FAYETTEVILLE STATE UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

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Message From the Director of the MSW Program

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

The mission of our program is to prepare students for professional social work practice and leadership with a focus on issues concerning children, families, mental health, and substance abuse. Our program is designed to produce social workers with the knowledge and skills necessary to provide leadership in addressing the complexity of problems encountered in rural, urban and military settings. The curriculum prepares students to become leaders and advocates for socio-economic justice in a multicultural 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 MSW 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.

Fayetteville State University MSW students and alumni are accomplishing great things. For example, Ms. Eboni Miller, a May 2006 graduate of FSU MSW Program, recently co-authored with Dr. Terence Hicks an article entitled, College Life Styles, Life Stressors and Health Status: Differences Along Gender Lines, in the Summer 2006 issue of The Journal of College Admission, which is The Journal of the National Association for College Admission Counseling. Mr. Clyde Foster (Class 2006), Ms. Linda Juma (Class 2005), Ms. Tamara Perkins (Class 2005), and Ms. Molly Williams (Class 2005) co-authored an article entitled, Surviving College and Moving Toward a Balanced Life: Strategies for Social Work Students, in the Fall 2005 issue of The New Social Worker. The 2006 spring semester Social Work Intervention with Groups, Communities and Organizations class played a significant role in increasing the number of human service agencies that post and disseminate information concerning the North Carolina Safe Surrender Law. In addition, our MSW alumni are finding great jobs and are making a difference in our society. This discussion is just a sample of our students, alumni and faculty accomplishments, and it is our hope that you will make similar accomplishments.

We are delighted that you chose Fayetteville State University as the institution to pursue your MSW 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, ACSW
Department Chair & Master of Social Work Program Director
FAYETTEVILLE STATE UNIVERSITY
MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK

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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 MSW Program at any time.
Master of Social Work Program Student Handbook

About Fayetteville State University

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

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

History

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

In 1899, Dr. Smith returned to the institution. Under his administration, the school grew from three rooms in a small frame structure to a physical plant of ten buildings on a fifty-acre tract of land. 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 scholarship and tutoring mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public capital campaign was also completed during Dr. Hackley's tenure, which enabled the University to increase the number of privately funded scholarships. On December 31, 1995, Dr. Hackley left his post to become President of the North Carolina Department of Community Colleges, the first African-American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995 to November 15, 1995.

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

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

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

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

A former American Council on Education (ACE) Fellow, Danforth Fellow, and National Learning Communities Fellow, he has been honored with the Outstanding Contribution to Higher Education Award (2005) from the National Association of Student Personnel Administrators and the Outstanding Service Award (2004) from the Commission on Human Resources and Social Change of the National Association of State Universities and Land-Grant Colleges (NASULGC).

**About the FSU Off-Campus Master of Social Work Program-Army**

at Fort Sam Houston Texas

In November 2006 the Army Surgeon General, recognizing the shortage of social work officers, approved the concept of establishing a Master of Social Work (MSW) Program to recruit and train previously commissioned officers to become Army social work officers. The first group of 18 applicants was selected by the 2007 Long Term Health Education and Training board to begin academic year 2008. In January 2008, Fayetteville State University was selected to partner with the Army Medical Department Center and School to provide the officers a social
work education. Though the process of training existing Army officers to be social workers is not new, this is the first time the Army, through its partnership with a civilian institution will provide a graduate degree in social work.

The practice for Army social workers is ever expanding and requires proficiency in multiple areas, to include the treatment of Soldiers and families affected by the traumas of combat, substance abuse, domestic violence, policy practice, corrections, research, education, and human service program administration.

Army social workers practice in these diverse areas with other members of multi-disciplinary behavioral health care teams and must learn to routinely practice and document evidenced-based social work practice. Social workers must be able to incorporate outcomes into their practice and demonstrate treatment effectiveness, cost savings, and the prevention of disease. Graduates of the Army-FSU MSW Program can expect to serve as clinical social workers in an array of behavioral health treatment environments; staff officers at various command levels; and behavioral science officers in a number of combat support environments such as Brigade Combat Teams or chiefs of behavioral health clinics.

**Council on Social Work Education**

The Council on Social Work Education is the accrediting body for programs in social work education. The Fayetteville State University Master of Social Work Program was granted accreditation by the Council on Social Work Education in June 2006.

**Academic Regulations**

**Admission Requirements**

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

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

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

3. A broad liberal arts background, which includes courses in biology, English, the humanities and a minimum of six courses in basic social and behavioral sciences.

4. A score on the Graduate Record Exam (General Section) (GRE).
5. Three (3) recommendation forms in addition to (3) letters of recommendation.

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

7. A personal interview may be required.

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

Credit for Work and Life Experience

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

Documents to be Submitted for Admission

The following documents should be submitted to:

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

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

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

3. Official test scores on the Graduate Record Exam (GRE). Test scores more than five (5) years old at the time of application will not be considered.
4. At least three letters of recommendation from persons qualified to evaluate the applicants’ abilities to pursue graduate study in social work.

