

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, the 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 is 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

Terri Moore Brown, Ed.D., MSW
Interim Associate Dean & MSW Program Director

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NOTICE: While every attempt has been made to assure that this Student Handbook contains correct and updated information, the university reserves the right to alter the policies, rules, regulations procedures and the 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 O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School. By a legislative act of 1877, the North Carolina General assembly provided for the establishment of a Normal School for the education of Black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School. Five Administrative Officers served for relatively short periods until 1899: Robert L. Harris, Charles W. Chesnutt, Ezekiel E. Smith, George Williams, and the Rev. L. E. Fairley.

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

W. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College. The college received both state and regional accreditation in 1947. Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph Jones. During his administration, the curriculum was expanded to include majors in

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

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

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

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

Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since FSU became a constituent of The University of North Carolina in 1972. Several major initiatives have been established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as

expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%, and Dr. McLeod has been instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to post-graduate studies.

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

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

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

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

Anderson is active in professional, civic, and higher-education organizations. Examples of the many agencies he serves include being a member of the Board of Trustees of the Southern Association of Colleges and Schools' Commission on Colleges, a member of the American Council on Education's Commission on Inclusion, the Board of Directors of United Way of Cumberland County, the Educators Serving Educators Advisory Board for Excelsior College in Albany, New York, Chair of the Board of Directors of the Sustainability Communities Foundation in Fayetteville.

Anderson initiated the launch of the largest fund-raising campaign in the institution's history. *"The Campaign for Fayetteville State University: From a Proud Legacy to a 21st Century,"* seeks to raise \$25 million for the following initiatives:

- Scholarships for Deserving Students

- Support for Scholar Athletes
- Professional Development for Faculty and Staff
- Student Enrichment and Global Enhancement
- Military and Veteran Partnerships
- Center for Defense and Homeland Security

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

School of Social Work Mission Statement

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

Master of Social Work Program Mission Statement, Goals and Competencies

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

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.

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.

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

Council on Social Work Education

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

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

Competency 5: Engage in Policy Practice

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialty Competencies

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

Children and Family Services Specialty Competencies

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

1. 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 Specialty Competencies

The Mental Health and Substance Abuse services specialty focuses primarily on preparing students for clinical social work practice with individuals, families and small groups. This specialty emphasizes advanced social work practice with populations who have interpersonal issues, psycho-social problems, and serious mental illness. Students are exposed to advanced social work practice approaches to include prevention, crisis intervention, brief problem solving, and treatment of mental disorders and substance abuse. The prevalence of substance abuse is emphasized and assessment and intervention 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.

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.

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 several combat support environments such as Brigade Combat Teams or chiefs of behavioral health clinics.

Academic Regulations

Admission Requirements

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

1. Completion of a baccalaureate degree from an accredited college or university.
2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.

3. A broad liberal arts background, 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:

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

1. A completed Application for Admission to Graduate Instruction with the \$25.00 non-refundable application fee.
2. All baccalaureate transcripts and any transcript(s) of previous graduate study.
3. 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 (Off Campus)

- 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 apply *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 cannot miss more than two days.

Student Evaluation and Performance

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

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.

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

The FSU grading scale for graduate courses are:

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

Interim grades :

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

Other grading symbols:

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

Repeating Courses

According to the FSU Graduate Catalog graduate students are not allowed to repeat courses without the approval of the department Chair, Graduate Council, and Dean. 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.

