilities that guide us as students, and ultimately as professionals.

Social work and social work education prepare you for a professional career of service, as well, it provides you the tools, and skills needed to pursue a full quality of life. We encourage you to take full advantage of every opportunity to learn, join the Student Social Work Organization, and engage in service learning. This handbook is a tool in which we have prepared for you to learn more about the profession of social work, and to help you to be successful as a student. Please read it from cover to cover, and maintain a personal copy. Again, welcome and I look forward to meeting and working with each and all of you.

Sharon E. Williams, PhD, LMSW
BSW Program Director
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NOTICE: While every attempt has been made to assure that this Student Handbook contains correct and updated information, the university reserves the right to alter the policies, rules, regulations procedures and the BSW Program at any time.
Bachelor 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 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. In order 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 scholarships 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%.
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 bio-technology 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 A. 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).

**Council on Social Work Education**

The Council on Social Work Education is the accrediting body for masters and bachelor programs in social work education.
Bachelor of Social Work Program

BSW Program Mission and Goals

**BSW Program Mission:**
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

**BSW Program Goals:**

1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
BSW Program Core Competencies

The ten core competencies of the BSW Program are:

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice

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

Educational Policy 2.1.4—Engage diversity and difference in practice

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment

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

Educational Policy 2.1.9—Respond to contexts that shape practice

Educational Policy 2.1.10 (a-d)

2.1.10(a)—Engagement

2.1.10(b)—Assessment

2.1.10(c)—Implementation

2.1.10(d)—Evaluation
## Curriculum Outline

**BSW Program Course Plan of Study**

### GENERAL EDUCATION COURSES

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HRS</th>
<th>GRADE</th>
<th>SEMESTER</th>
<th>COURSE</th>
<th>HRS</th>
<th>GRADE</th>
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<td>UNIV 102 Freshman Seminar II</td>
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<td>ENGL 110 English Composition I</td>
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<td>ENGL 120 English Composition II</td>
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<td>HIST 210 African American History</td>
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<td>HIST 211 US History</td>
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<td>MATH 121</td>
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<td>MATH 123</td>
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<td></td>
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<tr>
<td>Phil 110 Critical Thinking</td>
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<td></td>
<td>SOCI 210 Principles of Sociology</td>
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<tr>
<td>Humanities Elective</td>
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<td>HEED Elective</td>
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#### SOPHOMORE YEAR

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<th>HRS</th>
<th>GRADE</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>PSYC 210 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td>POLI 200 Intro to Political Science</td>
<td>3</td>
<td></td>
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<tr>
<td>SPEE 200 Introduction to Speech</td>
<td>3</td>
<td></td>
<td></td>
<td>ECON 211 Macro-Economics</td>
<td>3</td>
<td></td>
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<tr>
<td>SWRK 230 Introduction to Social Work</td>
<td>3</td>
<td></td>
<td></td>
<td>ANTH 210 Intro to Anthropology</td>
<td>3</td>
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<td>BIOL 110</td>
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<td>Physical Science or ASTR</td>
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<td>Spanish I10</td>
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# Professional Sequence Courses

## JUNIOR YEAR

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<tr>
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<th>HRS</th>
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<tr>
<td>SWRK 320 Research Methods: Practice Oriented</td>
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<td>SWRK 310 Statistics for Social Workers</td>
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<tr>
<td>SWRK 330 HBSE I: Infancy to Adolescence</td>
<td>3</td>
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<td>SWRK 335 HBSE II: Young Adulthood to Old Age</td>
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<tr>
<td>SWRK 360 SW Generalist Practice I: Individuals</td>
<td>3</td>
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<td>SWRK 370 SW Generalist Practice II: Families and Groups</td>
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<tr>
<td>SWRK 365 Intervention &amp; Communication Skills</td>
<td>3</td>
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<td>SWRK 375 SW Practice with Military Families</td>
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## SENIOR YEAR

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<tr>
<td>SWRK 410 Generalist Practice III: Organizations and Communities</td>
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<td>SWRK 460 Block Field Practicum</td>
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<td>SWRK 445 Cultural Diversity</td>
<td>3</td>
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<td>SWRK 000 Integrative Field Seminar</td>
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<tr>
<td>SWRK 435 Senior Seminar: Professional Development</td>
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<td>General Elective</td>
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**TOTAL DEGREE HOURS**

120

The BSW Program does not grant course credit for life experience or previous work experience.
Liberal Arts

Students majoring in social work must successfully complete 60 hours of courses work in the liberal arts. The liberal arts perspective is the foundation for the professional sequence in the BSW Program. Liberal arts courses include: Humanities - Communication, Foreign Language, History, and Philosophy, Social and Behavioral Sciences - Sociology, Anthropology, Psychology, Political Science and Economics; the Natural Sciences - Biology, Mathematics, and Physical Sciences; HEED Elective; and College Orientation. The liberal arts courses are offered in a logical and sequential manner whereas learning is integrated among and across courses.