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

In addition to the FSU MSW Program admission requirements, persons applying to the FSU Off Campus MSW Program-Army at Fort Sam Houston, must meet the following admission requirements and process:

Admission to the Off Campus Fayetteville State University
Master of Social Work Program
Army Medical Department Center & School
2250 Stanley Road
Fort Sam Houston, Texas 78234

This Off Campus-MSW Program is Currently Open Only to Medical Service Corps (MSC) Active Duty Commissioned Officers

Admission Requirements

- Meet Long Term Health Education Training (LTHET) requirements
  - 2 yr time in service
  - GRE (850 or better) *
  - Complete (Department of the Army)DA 3838 & 4187 forms
  - Current DA photo & Officer Record Brief (ORB)
  - Consultant recommendation
- ADSO (Active Duty Service Obligation) – 5 yrs and 1 month
- Fayetteville State Requirements
  - Liberal arts undergraduate educational background
    - Biology, English, humanities, behavioral science, basic science
    - Minimum 2.5 GPA on 4.0 scale undergraduate work

Admission Process

- Submit application to AMEDDC&S for review and acceptance by AMEDDC&S and FSU
  - GRE scores within past 5 years
  - Official undergrad transcript (s)
  - Three (3) letters of recommendation
  - A personal statement attesting desire, plans, qualities, and interest in serving as a social worker.
- Submit LTHET application to HRC in accordance with appropriate MILPER Message
- Include letter of acceptance from FSU in LTHET application packet
LTHET Board reviews application packet and makes determination
Selected individuals receive welcome letter and packet from AMEDDC&S
New students admitted on or about June of every year.
For more information, please contact Dr. Dexter Freeman, Assistant Director, Army Medical Department Center & School, Fort Sam Houston, Texas at 210-221-6815 or email: dfreema3@uncfsu.edu.

Transfer of Credit

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

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

Credits gained in correspondence courses at any institution will not be accepted. Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the advisor for initial approval. The recommendations of the advisor are forwarded to the Department of Social Work Chair, the College of Arts and Sciences Dean and the Dean of Graduate Studies for final approval. Course work may be transferred upon the student’s admission into a graduate studies program. Course work transferred must not be older than six (6) years at the time the degree is awarded.

Student Advisement

Upon admission to the MSW 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 additional 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. 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 and research project topics requires consultation with student’s advisor. Students, who are working on their research projects, will be advised by a faculty member, who will guide them. The Director of Field Education provides advisement relative to specific entry into field instruction.

The assignment of advisors is made through the office of the MSW 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 the student’s identified interest in an area of concentration. Students may request a change of advisors at any time.

Class Attendance

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

Grading

Students enrolled in the MSW Program must maintain satisfactory progress toward the degree. Following the FSU Graduate Catalog the MSW student is expected to achieve a satisfactory grade “A” or “B” in all course work attempted for graduate credit. A student who receives three “C” grades, or one “F” grade in any course will be withdrawn from the graduate program. Students enrolled in Field Instruction courses receive a (P) Pass or (F) Fail.

The FSU grading scale for graduate courses are:

A - Superior
B - Good
C - Marginal (Acceptable for graduate credit.)
F - Failure (Any level of performance below “C”)
P - Satisfactory (Reported internships)

Only grades of “P,” Pass, or “F,” Fail, are reported as final grades for internships. The University calculates the grade point average using all grades except “P” and “P.”

Interim grades

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

Other grading symbols

W - Withdrawal
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 converted to a grade of “F”. Students must complete the specified course requirements to remove the “I.” (FSU Graduate Catalog).

Grading for Field Placement

The formal mechanisms for evaluation of student performance are the learning plan and the student performance evaluation. However, 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 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 performance evaluation. 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 student’s performance and professional strengths and weaknesses. The faculty liaison uses the completed report to assign a 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 Graduate Catalog for grade policies on academic issues). A grade of P indicates satisfactory and F unsatisfactory performance.

Grading policies for field placement only are as follows:

1. A student who receives a “F” in Field Placement I, II, III, or IV will be administratively withdrawn. A student cannot repeat Field Placement if a grade of “F” is received.

2. A student receiving an “I” in a Field Placement course is not permitted to enroll in field placement until the “I” is satisfactorily removed.

Repeating Courses

According to Graduate School policy (See FSU Graduate Catalog) graduate students are not allowed to repeat courses without the approval of the department Chair, dean of the student’s school or college, and the Dean of Graduate Studies. To request approval to repeat a course, the student must write a letter to the Dean of Graduate studies to explain why a course repetition is needed, including the documentation of mitigating circumstances. The student’s department chair and dean must also write a letter in support of the student’s request. The graduate dean will
submit the request to the rules and Policies Committee and to the Graduate Council for a decision. Courses approved for repetition must be completed at Fayetteville State University.

Student Evaluation and Performance

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

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

Research Project

Students will complete a research project during their SWRK 530: Social Work Statistical and Data Analysis and SWRK 560: Applied Research Social Work Methods. The project must demonstrate original and significant contributions to knowledge in the student’s area of concentration. It should demonstrate the student’s ability to integrate social work theory with research findings. A proposal for a research project must include the title of the project, literature review, a statement of purpose of the project, conceptual framework, research questions, research methodology, reporting, and bibliography. The student will work on the research project under the supervision of a social work faculty member. The faculty members supervising students’ research projects will serve with the consent of the MSW Program Director and the chair of the department. The faculty supervisor will determine the satisfaction completion of the research project. The completed project should be a research report, including an abstract, in APA format. The completed project must be submitted to the faculty supervisor at least six (6) weeks before graduation.

Students must submit their research project proposals and have their research project proposals approved by the FSU Human Subjects Committee BEFORE they conduct their research. Students are required to submit their research proposals to the Director of Sponsored Research. The Sponsored Research Office is located in the Continuing Education Building.

If students are conducting research in their other courses, they must submit a research proposal for approval to the Sponsored Research Office BEFORE they conduct their research. Policy and Procedures for the Protection of Human Subjects can be found at the Sponsored Research Homepage (www.uncfsu.edu.research/policy-human.html). Research Project Proposals should be submitted to the Director of Sponsored Research no later than
August 30th; however, students are strongly encouraged to submit their proposal before the end of the spring semester of their first year.

Graduation Requirements

Sixty one (61) semester credit hours of social work courses and electives are necessary for the completion of the program. Thirty-two (32) semester hours of foundation courses are required for all students. Students may choose either the Children and Family Services or Mental Health and Substance Abuse areas of concentration. Each area of concentration requires seventeen (17) semester hours. Students are required to attend a minimum of one ethics workshop or an ethics conference.