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

Evaluation of student performance is graded A, B, C, and F, and “IP” (in progress). The field grade is a combination of the Field Placement Performance Evaluation grade and incorporates completion of the required hours for the placement, class attendance (present and on time), participation and timely submission of required documents to their Seminar Instructor. A grade of “A” indicates a student has excelled in aspects of field, and a

grade of “B” indicates the student has met expectations, and a “C” means the student met minimal expectations in field. An “IP” grade is issued to students who were unable to complete hours in the previous semester and are approved to continue in field by the Field Director/Coordinator. Course requirements are met no later than the end of the following semester. When course requirements are completed, a letter grade is recorded. Grading Policies for Field Education are as following:

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

Graduation Requirements

Sixty-one (61) semester credit hours of social work courses are necessary for the completion of the program. Thirty-eight (38) semester hours of foundation courses are required for all students. Students may choose either the Children and Family Services or Mental Health and Substance Abuse areas of concentration. The remaining twenty-three (23) hours include concentration courses, advanced courses or electives. 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. Students register online where they obtain valuable information such as course offerings, grades, billing information, status of financial aid application, and other types of information.

Student Organizations

MSW Student Association

The MSW Student Association (MSSWA) was established in Fall 2003. The purpose of the MSW Student Association is to assist state, county, and local government in the implementation of social, economic, and political services that enhances the social functioning of individuals, groups, communities and organizations. During 2005 and 2004, the Retired Senior Volunteer Program (RSVP) recognized and awarded MSSWA for its service and participation in RSVP events, such as the County Senior Games. The association is consistently recognized for its annual food and toy drives for needy

families. MSSWA also unites MSW students and provides support for members as a group, as well as provides services to the community and the student body. The association operates within the student affairs policies and procedures of the university. A faculty advisor is assigned to provide administrative and technical guidance as well as facilitate communication between the MSW Program and the student association. The MSW Student Association President serves as a member of the MSW Program Advisory Council.

National Association of Social Workers

The National Association of Social Workers (NASW), which is the largest membership organization of professional social workers in the world, provides a channel for social workers to network and stay abreast on social work best practices. Social work students may join NASW at one quarter of the regular dues and after graduation are offered a transitional membership rate for two years. The NASW membership packet includes 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 lofty standards in social work education and invites into membership, persons who have attained excellence in scholarship and achievement in social work. Nu Phi is the local chapter of Phi Alpha Honor Society. Eligibility requirements for students are as follows:

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

Peace Corps

FSU Peace Corps Office is housed in the School of Social Work. The Peace Corps Recruiter helps students to realize the opportunities available by serving in the Peace

Corps as well as assist student in applying for the appropriate position(s) so that they can be invited to serve overseas as a Volunteer.

The Peace Corps sends the best and brightest Americans abroad on behalf of the United States to tackle the most pressing needs of people around the world. Volunteers live and work in communities overseas for 27 months to develop sustainable solutions that address challenges in agriculture, community economic development, education, environment, health, and youth in development. Through their service, Volunteers gain unparalleled work experience, unique cultural understanding and a life-long commitment to service that positions them to succeed in today's global economy.

Black Feminist Scholars Student Organization

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

School of Social Work Advisory Council

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

Professional Development

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

School of Social Work Lecture Series

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

Professional Organizations

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

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

Master of Social Work --- **Program Plan of Study (Subject to Change- Always refer to most current Graduate Catalog- Courses on Writing and Ethics are being phased in for all students)

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

SWRK 501	Professional Writing for Social Work	3
SWRK 601	Social Welfare Policy & Service	3
SWRK 602	Human Behavior & the Social Environment I	3
SWRK 603	Human Behavior & the Social Environment II	3
SWRK 607	Social Work Statistical & Data Analysis	3
SWRK 611	Social Work Intervention with Individuals & Families	3
SWRK 560	Applied Social Work Research Methods	3
SWRK 612	Social Work Intervention with Groups, Communities and Organizations	3
SWRK 613	Multicultural Practice with Diverse Populations	3
SWRK 626	Substance Abuse Intervention	3
SWRK 651	Social Work Field Instruction I	4
SWRK 652	Social Work Field Instruction II	4
	TOTAL: (sh = semester hours)	38 sh

Advanced Courses

SWRK 635	Management of Human Service Organizations	3
SWRK 609	Social Work with Groups	3
SWRK 656	Social Work Field Instruction III	4
SWRK 657	Social Work Field Instruction IV	4
	TOTAL:	14 sh