Professional Sequence

The professional sequence of courses build on the liberal arts perspective and are designed to provide the knowledge, values and skills needed to begin entry level practice after graduation, and/or to be eligible to pursue a Master of Social Work degree as an advanced standing student. The BSW Degree requires completion of 120 hours of which 60 are liberal arts courses taken the freshman and sophomore years, and 60 are social work major courses including two social work electives, and a three hour free elective all of which are taken the junior and senior years of study, except for Introduction to Social Work which is taken the sophomore year. The professional sequence of courses include content on direct practice with individuals, families, groups, communities, and within organizations; human behavior and the social environment; practice oriented research and statistics for social workers; social welfare policy and services; cultural diversity; and field education. Students are required to take courses in sequence and in accordance to the plan of study for the BSW program. Students are provided a select list of social work electives to complete the plan of study.
Major Course Descriptions

**SW 230 Introduction to Social Work (3)**
Prerequisites: None
This course focuses on the historical development of social welfare, social work and various social services. The course focuses on the nature, causes, and extent of major social problems, and provides examples of how people are affected by such problems. Emphasis is placed on various roles of social workers, the generalist method, cultural competence, ecological and systems theory, the strengths perspective, and responses to the needs of the poor, families, and populations at risk such as the elderly, children, sexual minorities, and people of color. Also addressed are changing trends in society and how they affect social work practice.

**SW 310 Social Statistics for Social Workers (3)**
Prerequisites: SWRK 230 and 320.
SWRK 310 Statistics introduces students to descriptive and rudimentary inferential statistics for social workers. Emphasis is on understanding and calculations of central tendency measures, measures of dispersion and measures relating to the standard normal distribution. It exposes students to the methods of data collection, graphing and summarizing. Students will review basic statistical methods (Descriptive and Inferential Statistics; Measures of Association), and become familiar with basic parametric and non-parametric techniques. Basic design principles will also be introduced.

**SW 320 Social Work Research Methods (3)**
Prerequisites: All liberal arts foundation courses and SW 230 and a social work major.
This course is designed to prepare students to be effective consumers and producers of research, and to evaluate their own practice. They learn to read, critically evaluate, and use the research of others to select interventions that are based on evidence. Within this process, the following will be covered: the scientific method for building knowledge for social work practice, ethical standards for scientific inquiry, qualitative and quantitative research methodology, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the review and utilization of research findings.
**SW 340 Social Welfare Policy I (3)**
Prerequisite: All liberal arts foundation courses and SW 230 and a social work major.
This course is the first of a two course policy sequence. This course focuses on social welfare legislation and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu which spawns social welfare legislation. Policy I identifies how values from social to personal influence the formulation of social welfare policy. Consideration of definitions and theories on poverty is viewed from both the USA and a global perspective. Social and economic justice for people from diverse backgrounds and those who may be oppressed is discussed.

**SWRK 365 Intervention and Communication Skills (3)**
All liberal arts foundation courses, SW 230 and a social work major.
SWRK 000 introduces students to interviewing, intervention, and communication skills. Students must demonstrate an ability to utilize interviewing and documentation skills in helping relationships with individuals and or families. Students learn by doing through role plays, case scenarios, analysis of taped case presentations, and identifying skills used by master social work interviewers.

**SWRK 330 Human Behavior in the Social Work Environment I (3)**
All liberal arts foundation courses, SW 230 and a social work major.
This course provides an understanding of the developmental stages of the individual from infancy to adolescence, and the relationship between human growth, development and the environment. Knowledge and understanding of biological, psychological and social systems relationships; cultural norms, and the significance of interaction with the family, group and the community are stressed.

**SW 350 SW Social Welfare Policy II (3)** and a social work major.
Prerequisite: SWRK 230 and 340
This course is the second course of the two-course policy sequence and extends the foundation of Social Welfare Policy I by having students apply knowledge obtained from the first policy course regarding rudimentary analysis and begin to employ critical thinking skills to evaluate how policy impacts outcomes for clients. Students develop strategies to achieve social change, and social economic justice for families, groups, and communities. Emphasis is placed on understanding poverty and the various ways in which our society has responded to it over time. The course explores the interplay between values, political structures, and economic factors, and how these affect social welfare policy development, and create or limit access and availability to social welfare services and programs. Special attention is placed on the differential impact of policies on populations at risk, including women, children, people of color, immigrant groups, older adults, people with mental and physical challenges, and gay, lesbian, bisexual, and transgender individuals.
SW 335 Human Behavior in the Social Work Environment II (3)
Prerequisite: Human Biology and SW 330
SWRK 335 is the second of two courses in Human Behavior and the Social Environment (HBSE I and HBSE II). HBSE II traces human development from young and middle adulthood through later adulthood. Gender, gender identity, gender expression, sexism as well as sexual orientation are reviewed in-depth in HBSE II. This course provides knowledge for the assessment of individual human development and behavior and focuses on the biological, psychological, sociological, cultural and spiritual determinants of human behavior. Application of human behavior knowledge to social work practice is applied at the micro, mezzo, and macro levels.

SW 360 Social Work Practice I (3)
Prerequisite: All liberal arts foundation courses, SW 230 and a social work major.
This course is one of six in the social work practice and methods sequence. It provides students with beginning level knowledge, skills, and values for generalist social work practice with individuals. Students are provided knowledge of the ecological perspective and systems theory with special focus on the problem-solving process. Students are provided opportunities through classroom experiences and class assignments to learn basic social work processes from engagement through evaluation and termination. Particular attention is given to social work with rural residents and African Americans.
Students develop knowledge, skills, and values needed for generalist practice including client engagement, assessment, planning, contracting, implementation, evaluation, termination and follow-up. Basic communication and helping skills are emphasized. Students learn how to engage their clients in appropriate working relationships to identify needs, resources and assets.