Time Limit for MSW Degree Completion

The MSW degree, must be completed within four (4) calendar years from the date the first course carrying graduate degree credits applicable to the MSW Program is begun.

Registration

The 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 types of 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.

Student Organizations

MSW Student Association

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

**National Association of Social Workers**

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

**FSU Student Chapter National Association of Black Social Workers**

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

**Phi Alpha Honor Society**

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

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

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

Professional Development

Students are 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
Master of Social Work Program

MSW Program Mission Statement, Goals and Objectives

The mission of the Master of Social Work Program (MSW) at Fayetteville State University (FSU) is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, mental health and substance abuse. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural and urban settings. Students are prepared to engage in prevention, treatment, intervention, clinical practice, research, and administration activities that promote human well being. The program seeks to equip students with knowledge, skills, and values to respond to the needs of alleviating oppression, poverty, and discrimination in a multicultural society and in the global community. Students will matriculate in an environment that promotes diversity, stimulates desire for lifelong learning, and brings together faculty, field instructors, social work professionals, and students for collaborative learning.

The goals and objectives are as follows:

Goal 1. Prepare students for advanced social work practice, research, and leadership by concentrating in children and family services or in mental health and substance abuse services.

Objectives

Students will:

1.1. understand and interpret the history of the social work profession and relate it to contemporary structures and issues.

1.2. utilize theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the interactions among individuals and families, groups, organizations, and communities.

1.3. analyze, formulate, and implement social policies, services and programs that promote human well being.

1.4. exhibit commitment to ethical decision making within the values and ethics of the social work profession.

1.5. communicate effectively with clients, military populations, colleagues, and communities in rural, urban and military settings.
1.6. function as social workers, administrators, and advocates within the structure of organizations and service delivery systems.

1.7. utilize supervision and consultation techniques for children and family services or mental health and substance abuse.

1.8. utilize critical thinking skills within the context of professional social work practice.

1.9. evaluate research studies, in the area of concentration, apply research findings to practice, evaluate interventions, and generate research in rural, urban, and military settings.

1.10. demonstrate ability to use technology to promote effective social work practice with different client systems.

Goal 2. Equip social work students with the knowledge, skills, and values to respond to the needs of oppressed and at risk populations in a multicultural society.

Objectives

Students will:

2.1. acquire an understanding of the forms and mechanisms of poverty, oppression and discrimination, and apply strategies of advocacy and social change that advance social and economic justice.

2.2. practice with respect to knowledge, and skills without discrimination of clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, gender, and sexual orientation.

2.3. apply and evaluate knowledge and skills of a generalist social work perspective to practice with individuals, families, groups, military populations, communities and organizations in rural, urban, and military settings.

Goal 3. Cultivate students’ pursuit of lifelong learning by emphasizing participation in professional development, involvement in professional and community organizations.

Objectives

Students will:

3.1. evaluate one’s professional growth.
3.2. demonstrate reasonable efforts toward making arrangements to participate in continuing education endeavors and education beyond the master’s degree.

3.3. join and participate in professional organizations and activities.

**Concentration Objectives**

**Children and Family Services Concentration Objectives**

1. Apply advanced knowledge and skills and be a catalyst for change for collaboration in family and children practice settings within civilian and military communities.

2. Apply differentially the knowledge, skills, and values in leadership and advocacy within rural, urban and military communities and organizations from a multicultural perspective.

3. Conduct advanced family and children policy analysis and practice.

4. Apply knowledge and skills of advanced practice with families and children.

5. Conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in family and community practice settings.

6. Utilize and provide supervision and consultation in the delivery of advanced practice with families and children.

**Mental Health and Substance Abuse Concentration Objectives**

1. Apply advanced knowledge and skills and be a catalyst for change for collaboration in mental health and substance abuse practice settings.

2. Apply differentially the knowledge, skills, and values in leadership and advocacy within rural, urban and military communities and organizations from a multicultural perspective.

3. Conduct advanced mental health and substance abuse policy analysis and practice.

4. Apply knowledge and skills of advanced practice in mental health and substance abuse settings.

5. Conduct, evaluate, critically analyze and utilize qualitative and quantitative research and evaluation at an advanced level of collaboration in mental health and substance abuse practice settings.
6. Utilize and provide supervision and consultation in the delivery of advanced practice in mental health and substance abuse settings.

Curriculum Outline

All courses listed in the foundation, advanced, and concentrated areas are required with the exception of course electives, and students have a choice of either the thesis or research project.

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 510</td>
<td>Social Welfare Policy &amp; Service</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 520</td>
<td>Human Behavior &amp; the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 525</td>
<td>Human Behavior &amp; the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 530</td>
<td>Social Work Statistical &amp; Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 540</td>
<td>Social Work Intervention with Individuals &amp; Families</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 560</td>
<td>Applied Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 570</td>
<td>Social Work Intervention with Groups, Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 574</td>
<td>Multicultural Practice with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 580</td>
<td>Social Work Field Instruction I</td>
<td>4</td>
</tr>
<tr>
<td>SWRK 585</td>
<td>Social Work Field Instruction II</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL = 29 sh.

Advanced Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK Electives (2)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>SWRK 635</td>
<td>Management of Human Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 605</td>
<td>Social Work With Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL = 15 sh.

Concentration Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TOTAL = 17 sh.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL = 32 sh.</td>
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</tbody>
</table>

TOTAL PROGRAM SEMESTER CREDIT HOURS = 61 sh.