SWRK Electives (1) TOTAL: 3 sh

Specialty Courses TOTAL: 6 sh

Children and Family Services Specialty

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

OR

Mental Health and Substance Abuse Specialty

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

PROGRAM OF STUDY: TOTAL PROGRAM SEMESTER CREDIT HOURS = 61 sh.
FULL-TIME PROGRAM (2 year: Total of 61 semester hours)
PROFESSIONAL FOUNDATION YEAR

Fall Semester		Spring Semester	
SWRK 601: Social Welfare Policy & Services	3	SWRK 603: Human Behavior and the Social Environment II	3
SWRK 602: Human Behavior and the Social Environment I	3	SWRK 607: Social Work Statistical & Data Analysis	3
SWRK 611: Social Work Intervention with Individuals and Families	3	SWRK 612: Social Work Intervention with Groups, Communities, and Organizations	3
SWRK 560: Applied Social Work Research Methods	3	SWRK 501: Professional Writing for Social Work	3
SWRK 651: Social Work Field Instruction I	4	SWRK 652: Social Work Field Instruction II	4
Total Semester Hours	16	Total Semester Hours	16

FULL TIME PROGRAM: ADVANCED YEAR
CHILDREN AND FAMILY SERVICES SPECIALTY

Fall Semester		Spring Semester	
SWRK 613: Multicultural Practice with Diverse Populations	3	SWRK 635: Management of Human Service Organizations	3
SWRK 610: Social Work Practice with Families	3	SWRK 609: Advanced Social Work Practice with Groups	3
SWRK 620: Social Work Practice with Children & Adolescents	3	SWRK Elective	3
SWRK 626: Substance Abuse Intervention	3	SWRK 657: Social Work Field Instruction IV	4
SWRK 656: Social Work Field Instruction III	4		
Total Semester Hours	16	Total Semester Hours	13

FULL TIME PROGRAM: ADVANCED YEAR
MENTAL HEALTH AND SUBSTANCE ABUSE SPECIALTY

Fall Semester		Spring Semester	
SWRK 613: Multicultural Practice with Diverse Populations	3	SWRK 635: Management of Human Service Organizations	3
SWRK 615: Social Work Practice in Mental Health	3	SWRK 609: Advanced Social Work Practice with Groups	3
SWRK 626: Substance Abuse Intervention	3	SWRK Elective	3
SWRK 630: Assessment of Mental Disorders	3		
SWRK 656: Social Work Field Instruction III	4	SWRK 657: Social Work Field Instruction IV	4
Total Semester Hours	16	Total Semester Hours	13

**ADVANCED STANDING (Total of 35 semester hours)
CHILDREN AND FAMILY SERVICES SPECIALTY AND
MENTAL HEALTH AND SUBSTANCE ABUSE SPECIALTY**

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

**ADVANCED YEAR
CHILDREN AND FAMILY SERVICES SPECIALTY**

Fall Semester		Spring Semester	
SWRK 501: Professional Writing for Social Work	3	SWRK 635: Management of Human Service Organizations	3
SWRK 610: Social Work Practice with Families	3	SWRK 609: Advanced Social Work Practice with Groups	3
SWRK 620: Social Work Practice with Children & Adolescents	3	SWRK Elective	3
SWRK 626: Substance Abuse Intervention	3	SWRK 657: Social Work Field Instruction IV	4
SWRK 656: Social Work Field Instruction III	4		
Total Semester Hours	16	Total Semester Hours	13

**ADVANCED YEAR
MENTAL HEALTH AND SUBSTANCE ABUSE SPECIALTY**

Fall Semester		Spring Semester	
SWRK 501: Professional Writing for Social Work	3	SWRK 635: Management of Human Service Organizations	3
SWRK 615: Social Work Practice in Mental Health	3	SWRK 609: Advanced Social Practice with Groups	3
SWRK 626: Substance Abuse Intervention	3	SWRK Elective	3
SWRK 630: Assessment of Mental Disorders	3		
SWRK 656: Social Work Field Instruction III	4	SWRK 657: Social Work Field Instruction IV	4
Total Semester Hours	16	Total Semester Hours	13