SW 370 Social Work Practice II (3)
Prerequisite: SWRK 230, 305, 330, 340, 360 and a social work major.
This course emphasizes the generalist approach to social work practice with families and small groups. Special attention is given to prevention and intervention with families that have special needs, and families with diverse racial and ethnic backgrounds. Students are prepared to work with small groups including group process, types of groups, group dynamics, and the role of the social worker as facilitator. This course also looks at the family as the primary social group, family as a system, family problems, and the role of the social worker.

SW 375 Social Work Practice with Military Families (3)
Prerequisite: SWRK 230, 305, 330, 340, 360 and a social work major.
This course is designed to develop the military as a focus which is a central component of the program’s mission. Social Work Practice with Military Families emphasizes the ecological systems perspective and intervention with military families. Content will focuses on the specific needs of military families, the dynamics of the family environment in a transient context, problems encountered, and service needs. It introduces theories, practice and research relevant to families. Emphasis is placed on the socio-cultural forces impacting family structure and functions. The generalist method of social work practice, the problem solving process and the eco-systems theoretical perspective are utilized to provide a conceptual framework for practice with military families. An examination of the unique challenges and opportunities facing veterans, active duty military and their families is explored. Topics include programs and services specific to these populations.
SWRK 410 Social Work Practice III (3)
Prerequisite: Senior Standing and SWRK 230, 305, 330, 335, 340, 350, 360, 370 and a social work major.
Generalist practice with organizations and communities emphasizes theories and strategies for community organization and community development. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

SWRK 445 Cultural Diversity (3)
Prerequisite: Senior Standing and SWRK 230, 305, 330, 335, 340, 350, 360, 370 and a social work major.
This practice course exposes students to knowledge of racial/ethnic groups and to provide skills for effective social work intervention with these groups. Theoretical and practice dimensions of social work with oppressed people are addressed in this course. Students are guided in understanding their own cultural and ethnic heritage, increasing their sensitivity to the ethnic reality of culturally diverse groups in this country, as they prepare to work with diverse populations. The meaning of similarities and differences among diverse racial and ethnic groups in the United States will undergo in-depth study. The concepts of race, culture, ethnicity, prejudice, discrimination, institutional racism, institutional discrimination; and oppression provide the context for this course.

SWRK 435 Senior Seminar (2)
Prerequisite: Senior Standing and SWRK 230, 305, 330, 335, 340, 350, 360, 370 and a social work major.
This seminar course is a bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. This undergraduate field seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skills. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practical issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess their own development as they transition from classroom to field practicum.
SWRK 465 Block Field Practicum (08)
Prerequisite: Senior standing completion of all courses and other requirements. Open only to social work majors.
This is a supervised field practicum experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses to work with individuals, families, groups, and communities as a beginning generalist. Professional behavior, demonstration of social work ethics, use of the problem solving process, practical application of interviewing and recording skills, use of community resources and knowledge of the agency’s fit in the human service delivery system are highlights of the course. Students spend four days per week in a block practicum for a total of 480 clock hours for the semester

SWRK 475 Integrative Seminar (2)
Prerequisite: Senior standing completion of all courses and other requirements. Open only to social work majors.
The purpose of the integrative field seminar is to provide the student a forum for the integration of academic learning within an agency-based field placement. Focus is on the common experiences and concerns of field students in their evolution from student to social work practitioner. The seminar includes discussions on selected topics (both instructor- and student-initiated) and agency and case presentations by students. Seminar students have an opportunity to discuss issues related to their learning experiences in the agency. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying social work knowledge, values, and skills from one setting to another.

Student Registration

Registration and pre-registration for classes begin with a consultation with the academic advisor. In preparation for the meeting with the advisor students should make an appointment with the advisor and review their program of study and their transcripts to identify courses needed for the semester. The advisor will give the student his/her registration code. Students will not be able to register without the registration code.

Students may register by using either the Telephone Information System or the Web Information system. The telephone Information system will enable the student to use a touch tone phone from anywhere in the world to register for courses and gain important information such as course offerings, grades, billing information, status of financial aid application, and other information. The Web Information system allows registration via the Internet. To register and obtain personal academic information a Personal Identification Number (PIN) is needed for both systems. The student’s initial PIN will be the student’s birthday listed as a six-digit number (February 1, 1980, for example 020180). The first time either system is used, the PIN should be changed to a number that only the student knows. Should the PIN number be forgotten, a request will need to be made to the registrar’s office to re-set the PIN to the student’s birth date, so that it can be changed again. The process of re-setting the PIN will take up to two working days (excluding holidays and weekends), which could cause delays in use of the system.
Academic Regulations

Admission to the Bachelor of Social Work Program

To be admitted into the Bachelor of Social Work Program at Fayetteville State University, all students must adhere to the criteria below:

1. Upon admission to the university, freshmen students may declare social work as a major on the university application and must complete the pre-major application including a personal statement, two pages, typed, double-spaced addressing “Why I want to become a social work major.” All students are considered pre-majors until they achieve junior class status (completion of the 60 liberal arts/core curriculum hours according to the Plan of Study), and are formally admitted to the BSW program.