Children and Family Services Concentration

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

Children and Family Services Specialty Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 610</td>
<td>Social Work Practice with Families</td>
<td>3</td>
</tr>
</tbody>
</table>

17
The Mental Health and Substance Abuse services concentration focuses primarily on preparing students for clinical social work practice with individuals, families and small groups. This concentration emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders and substance abuse. The prevalence of substance abuse is emphasized and assessment and intervention is addressed. Students gain knowledge about case management, advocacy, administration, self-help groups, and building community partnerships in rural and urban settings. Students are prepared to work in community mental health centers, residential facilities, rehabilitation programs, and in-patient psychiatric programs.

### Mental Health and Substance Abuse Specialty Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 615</td>
<td>Social Work Practice in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 626</td>
<td>Substance Abuse Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 630</td>
<td>Assessment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 650-02</td>
<td>Social Work Field Instruction III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mental Health &amp; Substance Abuse</td>
<td></td>
</tr>
<tr>
<td>SWRK 655-02</td>
<td>Social Work Field Instruction IV</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mental Health &amp; Substance Abuse</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL = 17 sh.**
**Full-Time Program**

**PROFESSIONAL FOUNDATION YEAR**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>SWRK 520: Human Behavior and the Social Environment I</td>
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</tr>
<tr>
<td>SWRK 540: Social Work Intervention with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
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</table>
## ADVANCED YEAR

### CHILDREN AND FAMILY SERVICES CONCENTRATION

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 610: Social Work Practice with Families</td>
<td>SWRK 635: Management of Human Service Organizations</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SWRK 625: Social Work with Chemically Dependent Families</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 650-01: Social Work Field Instruction III: Children and Family Services</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 605: Social Work with Groups</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>Total Semester Hours</strong></td>
</tr>
<tr>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>
### MENTAL HEALTH AND SUBSTANCE ABUSE CONCENTRATION

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 615: Social Work Practice in Mental Health</td>
<td>SWRK 635: Management of Human Service Organizations</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 630: Assessment of Mental Disorders</td>
<td>SWRK 655-02: Social Work Field Instruction IV- Mental Health and Substance Abuse</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SWRK 626: Substance Abuse Intervention</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 650-0: Social Work Field Instruction III: Mental Health and Substance Abuse</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 605: Social Work with Groups</td>
<td>------</td>
</tr>
<tr>
<td>3</td>
<td>----</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>Total Semester Hours</strong></td>
</tr>
<tr>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

### Advanced Standing Curriculum Plan

Advanced standing status is awarded to eligible graduates of CSWE accredited baccalaureate social work programs. Advanced standing is a one-year full-time academic program. Students must have completed their bachelors’ degree in social work within five years of expected enrollment in the MSW Program. Students must have a cumulative 3.0 GPA to apply for advanced standing. It is assumed advanced standing students will have mastered the fundamentals and demonstrated the ability to perform in an accelerated learning program. Advanced standing students begin course work during the first summer session. Students enroll in SWRK 606 Social Practice Seminar (3 s.h.) and SWRK 608 Statistics and Research Seminar (3 s.h.) courses. During the fall and spring semesters, students complete the advanced field instruction courses: SWRK 650 and SWRK 655 and course requirements for their identified concentration area. Thirty-five (35) hours are required for graduation. In order to allow sufficient time for course and field planning, the MSW Program admissions application deadline for advanced standing is January 28.
# ADVANCED STANDING
## CHILDREN AND FAMILY SERVICES CONCENTRATION

<table>
<thead>
<tr>
<th></th>
<th>Summer Session I</th>
<th>Summer Session I</th>
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<tbody>
<tr>
<td>SWRK 606 Social Practice Seminar</td>
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<td>SWRK 608 Statistics and Research</td>
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<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 610: Social Work Practice with Families</td>
<td>3</td>
<td>SWRK 635: Management of Human Service Organizations</td>
</tr>
<tr>
<td>SWRK 620: Social Work Practice with Children &amp; Adolescents</td>
<td>3</td>
<td>SWRK 655-01: Social Work Field Instruction IV- Children and Family Services</td>
</tr>
<tr>
<td>SWRK 625: Social Work with Chemically Dependent Families</td>
<td>3</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>SWRK 650-01: Social Work Field Instruction III: Children and Family Services</td>
<td>4</td>
<td>SWRK Elective</td>
</tr>
<tr>
<td>SWRK 605: Special Topics : Social Work in Groups</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Semester Hours</th>
<th>Total Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>
### ADVANCED STANDING
MENTAL HEALTH AND SUBSTANCE ABUSE CONCENTRATION

<table>
<thead>
<tr>
<th></th>
<th>Summer Session I</th>
<th>Summer Session I</th>
</tr>
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<tbody>
<tr>
<td>SWRK 606 Social Practice Seminar</td>
<td>3</td>
<td>SWRK 608 Statistics and Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 615: Social Work Practice in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 630: Assessment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 626: Substance Abuse Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 650-0: Social Work Field Instruction III: Mental Health and Substance Abuse</td>
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</tr>
<tr>
<td>SWRK 605: Social Work with Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Semester Hours | 16 |

| Total Semester Hours | 13 |

### Challenge Exams

The MSW Program provides opportunities for students, who have been admitted to the MSW Program, to challenge up to two courses. Permission to take the challenge exam (s) will be granted to students who are admitted to the MSW Program and who have taken and made a “B” or above in SWRK 510 Social Welfare Policy and Services and/or SWRK 520 Human Behavior and the Social Environment. Students, who meet program requirements, may challenge any of the following two courses: SWRK 510 and SWRK 520. Eligible students must successfully complete written examinations. Credit hours are not awarded to students who pass the challenge exam. Students will need to complete additional graduate social work course electives to ensure completion of the minimum credit hours required by the MSW Program. Students who are eligible to take challenge exam must present in writing their desire to take the exam to the Department Chair two weeks following admission to the MSW Program. Students must take the challenge exam prior to the beginning of the first year fall semester. Students may attempt challenge exam only once per course. The student’s exam score must be in the 80-percentile range or above. Students with less than 80-percentile will need to take the course.