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

**PART-TIME PROGRAM (Total of 61 Semester hours)
FIRST YEAR**

Fall Semester		Spring Semester	
SWRK 601: Social Welfare Policy & Services	3	SWRK 603: Human Behavior and the Social Environment II	3
SWRK 602: Human Behavior and the Social Environment I	3	SWRK 611: Social Work Intervention with Individuals and Families	3
SWRK 501: Professional Writing for Social Work	3	SWRK Elective	3
Total Semester Hours	9	Total Semester Hours	9

**PART-TIME PROGRAM
SECOND YEAR**

Fall Semester		Spring Semester	
SWRK 612: Social Work Intervention with Groups, Communities, and Organizations	3	SWRK 607: Social Work Statistical & Data Analysis	3
SWRK 560: Applied Social Work Research Methods	3	SWRK 609: Advanced Social Practice with Groups	3
		SWRK 613: Multicultural Practice with Diverse Populations	3
SWRK 651: Social Work Field Instruction I	4	SWRK 652: Social Work Field Instruction II	4
Total Semester Hours	10	Total Semester Hours	13

**PART-TIME PROGRAM
THIRD YEAR**

Fall Semester		Spring Semester	
SWRK 610: Social Work with Families (C&F) SWRK 615: Social Work Practice in Mental Health (MHSA)	3	SWRK 626: Substance Abuse Intervention	3
SWRK 620: Social Work Practice with Children & Adolescents (C&F) SWRK 630: Assessment of Mental Disorders (MHSA)	3	SWRK 635: Management of Human Service Organizations	3
SWRK 656: Social Work Field Instruction I	4	SWRK 657: Social Work Field Instruction II	4
Total Semester Hours	10	Total Semester Hours	10

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

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 sh) and SWRK 608 Statistics and Research Seminar (3 sh) courses. During the fall and spring semesters, students follow the Curriculum Plans outlined for the Advanced Year based on their Specialty and complete the advanced field instruction courses: SWRK 650 and SWRK 657. Thirty-five (35) hours are required for graduation. In order to allow sufficient time for course and field planning, the MSW Program admissions application deadline for advanced standing is January 15th.

ADVANCED STANDING CHILDREN AND FAMILY SERVICES SPECIALTY AND MENTAL HEALTH AND SUBSTANCE ABUSE SPECIALTY

Summer Session I		Summer Session I	
SWRK 606 Social Practice Seminar	3	SWRK 608 Statistics and Research	3

FSU Master of Social Work Program Conceptual Framework

The specialty areas adopted for the MSW Program are based on the findings of the feasibility study conducted in 2001 as well as the review of literature. Findings indicated the service region has considerable demand for children and family services, and mental health 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).