2. Students transferring into the university having completed less than the required core curriculum hours may apply for admission to the BSW program as a pre-major as well, and must complete the pre-major application including a personal statement addressing “Why I want to become a social major.” All students are considered pre-majors until they achieve junior class status (completion of the 60 liberal arts/core curriculum hours according to the Plan of Study), and are formally admitted to the BSW program.

3. Students interested in formally declaring social work as a major having completed the 60 credit hours in the liberal arts/core curriculum as defined by the Plan of Study, and have a minimum overall GPA of 2.5 may apply for formal admission as a social work major. If the grade point average is below 2.5 the student may apply and may be admitted on a conditional basis after consideration by the BSW Admissions Committee. Anyone admitted on a conditional basis is considered a pre-major until the minimum GPA of 2.5 is achieved and/or other minimum criteria are met.

4. Satisfactory completion of Introduction to Social Work (SWRK 230) with a grade of “C” or better

5. Completion of a formal application for admission to the BSW Program including a personal statement of no more than five (5) typed, double-spaced pages which addresses the following: (a) interest in pursuing a career in the profession of social work, (b) volunteer and paid work experience, (c) future career plans, (d) community involvement, and (e) a statement about personal qualities that the applicant brings to the social work profession.

6. A self-disclosure statement regarding arrests and/or convictions
7. At least two letters of recommendation (one academic and one work or volunteer-related) from persons qualified to evaluate the applicants’ abilities to pursue undergraduate studies in social work

8. Personal characteristics that are aligned with Social Work Values and Ethics as determined by an evaluation (through application and narrative)

9. A signed code of ethical behavior statement, and be in good academic and nonacademic standing within the university.

10. To remain in the program in good academic standing, students must maintain an overall GPA of 2.5, and a GPA of 2.75 in social work courses

Process and Procedures:
- All students must be admitted to the university
- Students admitted to the university as freshmen may declare social work as a major upon admission. Freshmen students identifying social work as a major upon admission are considered pre-majors and complete the pre-major application, upon which he/she receives a letter of acceptance with information on their assigned advisor, and contact information. They are scheduled for the next new student orientation.
- Students admitted as freshmen must apply for admission to the major after completing the core curriculum (60 hours.)
- All students with less than the 60 hours applying for admission to the BSW program must apply for the pre-major classification.
- Once applications are submitted by students and received by the department, the BSW Admissions Committee reviews applications, and renders a decision. All applicants are subjected to an interview either as part of a group or individual interview, which is determined by the admissions committee. Once admitted, a student receives a Letter of
Acceptance with the name of the assigned advisor and contact information, and is scheduled for the next New Students’ Orientation held once per semester.

- Students not meeting the minimum criteria but show promise as a social work major as deemed by the Admissions Committee may be admitted on a contingency basis and granted full admission once the criterion/criteria is/are met.

**Specific admissions decisions possible:**

There are four admission outcomes possible:

1. Student may be admitted as a social work pre-major
2. Student may be formally admitted as a social work major
3. Student may be admitted on a contingency basis as a social work major
4. Student may be denied admission

**How applicants are notified if contingent conditions are associated with admissions:**

All students are notified by the BSW Program Director of admission decisions made by the BSW Program Admissions Committee by letter sent to the address indicated on the application. When the BSW Program Admissions Committee makes a decision to admit a student on a contingency basis, the letter itemizes the conditions to be met in order for the student to be formally admitted as a social work major. Students admitted on a contingency basis are treated as pre-majors and are assigned an advisor to assist them through the process to full admission.
**Procedures for meeting contingent conditions:**

Further, when a student is admitted on a contingency basis the following procedures occur:

1. The student receives a letter from the BSW Program Director indicating the admission decision and itemizing the conditions to be met to achieve formal admission as a social work major, and the assigned academic advisor with contact information.

2. The assigned academic advisor receives a copy of the letter as well, and the student and advisor establish a mutual schedule to meet and monitor the student’s progress.

3. Once the student and advisor decide that the student has met the contingencies, the student completes a form “Reconsideration for Formal Admission” which itemizes the contingencies and provides documentation that they have been completed. The form is endorsed by the faculty advisor.

4. The BSW Program Admissions Committee reviews the documents at the next meeting of the committee and renders a decision.

5. The student and the academic advisor are notified of the decision by letter.
The admissions criteria and procedures support the goals and objectives of the BSW Program and are consistent with the admission guidelines established by FSU. BSW Program student admission applications are reviewed by the BSW Program Admissions Committee to determine whether their professional goals are consistent with the mission and goals of the program.

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.

**Transfer Credit Allowed**
The BSW Program follows the policy of the university with regard to acceptance of transfer credits. The university requires that students must “complete the last 25% of the credit hours required by the degree program curriculum in residence at Fayetteville State University. The minimum hours required to meet this requirement will range from 30 to 32, depending on the degree program. Students who do not complete the last 25% of the credit hours required by the degree program in residence must have approval from the Department Chair, the Dean, and the Provost/Vice Chancellor of Academic Affairs. This approval must be on file in the Registrar’s Office”.