### FSU Master of Social Work Program Conceptual Framework

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

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

Within the MSW Program, systems theory is based on the following definition put forth by Barker (1999):

> Those concepts that emphasize reciprocal relationships between the elements that constitute a whole. These concepts emphasize the relationships among individuals, groups, organizations or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature, encompassing physics, chemistry, biology, and social relationships (Barker, 1999, p. 477).

The theoretical perspective of strengths-based social work practice stems from the following definition:

> An orientation in social work and other professional practices that emphasizes the client’s resources, capabilities, support systems, and motivations to meet challenges and overcome adversity. This approach does not ignore the existence of social problems, individual disease, or family dysfunction; it emphasizes the client’s assets that are used to achieve and maintain individual and social well-being (Barker, p. 468).

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

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

According to Davis and Donald (1997) cultural competence is operationally defined, as the integration and transformation of knowledge about individuals and groups of people into specific
standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

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

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

Mental Health and Substance Abuse
Urban, Rural and Military Areas

Advanced Curriculum
Individuals, Families, Couples, Small Groups, Communities & Organizations

Foundation Curriculum
(Generalist Knowledge, Skills, Professional Ethics and Values)

Technology

SKILLS
Leadership
Collaboration
Advocacy
Service

ABILITIES
Professional Competence
Personal Integrity

BELIEFS
Non Discrimination
Human Diversity
Social Justice

Social workers as leaders and advocates for socio-economic justice in a multicultural society
Academic Course Descriptions

SWRK 510 (3-3-0) Social Welfare Policy and Services

This course is an advanced study of the historical development of social welfare and the evolution of social work values and ethics. Emphasis is placed on the major fields of social work such as children and family services, mental health, health care, income maintenance, and corrections. Analytic frameworks with regard to social welfare policies and services are introduced. Frameworks identify strengths and weaknesses in the social welfare system with respect to multiculturalism and diversity. Policy at the national, state, and local levels, with emphasis on poverty, inequality, social and economic justice is addressed.

SWK 515 (3-3-0) Forensic Social Work

This course will introduce students to this specialty which addresses working with criminals in clinics, prisons, juvenile and adult services, corrections, court mandated treatment and psychiatric hospitals for defendants being evaluated and treated on issues of responsibilities and competence to stand trial. As well, the course will address the related issues of working the families of these offenders. Students will develop familiarity with the adversary process and the issues social workers confront in the civil and criminal justice system.

SWRK 516 (3-3-0) Social Work Practice with Black Families

This course examines the past and current status of Black families and alert students to specific knowledge, skills, values and strategies required to work successfully and culturally with the target group. It incorporates the study and analysis of problems and issues faced by social workers in working effectively with Black families, including the integration of theory, cultural factors, social work policy, human behavior and social work practice. A particular emphasis is placed upon greater understanding of the challenges and dynamics affecting practice with Black families, including economic and social justice, empowerment, and oppression. Additionally, from an empowerment and strengths perspective, this course will examine historically the capabilities and strengths of Black families and how such capabilities and strengths can be used in effective social work practice with Black families.

SWRK 517 (3-3-0) International Social Work

This course introduces students to the international dimensions of social work practice. Special attention is given to the present and future role of International social work professionals. Additionally, the role and responsibilities of United Nations, global human rights organizations, international aid agencies, intergovernmental and nongovernmental agencies are addressed. Students develop an understanding of poverty, violence, structural adjustment, debt crisis, migration, human rights issues, exploitation of children and women, other populations at risk, and social and economic justice issues within a global perspective. Also addressed are international aspects of domestic practice, policy formulation and advocacy from a global perspective. Prerequisites: SWRK 574, and/or the consent of the instructor.
SWRK 520 (3-3-0) Human Behavior and the Social Environment I

This course focuses on the physiological, cognitive, intellectual and emotional development of individuals. Theoretical explanations of human development over the lifespan are explored. Major social issues relating to human growth and development, ecological systems, culture, race, ethnicity, gender and socioeconomic forces as applied to the analysis of individuals, families, small groups, organizations and communities are addressed. Focus will be given to oppression, privilege, and discrimination, and factors that help individuals and small social systems to change.

SWRK 525 (3-03-0) Human Behavior and the Social Environment II

The course emphasizes social processes that transcend the individual, aiming to increase students’ conceptual sophistication about the social context of human action and social work intervention. Within the person-in-environment framework, this course presents social theories and concepts that become tools for students’ critical analysis of society, communities, social institutions and organizations, populations, and social problems in the context of practice. The examination of the relationship among socialization, social structures, and cultures is a main component of the course. Special attention is given to human diversity and social inequalities. Prerequisite: Admitted into the MSW Program and completion of first semester MSW foundation courses.

SWRK 530 (3-3-0) Social Work Statistical & Data Analysis

This course is designed to develop understanding of probabilistic analysis, quantitative reasoning, inferential statistics. Students are provided opportunities to do data analysis on the computer and concentrate on research and policy applications. Prerequisite: Admitted into the MSW Program and completion of first semester MSW foundation courses.

SWRK 540 (3-3-0) Social Work Intervention with Individuals and Families

This course will introduce students to content on theories of assessment, intervention, diversity, evaluation and termination. The physiological, cognitive, intellectual and emotional development of individuals are further emphasized. The analysis of individuals, families, small groups, organizations and communities are further addressed Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. Prerequisite: Admitted into the MSW Program
SWRK 560 (3-3-0) Applied Social Work Research Methods

Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. Students learn to develop, use, and effectively communicate empirically based knowledge, including evidenced-based knowledge. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment. Prerequisite: Admitted into the MSW Program.