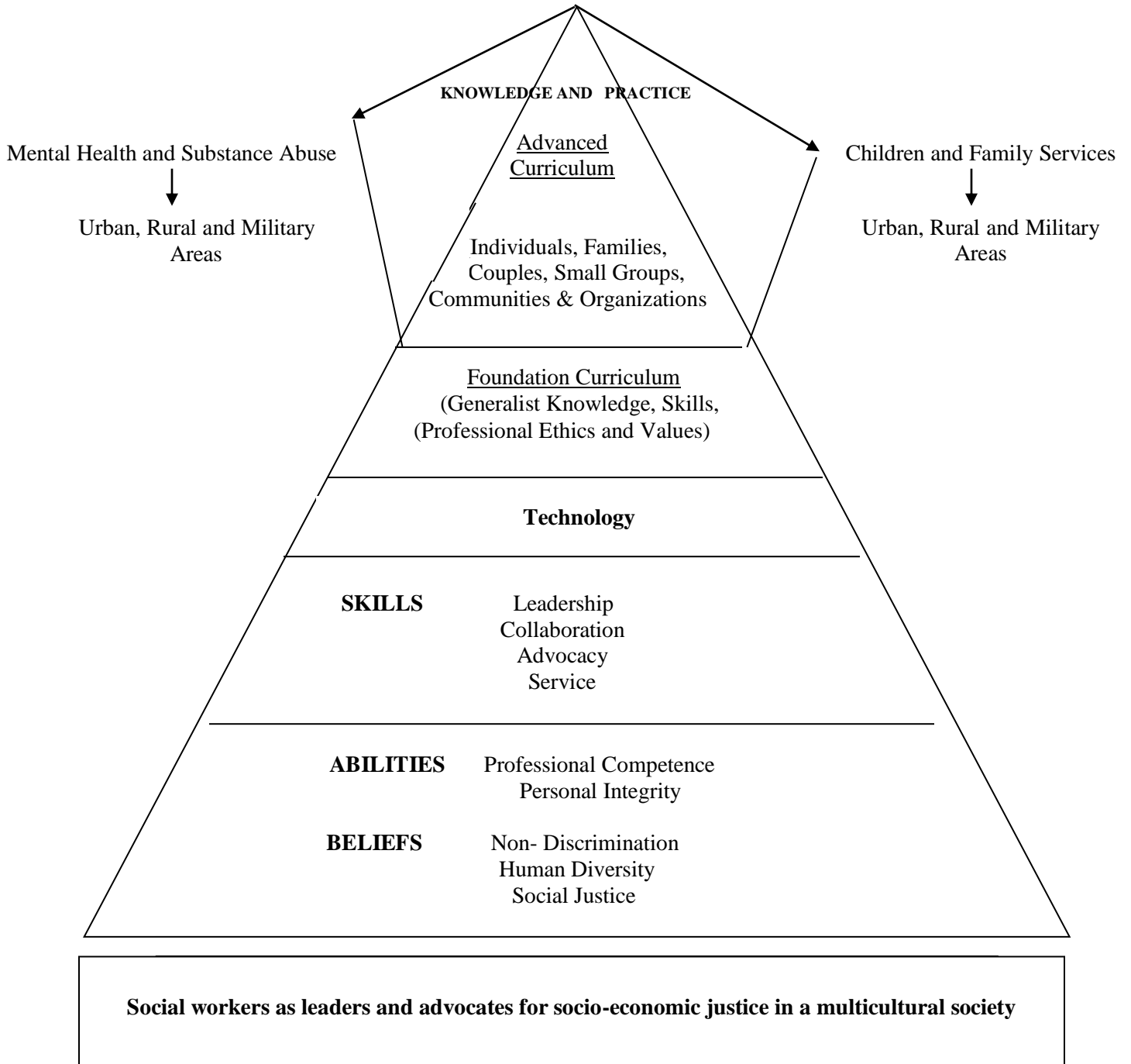
According to Davis and Donald (1997) cultural competence is operationally defined, as the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, 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. 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 Objective as illustrated in the Fayetteville State University Master of Social Work Program Conceptual Framework.

**Fayetteville State University
Master of Social Work Program Conceptual Framework**



Military Behavioral Health Certificate Program

The purpose of the Military Behavioral Health Graduate Certificate Program will be to provide behavioral health professionals knowledge and skills that will enhance their abilities to provide quality care for active duty military service members, veterans, citizen soldiers and their families as well as enhance their marketability in finding employment with organizations that target military populations.

Military Behavioral Health Certificate Program Admission Requirements

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

1. Completion of a baccalaureate degree from an accredited college or university.
2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.
3. A broad liberal arts background, which includes courses in biology, English, the humanities and a minimum of six courses in basic social and behavioral sciences.
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.