A student transferring into the Department of Social Work from another institution must complete the last 30 hours (25%) at FSU. The Department of Social Work has a policy of accepting no more than 24 transfer credit hours toward the professional course sequence in the BSW program, for courses taken in another BSW program that is accredited by the Council on Social Work Education, and when the student is in good academic and professional standing. The courses considered for transfer credit include: Introduction to social work (03 credit hours), HBSE I and II (06 hours), Policy I and II (06 hours), Research I and II (06 hours), Cultural Diversity (03), and a social work elective (03), for a total of 27 possible transfer credits.
Considering the programs mission and goals of preparing students for beginning generalist practice first and foremost, as well as to serve rural and military families, all students majoring in social work at FSU must complete the following courses at FSU where this content is provided: Generalist Practice I, II and III (09 credit hours), Intervention and Communication Skills (03 credit hours), Social Work with Military Families (03 credit hours), Professional Development (02 credit hours), the Field Practicum (08 credit hours), and Integrative Seminar (02 credit hours). A social work elective (03 credit hours), and a free elective of 03 credit hours complete the total of 30 credit hours to be taken at FSU.

**Transfer Credit Procedures**

Students initiate the process by requesting consideration for transfer credits, and providing a copy of the university transcript and course syllabi for courses under consideration. The request is reviewed by the BSW Program Director who also makes final decisions about accepting transfer credits and submits appropriate paperwork to the Registrar’s office. Any transfer credits granted will be indicated on the student’s Plan of Study and maintained in the student’s department academic file.

**Degree Requirements:**

**Total hours required.**

The BSW Degree requires 120 semester credit hours. There are 60 credit hours in the core courses, and 60 hours in the professional sequence of courses.

**Grades Required.**

Students enrolled in the Bachelor of Social Work major must maintain satisfactory progress toward the degree. The student is expected to achieve a satisfactory grade of “A”, “B” or “C” in all social work courses attempted, an overall GPA of 2.5, and a 2.75 GPA for the social work professional sequence of courses. A social work GPA of 2.75 is required in order to be eligible to apply for field placement.

The FSU grading for undergraduate courses is:

- A: 92 - 100
- B: 83 - 91
- C: 73 – 82
- D: 64 – 72
- F: 63 – or less (failure)
- I: Incomplete
- FN: Failing due to Non-Attendance
- W: Withdrawal from class
Incomplete grades

A grade of “I” is assigned when students have maintained a passing grade but for reasons beyond their control have not completed some specific course requirement(s) such as a report, field experience, experiment, or final examination. The “I” grade must be removed within one year, or it is automatically converted to a grade of “F”. Students must complete the specified course requirements to remove the “I.” (*FSU Undergraduate Catalog*).

Credit for Work and Life Experience

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

Student Advisement

Upon admission to the BSW Program each student will be assigned a faculty advisor. The advisor/advisee relationship is an ongoing relationship, which continues throughout the student’s program of study. The faculty advisor assists the student in navigating the requirements of the program, choice of courses, planning for graduate study, and career considerations. The student’s program of study is developed in consultation with the advisor and to register for classes each semester the student must secure access to the electronic registration system from his/her advisor. Advisors maintain a program folder for each advisee through the completion of the degree. Students are expected to maintain a personal advisement folder as well. Faculty 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 requires consultation with student’s advisor. The BSW Field Coordinator provides advisement specific to entry into field instruction.

The assignment of advisors is made through the office of the BSW Program Director. Factors taken into consideration in the assignment of advisors include faculty course/work load, number of advisees assigned to the faculty member, and a requests made by a student. Requests for a change of advisor must be made to the BSW Program Director.
Class Attendance

Students in the BSW Program are expected to attend all classes and be punctual in attendance. Students are responsible for completing any assignments missed due to absences, regardless of the reason. Tardiness constitutes an absence. Leaving class early without notifying the instructor constitutes an absence. Leaving in and out of class constitutes an absence.

Student Evaluation for Academic and Professional Performance

Policy:

- All premajors must maintain a GPA of 2.5 or higher and must earn a “C” or higher in all classes including the core curriculum courses.

- All majors must earn an overall GPA of 2.5 and a social work GPA of 2.75 or higher.

- Any students failing below the minimum GPA requirements will be placed on a plan of Action by the department.

Student performance is evaluated in each course using a variety of assessment strategies identified in the course syllabus. BSW students must attend class regularly and punctually, and are responsible for completing any work due to absences.

Additionally, students enrolled in the BSW Program are expected to exhibit professional 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 BSW 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.

The NASW Code of Ethics may be accessed electronically on the department’s Website, http://www.uncfsu.edu/sw/academic-programs.htm as well as pages 56-81 of this document. The student Code of Conduct is located under Student Affairs on the university Website http://www.uncfsu.edu/studentaffairs. Further information on the student grievance process maybe found on page 35 of this document.

Grading for Field Placement

The formal mechanisms for evaluation of student performance are the Field Learning Contract and the Field Evaluation Form. Field Instruction Evaluation is an ongoing process that must be discussed by student and field instructor weekly. The field instructor evaluates students in placement at the mid-point and at the end of each semester. At the end of each semester, the student and the field instructor meet for an evaluation conference to discuss the student’s performance. During the conference, students are provided an evaluation report and assigned a
recommended grade by the field instructor. The performance evaluation report provides a mechanism for assessing students’ performance and professional strengths and weaknesses. The faculty liaison uses the completed report to assign the final grade for field placement. Evaluation of student performance is evaluated on a grading scale of P (pass) or F (fail), and I (incomplete). The following grade policy refers to field placement only (refer to FSU Undergraduate Catalog for grade policies on academic issues). A grade of P indicates satisfactory and F unsatisfactory performance.