SWRK 570 (3-3-0) Social Work Intervention with Groups, Communities, and Organizations

Social work practice with small groups, communities, and organizations are emphasized. Group membership, group goals and culture, group development stages, leadership roles and decision-making processes are explored. Theories and strategies for community and community organization development are examined. 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. Prerequisite: Admitted into the MSW Program and completion of first semester MSW foundation courses.

SWRK 574 (3-3-0) Multicultural Practice with Diverse Populations

This course promotes understanding, affirmation and respect for individuals from diverse backgrounds. Students learn to recognize diversity within and between groups and gain understanding on how diversity may influence assessment, planning, intervention, treatment, and research. Students develop skills in defining, designing, and implementing strategies for effective practice with individuals from diverse backgrounds with respect to race, class, gender, color, ethnicity, age, disability, sexual orientation, religion, national origin, and equality. The course integrates knowledge of cultures with particular emphasis on rural, urban, and military communities. Students analyze their own abilities to function as effective social work professionals in working with diverse populations. Attention is given to oppressed populations and social and economic injustice. Strategies for combating discrimination, oppression, and economic deprivation are addressed. Prerequisite: Admitted into the MSW Program and completion of first semester MSW foundation courses.

SWRK 580 (4-1-4) Social Work Field Instruction I

This course is one of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours per semester. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within
an agency setting and community context. Students will have experiences in working with individuals, families, groups, and organizations. The field placement is offered concurrently with seminar classes. Seminar will provide students an opportunity to enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self in advanced social work practice. Students may select rural or urban settings. Prerequisite: Admitted into the MSW Program.

**SWRK 585 (4-1-4) Social Work Field Instruction II**

This course is two of two courses that constitute the foundation field placement. The foundation placement is intended to help students develop basic knowledge and skills that provide the groundwork for their area of concentration. During this foundation placement students are in the field for 230 clock hours. This amounts to two full days a week. Students are assigned to social service agencies and are supervised by experienced professionals. The field placement provides students the opportunity to integrate knowledge and skills within an agency setting and community context. The field placement is offered concurrently with seminar classes. Seminar classes enhance placement learning experiences by helping student further develop understanding of knowledge, skills, self awareness and professional use of self. The field placement in conjunction with the seminar will provide students a series of assignments and tasks selected to complement foundation academic courses and provide a basis for generalist practice. Students may select rural or urban settings. Prerequisite: Admitted into the MSW Program and completion of SWRK 580 Social Work Field Instruction I.

**SWRK 602 (3-3-0) Independent Study**

Individual study under the supervision of a member of the Social Work Program faculty. Prerequisite: Consent of Social Work Program Director, Department Chairperson, Dean of College of Arts and Sciences, and Dean of Graduate Studies. Prerequisite: Admitted into the MSW Program.

**SWRK School Social Work**

This course is designed to give students an in depth knowledge and understanding of social work practice in schools. The multiple roles of the school social worker will be explored with special emphasis on practice with populations at risk and culturally diverse groups. The course will examine the many issues facing children, families, and schools using a policy-practice perspective. Course content will prepare students to work collaboratively with diverse children, families, school staff, and community partners to build effective, culturally responsive early childhood and K-12 learning environments.

**SWRK 605 (3-3-0) Social Work with Groups**

This is an advanced course providing the students the opportunity to study new or advanced topics in social work. This course will vary according to the individual instructor and may be repeated under different subtitles. Prerequisite: Admitted into the MSW Program.
SWRK 606 (3-3-0) Social Work Practice Seminar

This course will present content on theories of assessment, intervention, diversity, evaluation, and termination. Specific attention is given to the development of skills in communication, rapport building, interviewing, and the utilization of professional self in working with individuals and families. Multigenerational family life cycle is explored. Models of family therapy and other intervention approaches are reviewed. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are reviewed. The dynamics of small groups are emphasized. Students develop an understanding of how values and ethics impact social work practice. Prerequisite: Admitted into the Advanced Standing MSW Program.

SWRK 608 (3-3-0) Statistics and Research Seminar

This course is a review of basic research methods and an introduction to basic statistics for social work. Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, such as single system designs, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. Students develop an understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on microcomputers. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment. Prerequisite: Admitted into the Advanced Standing MSW Program.

SWRK 610 (3-3-0) Social Work Practice with Families

This course critically evaluates methods used for assessing families of diverse, social, economic, cultural, racial, and ethnic backgrounds. Students develop a knowledge base of theory, and models of family intervention. Family constellations are examined to include single parent families, extended and blended families, adoptive and foster care families, and gay and lesbian families. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

SWRK 615 (3-3-0) Social Work Practice in Mental Health

This advanced course focuses on social work practice with persons who have mental illness, and the impact mental illness has on families and society. Primary focus is on therapeutic relationships, assessments, treatment planning, interventions, psychotropic medication, and case management. Students develop an understanding of the classification and diagnosis of DSM-IV. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.
SWRK 620 (3-3-0) Social Work Practice with Children & Adolescents

This course focuses on multiculturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs will be addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

SWRK 621 (3-3-0) Social Work Practice with Military Families

Social work as it is practiced in the various branches of military service to include Army, Air Force, Marines, and Navy is examined. The history and role transitions of social work over the years with military families are explored. Ethical concerns that emerge from social work practice with military families are addressed. Military social workers’ roles in mental health programs, medical settings, military operations, substance abuse programs, family advocacy, program administration, policy making are examined. Students compare and contrast civilian social work practice and military social work practice.

SWRK 625 (3-3-0) Social Work with Chemically Dependent Families

Students study theory and knowledge on drugs and substance abuse as it relates to practice in social work settings. Dynamics of the chemically dependent family are assessed and culturally competent intervention approaches for working with the family system and subsystems are addressed. Changing definitions of use, misuse, dependency, and the socio-legal history of use patterns will be discussed. Attention will be given to issues arising at different stages in the life cycle including recognition of signs of misuse. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

SWRK 626 (3-3-0) Substance Abuse Intervention

This course facilitates students’ understanding of the diverse needs of clients with substance abuse addictions. Students receive an overview of the dynamics of alcohol and other psychoactive drug addictions. Additionally, students evaluate the motivation and behavior patterns of substance abusers in a broad social context. Risk factors, education, and prevention are explored. Substance abuse assessment, intervention, relapse prevention are addressed. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

SWRK 630 (3-3-0) Assessment of Mental Disorders

Theories and concepts of mental health and illness are examined. Students are introduced to the Diagnostic Statistical Manual of Mental Disorders. Students study the etiology,
symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics is explored. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

**SWRK 635 (3-3-0) Management of Human Service Organizations**

This course focuses on management and leadership theories, administrative decision-making processes and organizational communication. Students develop ability for application of administrative concepts, theories and management principles in social work practice settings. Program planning and development, budget preparation, organizational development, program evaluation, fund-raising and grant writing are emphasized. Prerequisite: Admitted into the MSW Program and completion of all MSW first year foundation courses.

**SWRK 640 (3-3-0) Professional Writing for Social Work**

Students will learn about scholarly writing through modeling the writing of published authors. This course will introduce students to why social work requires them to write using the American Psychological Association (APA) style. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas and intellectual properties of others will be explored in this course. The course will explore the concept of plagiarism. The course contains general conventions, such as how to refer to the work of others in the body of a paper and tips for avoiding sexist language. The course will provide the students the opportunity to avoid grammatical and punctuation errors commonly found in social work papers. The course will provide students the opportunity to participate in proofreading exercises that will direct them to their PC’s to detect areas of potential problems. This course will provide students with a real-world option for communicating scholarly thinking and findings. The course will address the importance of the use of the Internet and the information it provides in writing research papers. The course will also offer suggestions for using computer technology effectively at various stages of the research process. The course and its assignments will encourage students to use resources outside the library, such as conducting interviews, surveys, and using media such as radio and television. Much of the course will take place in the library where students will review the literature and develop their proposals and complete the writing of their literature review.

**SWRK 650-01 (4-1-4) Social Work Field Instruction III: Children and Family Services**

This course is one of two courses that constitute the advanced placement in students’ area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with students’ chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. Prerequisite: Admitted into the
MSW Program, completion of all MSW first year foundation courses and completion of SWRK 650 Social Work Field Instruction II.

**SWRK 650-02 (4-1-4) Social Work Field Instruction III: Mental Health and Substance Abuse**

This course is one of two courses that constitute the advanced placement in students’ area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement students are in the field for 250 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with students’ chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. Prerequisite: Admitted into the MSW Program, completion of all MSW first year foundation courses and completion of SWRK 650 Social Work Field Instruction II.

**SWRK 655-01 (4-1-4) Social Work Field Instruction IV: Children and Family Services**

This course is two of two courses that constitute the advanced placement in students’ area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement students are in the field for 360 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with students’ chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. Prerequisite: Admitted into the MSW Program, completion of all MSW first year foundation courses and completion of SWRK 650 Social Work Field Instruction III.

**SWRK 655-02 (4-1-4) Social Work Field Instruction IV: Mental Health and Substance Abuse**

This course is two of two courses that constitute the advanced placement in students’ area of concentration. The advanced placement is intended to help students develop expanded knowledge and skills in their area of concentration. During the foundation placement students are in the field for 360 clock hours. This amounts to three full days a week. Students are assigned to social services agencies and supervised by experienced professionals. The field placement is offered concurrently with seminar classes. The field placement, seminar classes, and assignments are consistent with students’ chosen area of concentrations. Students will have the opportunity to use advanced practice skills with individuals, families, groups, communities and organizations. Students may select rural or urban settings. Prerequisite: Admitted into the MSW Program, completion of all MSW first year foundation courses and completion of SWRK 650 Social Work Field Instruction III.
Field Practicum

The proposed MSW program requires a minimum of 920 hours of field instruction. The field instruction will begin in the first semester of the first year when students will spend approximately 16 hours per week in placement during the first year and 24 hours per week during the second year. Field requirements are usually met in two different agencies with different MSW field instructors. Only agencies, which meet Council on Social Work Education (CSWE) standards for educationally, directed field experiences will be used for field placements. Placement agencies will typically be within a 50 mile radius of Fayetteville.

Course Electives

Students may select 9 semester hours from the following elective courses. Students may also elect to take one course in one of the concentration areas as an elective.

- SWRK 515 Forensic Social Work  3 sh
- SWRK 516 Social Work Practice with Black Families  3 sh
- SWRK 517 International Social Work  3 sh
- SWRK 605 Special Topics  3 sh
- SWRK 621 Social Work Practice with Military Families  3 sh
- SWRK 602 Independent Study  3 sh
- SWRK 640 Professional Writing for Social Work  3 sh
- SWRK 602 School Social Work  3 sh

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 transferable. Students found transferring cards are subject to disciplinary action. An FSU ID card is required to access the following services: check out materials from the library, gain admittance to athletic events, utilize the Health and Physical Education complex, gain admittance to dances and other activities, obtain 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 lab located in room 214 in the School of Business and Economics Building. This lab is available seven days a week. The lab offers 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.

**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, Internet) for
use by library users.

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

Graduate students enrolled at Fayetteville State University may apply for a Cooperative Lending
Card to use at other constituent libraries.