The BSW degree, must be completed within four (5) calendar years from the date the first course carrying undergraduate degree credits applicable to the BSW Program is begun.
Student Organizations

It is the policy and practice of the BSW program that students organize in their own interest and participate in formulating and modifying policies affecting academic and student affairs. Per the policy, student representatives hold membership on each of the following departmental committees: BSW Program Curriculum Committee and the BSW Program Field Committee. As well, a student attends the BSW Program meetings, the Department Faculty and Staff Meetings, and serves on the Department Advisory Board. As members, students have full voting rights and are responsible for representing the interest of their peers relative to problems, issues, concerns, and recommendations. Though students do not serve on the Grievance and Appeals Committee for confidentiality purposes, students have opportunities to make recommendations to the committee regarding general policies and procedures. Student representatives are selected by their peers.

There are three BSW student organizations operating within the department that serve as forums for students to come together, organize become engaged in campus and community activities, to cultivate their ideas and opinions and make recommendations to the faculty regarding their academic and professional concerns. The organizations include the BSW Student Organization, the FSU Chapter of the National Association of Black Social Workers, and Phi Alpha Honor Society.

1. The BSW Student Organization

   The purpose of the BSW Student Organization is to afford opportunities for students to organize, participate in policies and decisions about the social work program, and participate in community organizing activities. Membership is open to students majoring and minoring in social work, or students who are interested in participating in activities sponsored by the BSW Student Organization. The Organization is student driven and operates within the student affairs policies and procedures of the university. A faculty advisor is assigned to provide administrative and technical guidance, and the organization is supported by faculty as a whole. The President serves as a member of the Social Work Department Advisory Council and has free voting rights. A BSW student representative also attends departmental and program faculty and staff meetings. The student representative also has full voting rights and a voice around the table.

2. FSU Student Chapter of the National Association of Black Social Workers

   The FSU Student Chapter of the National Association of Black Social Workers (NABSW) was established in the Spring of 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 communities at large. Students learn about the field of social work and the roles and responsibilities of social workers. The association provides an avenue for students to impact policies and services within the department, the university and the community at large.
Phi Alpha Honor Society

Phi Alpha is a national honor society for social work students. BSW students are eligible for membership after achieving national and local chapter requirements. Student members meet monthly to define community based activities, to generate ideas for enhancing learning opportunities for themselves and their peers. A representative from Phi Alpha attends faculty departmental and program meetings representing the interest of their peers and making recommendations for program and policy change.

Other Organizations

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 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.

Social Work Department Advisory Council

The Social Work Department Advisory Council will provide support and guidance to the program. The purpose of the Council is to ensure the provision of a high quality BSW Program and the MSW Program by fostering communication between the BSW Program, MSW Program, and the community. Membership is comprised of social work practitioners, program directors, policy makers, field instructors, alumni, students, and consumer representatives. The Advisory Council contributions include strengthening curriculum, promoting political support, fundraising, and increasing program visibility. The president of the BSW Club serves as the student representative on the Advisory Board.

Professional Development

Students are encouraged 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.
Department of Social Work Lecture Series

The Department 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
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 at all times and should be presented when requested by a university official. ID cards are not transferrable. 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, utilizes the Health and Physical Education complex, gain admittance to dances and other activities, obtain a 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 labs located in room 214 in the School of Business and Economics Building and the new Department of Nursing Building. The labs offer workshops to students in word processing, spreadsheet, database, and presentation software. There are also two computer laboratories in the Taylor Science Building, Rooms 202 and 201. Taylor Science Room 202 houses the Social Science Teaching Laboratory and Room 201 houses the Research Laboratory, which is designed specifically for faculty and student research. The Department of Psychology also has a computer laboratory in the Knuckles Annex. All faculty and students have access to Citrix, a virtual office for work 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 special 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, and 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.

_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.
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 cash for services basis. Copy machines are also available in the library and classroom buildings. Individual vendor 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 for students are $45, and $10 for each summer session. Parking space is very limited and the purchase of a permit gives a student the right to park on campus, but does not guarantee a space.

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 serves 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, located in the E. E. Smith Administration Complex, Collins wing, Rooms 114 and 131. The Center is office hours are from 8:00 a.m. to 5:00 p.m. Monday - Friday.

Among the services provided by the center are pre-admission information, orientation, and 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 is able to 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.

Department of Social Work Bulletin Boards and Emails

The Department of Social Work Bulletin Boards are located in front of the Department 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 Department of Social Work frequently uses email to distribute announcements to BSW students; therefore, all BSW students are required to have a personal or FSU email address. Students are responsible for providing the BSW Program’s Administrative Support Staff 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 BSW 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 prerequisite course work may enroll 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 BSW Program. Students are required to use the NASW Code of Ethics as a guide for their conduct in and outside the classroom. All BSW students are expected to attend at least one ethics workshop or conference. See appendix for copy of the Code of Ethics.