Hours of Operation, Fall and Spring Semesters:

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

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

Copying Services

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

Parking

The Transportation and Parking Division of the University Police enforces campus traffic
and parking regulations, controls vehicle registration, and coordinates visitor parking for both
private and common carrier vehicles. All members of the university community, including
students, must register their vehicles. Vehicles must be registered with the Traffic and Parking
Clerk between the hours of 8 a.m. and 5 p.m. Monday through Friday. Vehicles may be
registered in the fall and spring semesters during class registration. Vehicle registration fees for
students are $45, and $10 for each summer session. Faculty/staff parking stickers are $60.00 for
regular lots and $80 for gated lots. 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 works to enrich the educational opportunities offered to students with disabilities. Students in need of assistance from the Center should complete the “Services for Students with Disabilities” form and return it to the Center for Personal Development, 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, 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 MSW students; therefore, all MSW students are required to have a personal or FSU email address. Students are responsible for providing the Department of Social Work Secretary and Department Chair their email addresses. In addition, faculty members frequently use email to communicate with their students. In addition to leaving a faculty member a voice mail, students should also consider email to communicate with faculty members. Students are strongly encouraged to check their emails on a regular basis.

Policies and Procedures

Credit For Life and Work Not Given

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

National Association of Social Workers Code of Ethics

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

Confidentiality Guidelines

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards. (retrieved 10/15/02 from http://www.socialworkers.org/pubs/code/code.asp.

Class Assignments

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

Grounds for Suspension and Dismissal

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

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

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

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

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

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

Procedures for Termination Part II

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

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

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

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

- The Academic Committee submits in writing a recommendation to the MSW Program Director.
- The MSW Program Director will notify the student in writing the Academic Committee’s recommendation.

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

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

**MSW Program Academic Committee Roles**

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

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

- Determine the appropriate sanction for violation.

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

**Withdrawal and Readmission**

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

**Grievances and Appeal**

**Grade Appeal**

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

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

**Final Grade Change**

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

**Written Complaint Procedure**

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

**Academic Complaints:**

1. Department Chair
2. Dean of the School/College
3. Dean of Graduate Studies
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 be subjected to discrimination.

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant or member of the public who wishes to file a complaint regarding the University’s compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301-4298.

Sexual Harassment Policy

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

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

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

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, 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 either the Athletic Director, Dean, Vice Chancellor or Chancellor.

Sexual Harassment Mediators

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

Complaint Procedures

STEP 1: CONSULTATION.

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

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

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

STEP 2: INFORMAL CONFERENCE

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

If the complainant indicates his/her intention to pursue the charge further, the mediator shall conduct a prompt and thorough investigation of the allegation while maintaining the 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 the subject reports directly to the Chancellor.

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

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

(a) a summary of the allegation(s) and the subject's response,

(b) a summary of the facts and results of any investigation conducted by the University official,

(c) information on any witnesses who may have been interviewed, and

(d) any other information deemed relevant. This information shall be kept confidential.

The Chancellor shall issue his decision within fifteen (15) working days of the receipt of the University official's recommendation. Decisions of the Chancellor that impose serious sanctions on or result in discharge of a faculty member shall be made in accordance with the FSU Tenure Policies and regulations. Decisions that impose serious sanctions on or result in a discharge of a non-faculty member shall be made in accordance with the related grievance procedures. For students, such a decision may include any sanctions listed in the FSU Student Conduct Code (see FSU Student Handbook).

STEP 4: APPEAL PROCESS

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

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

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

A. Academic Progress Report
B. National Association of Social Workers Code of Ethics
C. Council on Social Work Education Curriculum Policy Statement
D. Campus Map
E. Application for Admission
Appendix A

Academic Progress Report
| Name: | Degree Program: Master of Social Work |
| Mailing Address: | Total Hours Required: 61 |

**Fayetteville State University**  
**Department of Social Work**  
**Master of Social Work Program**  
**Student Academic Progress Report**

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<td>SWRK 510: (3) Social Welfare Policy and Services</td>
<td>SWRK 560: (3) Applied Social Work Research Methods</td>
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<td>SWRK 520: (3) Human Behavior and the Social Environment I</td>
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<td>SWRK 530: (3) Social Work Statistical and Data Analysis</td>
<td>SWRK 570: (3) Social Work Intervention with Groups, Communities, and Organizations</td>
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<td>SWRK 574: (3) Multicultural Practice with Diverse Populations</td>
<td>GPA: 3.50 or higher Yes [ ] or No [ ]</td>
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<td>SWRK 540: (3) Social Work Intervention with Individuals and Families</td>
<td>SWRK 585: (4) Social Work Field Instruction (Practicum II)</td>
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<td>SWRK 580: (4) Social Work Field Instruction (Practicum I)</td>
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**CONCENTRATION COURSES**  
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T = Transfer  
WV = Waiver  
CE = Challenge Exam
Appendix B

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

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

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

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

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

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

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

(1) social workers' ethical responsibilities to clients,
(2) social workers' ethical responsibilities to colleagues,
(3) social workers' ethical responsibilities in practice settings,
(4) social workers' ethical responsibilities as professionals,
(5) social workers' ethical responsibilities to the social work profession, and
(6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers’ Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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.

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

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.

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.

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

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

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.

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

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

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

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

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

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

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, 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 not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

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

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

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

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty 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. They 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,
Appendix C

Council on Social Work Education
Curriculum Policy Statement
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 MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

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

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

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

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

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

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

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

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

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

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

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

Educational Policy M2.2—Advanced Practice
Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education
Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.4 In social work, the signature
pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

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

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

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

Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

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

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

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP

M2.0.4 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 MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

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

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

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

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

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

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

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

Advisement, retention, and termination

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

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

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

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes. 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.
References


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