Confidentiality Guidelines

The BSW 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 on the basis of a legal requirement or client consent.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BSW students are expected to achieve a grade of “C” or higher in all major courses. A student whose GPA drops below a 2.5 overall, or a 2.75 social work GPA will be placed on academic probation. A student who receives an “F” or a “U” grade in any course will be withdrawn from the program. Additionally, students enrolled in the BSW Program are expected to exhibit professional behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that will place themselves, the BSW program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal 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, Coordinator of BSW Field Education, field instructor, field liaison, task supervisor, faculty advisor, or faculty liaison
can submit in writing to the BSW Program Director a recommendation for terminating the student for one of the above reasons. Upon which:

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

- The BSW 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 BSW Program Director.

- The BSW Program Director will notify the student in writing the Academic Committee’s recommendation.

- Any student terminated from the BSW Program may appeal. To initiate appeals, students must apply in writing to the Chair of the Department of Social Work, or the Dean of College of Arts and Sciences. By conferring with the student and BSW Program Director, the Chair/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 Dean of College of Arts and Sciences as chair and five members of the undergraduate faculty. If the committee affirms the BSW Program Director’s decision, the Dean will notify in writing the BSW 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 BSW Program are administratively withdrawn from all course work.

BSW 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 BSW Program.
• Determine the appropriate sanction for violation.

• Submit in writing a recommendation to the BSW Program Director.

Withdrawal and Readmission

Students should talk with their faculty advisor and the BSW Program Director before withdrawing from the BSW Program. Readmission to the BSW Program is not automatic. If students withdraw from the BSW Program, unless there are extenuating circumstances, i.e. illness, military deployment, etc. students must reapply for admission to the BSW Program. Students withdrawing from the BSW Program due to extenuating circumstances and desire automatic admission to program must submit a letter to the BSW Program Director requesting automatic admission before withdrawing from the BSW 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 BSW 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 BSW Program.

Grievances and Appeal

As indicated in the university Student Handbook, A student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:
(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.
(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One. The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.
(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within
five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.

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, BSW Program Director, Social Work Department Chair, Dean of College and Arts and Sciences, 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. BSW Program Director
2. Social Work Department Chair
3. Dean of the School/College
4. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

1. Department Chair or Office Director
2. Vice Chancellor of the Division to which the Department 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 any 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 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 28301-4298.

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 on the basis 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, and 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 Arts and 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 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 confidentiality 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 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 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

A. Pre-Major Application for Social Work
B. Major Application for Social Work
C. National Association of Social Workers Code of Ethics
D. Council on Social Work Education 2008 Curriculum Policy Statement
E. NASW Standards for Cultural Competence in Social Work Practice
Appendix A

Pre-Social Work Application
### Undergraduate Pre-Social Work Application

**PLEASE TYPE OR PRINT LEDGABLY IN ALL SECTIONS**

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<td>Email</td>
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<tr>
<td>Cell Phone</td>
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<td>Secondary Phone</td>
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</tr>
<tr>
<td>Classification</td>
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<tr>
<td>Total hours of credits completed to date</td>
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<td>I know that I must maintain a GPA requirements of 2.5</td>
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<tr>
<td>Current GPA</td>
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<tr>
<td>Copies of up-to-date transcripts from all educational institutions attended.</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Essay: Why I would like to become a social worker? (In two pages, typed, double spaced)</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Gender:</td>
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<tr>
<td>Race / Ethnicity</td>
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<tr>
<td>Signature</td>
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Appendix B

Major Application for Social Work
APPLICATION FOR ADMISSION TO THE MAJOR
(Please Type)

FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK

BACHELOR OF SOCIAL WORK PROGRAM
Application for Admission

The following documents are necessary to complete the program application:

- □ Application (incomplete applications will not be considered)
- □ Personal Narrative
- □ Two References
- □ Copy of Transcript – unofficial (FSU students can get a copy from Student Records on Banner)

(Please print or type) __________________________ Date: __________________________

Program Information

Are you a full-time or part-time student?

- □ Full time (12 hours or more) Full time (12 hours or more)
- □ Part time (less than 12 hours)

Current semester: Fall 20____
Spring 20____
Summer 20____

Personal Information

Name ___________________________________________________________ Banner ID #____________________
#____________________ Last First Middle

Address

______________________________________________________________
Street and number City State Zip Code

Telephone ____________________________
Home Work Mobile

Email(s)

______________________________________________________________

Personal Narrative
Attach a personal narrative (500 words minimum, typed, double spaced, two to three pages in length) to support your application. It should address the following:

- Why do you seek a degree for a career in social work?
- What notable qualities do you regard as your strengths for entry into social work?
- What qualities might you regard as personal limitations for entry into social work?
- What interests, motivations and experiences do you have that would establish suitability for the social work profession?
- Address your academic background – describe in your own words any academic or transcript challenges that may affect you in the program.
- What experience(s) have you had dealing with people that have backgrounds that are different from yours?

Demographic Information Optional

Demographic information is optional and is for statistical purposes only. It will in no way affect the consideration of your application.

Date of birth: ________________________
Gender: □ Male □ Female

Race / Ethnicity: □ Hispanic or Latino □ Asian □ Black or African American □ White □ American Indian or Alaskan Native □ Native Hawaiian or other Pacific Islander □ Other _________________________ (please specify)

Employment and Volunteer Experience
In the table below list employment and volunteer experiences you have had during the last five years.

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<th>Paid Employment</th>
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*The BSW Program does not give course credit for prior work or volunteer experience.*
Please check that you have met the following requirements for application to the BSW Program.

☐ Cumulative GPA of 2.5 or higher  
Current GPA: __________________________

☐ Completion of at least 64 credit hours  
Number of hours completed: __________________________

☐ Completion of the following core curriculum courses with a grade of C or better (See Plan of Study)

☐ Attendance of BSW Orientation  
Date of Orientation: __________________________

(Orientations are held each semester. Information on the orientations will be on-line at http://www.uncfsu.edu/sw/ once the orientations are scheduled. BSW orientation is mandatory.

**Background Information**

Have you ever been convicted of a felony or misdemeanor as an adult?  ☐ Yes  ☐ No

Has any governmental agency ever substantiated allegations made against you for physical, mental, or emotional abuse or neglect, sexual abuse, or exploitation of (1) a child, (2) a resident of an adult care home, medical care facility, psychiatric hospital or state institution for the mentally retarded, or (3) an adult?  ☐ Yes  ☐ No

If you answered yes to either of the above, please attach an explanation.

Answering “yes” does not automatically disqualify you for admission to the BSW program. However, depending on circumstances, it may affect your ability to be placed in a field practicum which is necessary to complete the BSW program. Please contact the BSW Program Director if you have any questions.

I understand that prior convictions, diversions or pending charges may affect my ability to be placed in a field practicum which is necessary to complete the BSW program. (This means that while you may be admitted to the program, you may not be able to complete the degree if there is something in your background that would prevent you from being placed in a field practicum. Many agencies require background checks.) __________________________  Initial

**BSW Applicant Agreements**
I hereby certify that the statements contained in this completed application and any other information included as a part of my application and attachments are true and correct. I agree and understand that any my misrepresentations or omissions on my part may delay the faculty’s decision regarding my acceptance in the BSW program. ________________ Initial

I hereby certify that I shall maintain professional conduct in accordance with the FSU Code of Conduct; the School of Social Work’s academic and professional standards, and the NASW Code of Ethics. (NOTE: You will find NASW’s Code of Ethics at the following website: http://www.socialworkers.org/pubs/code/code.asp.) ________________ Initial

Signature __________________ Date

Return completed application form together with personal narrative, two references and a copy of transcript to:

By Mail:
Fayetteville State University
Department of Social Work BSW Program
1200 Murchison Road
Fayetteville, NC 28301

Questions? Call Department of Social Work at (910)672-1334 or contact Dr. Sharon E. Williams, BSW Program Director (910) 672-2675 swill113@uncfsu.edu http://www.uncfsu.edu/sw/

On Campus: Lauretta J. Taylor Building, Room 225

* Applications are accepted on a continuous basis.
Appendix C

National Association of Social Workers Code of Ethics
National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

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

The NASW Code of Ethics serves six purposes:

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

2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

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

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

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.
Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.

Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal
review or proceedings to allow the profession to counsel and discipline its own members.

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

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

**Value: Competence**

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

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

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

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, and clients’ right to refuse or withdraw
consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
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.
Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client’s circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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.

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.

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

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.

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.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers that 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 whom 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 students are providing services.

(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 client needs cannot be met, an allocation procedure should be developed that is non-discriminatory 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 which they are responsible.

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

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty I 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 who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (Retrieved October 27, 2003 from http://www/socialworkers.org/pubs/code/code.asp).
Appendix D

Council on Social Work Education
2008 Education Policies and Accreditation Standards
1. **Program Mission and Goals**

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

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

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

2. **Explicit Curriculum**

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The BSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies and Related Practice Behaviors
Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the
competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

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

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

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

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

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

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

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

- critique and apply knowledge to understand person and environment.

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions

Educational Policy B2.2—Generalist Practice
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

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

The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability,
ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

M3.2.3 BSW graduates entering BSW programs are not to repeat what has been mastered in their BSW programs. BSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work
programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both. The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

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

Student participation
3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

3.3.1 The Program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and
formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

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

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

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

M3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the BSW Program Director has a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

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

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

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s
programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

The BSW Program has been allocated sufficient resources to achieve program goals and objectives.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support it.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

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

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment
Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes. The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.
APPENDIX E

NASW Standards of Cultural Competence
Standards for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values
Social workers shall function in accordance with the values, ethics, and standards of the profession, recognizing how personal and professional values may conflict with or accommodate the needs of diverse clients.

Standard 2. Self-Awareness
Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people.

Standard 3. Cross-Cultural Knowledge
Social workers shall have and continue to develop specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of major client groups that they serve.

Standard 4. Cross-Cultural Skills
Social workers shall use appropriate methodological approaches, skills, and techniques that reflect the workers’ understanding of the role of culture in the helping process.

Standard 5. Service Delivery
Social workers shall be knowledgeable about and skillful in the use of services available in the community and broader society and be able to make appropriate referrals for their diverse clients.

Standard 6. Empowerment and Advocacy
Social workers shall be aware of the effect of social policies and programs on diverse client populations, advocating for and with clients whenever appropriate.

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

Standard 8. Professional Education
Social workers shall advocate for and participate in educational and training programs that help advance cultural competence within the profession.

Standard 9. Language Diversity
Social workers shall seek to provide or advocate for the provision of information, referrals, and services in the language appropriate to the client, which may include use of interpreters.

Standard 10. Cross-Cultural Leadership
Social workers shall be able to communicate information about diverse client groups to other professionals.
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