Required Courses

SWRK 621 Social Work Practice with Military Families I

SWRK 622 Social Work Practice with Military Families II

SWRK 626 Substance Abuse Intervention

SWRK 627 Assessment and Evidence Based Treatment of PTSD

SWRK 628 Assessment and Treatment of Suicidal Behaviors
SWRK 629 Social Work Practice and Traumatic Brain Injuries

Certificate Program in Substance Abuse Studies

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

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

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

Certificate Program in Substance Abuse Studies Admission Requirements

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

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

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.

Required Courses

SWRK 625 Social Work Practice with Chemically Dependent Families

SWRK 626 Substance Abuse Intervention

SWRK 631 Alcohol, Tobacco, & Other Drugs: Biomedical Basis

SWRK 632 Alcohol, Tobacco, & Other Drugs: Social Work Practice with Culturally Diverse Populations

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 always and should be presented when requested by a university official. ID cards are not transferable. Students found transferring cards are subject to disciplinary action. An FSU ID card is required to access the following services: check out materials from the library, gain admittance to athletic events, utilize the Health and Physical Education complex, gain admittance to dances and other activities, obtain 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 and Department Nursing Building. This lab is available seven days a week. The lab offers workshops to students in word processing, spreadsheet, database, and presentation software. All faculty and students have access to Citrix, a virtual office for when not on campus. This includes the micro-soft professional series.

Charles Chesnutt Library

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

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

The library also has an Archives and Special Collections area. The Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special Collections section contains the papers and materials of Charles Waddell Chesnutt, James Ward Seabrook, and other African Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collections section also includes selected materials by and about African-Americans. These materials are available to scholars and researchers from the university and the community. Professional and support staff members are available to assist patrons with the on-line public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of electronic databases and networks in the retrieval of information (e.g., NC LIVE, First Search, Internet) for use by library users.

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

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

Hours of Operation, Fall and Spring Semesters:

Monday - Thursday 8:00 a.m. – 11:30 p.m.

Friday 8:00 a.m. - 6:00 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 1:00 p.m. - 10:00 p.m.

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

Copying Services

The University Print Shop located in Room 115 of the G. L. Butler Building is the major

provider of printing and copying services for the University. Students are permitted to use the print shop on a cash for services basis. Copy machines are also available in the library and classroom buildings. Individual vender cards for use in campus copy machines may be purchased through the Chesnutt Library.

Parking

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

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

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

Cafeteria Snack Bar

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

Services to Students with Disabilities

Fayetteville State University's Center for Personal Development offers personal support to students with disabilities. Working in conjunction with other areas of the university as well as community agencies and organizations, the Center works to enrich the educational opportunities offered to students with disabilities. Students in need of assistance from the Center should

complete the “Services for Students with Disabilities” form and return it to the Center for Personal Development, 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 can acquire text and other books on tape through an annual subscription to Recordings for the Blind and Dyslexic. Voice activated software is being installed on computers in the Charles Chesnutt Library and several of the computer labs across campus. The Chesnutt Library also houses text and microfiche enlargers for use by students with disabilities. WFSS, the campus radio station, carries a program called reading for the Blind. Volunteers read newspapers from various locations across the state and nation as well as novels. The program is also available on the Internet as part of WFSS programming. The program works closely with Social workers for the blind to ensure that the types of services offered are useful to listeners. Students and faculty desiring to do so may volunteer as readers.

Career and Employment Services

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

School of Social Work Bulletin Boards and Emails

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

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

Policies and Procedures

Credit for Life and Work Not Given

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

National Association of Social Workers Code of Ethics

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

Confidentiality Guidelines

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

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social

workers disclose confidential information based on a legal requirement or client consent.

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker'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 a student for one of the above reasons.
- The MSW Program Director will submit the student termination request to the MSW Program Academic Committee.
- The MSW Program Academic Committee will initiate and coordinate consultations with

relevant parties regarding the recommendation of student termination. The consultation could be a joint meeting(s) with the student, and relevant faculty, faculty advisor and/or field practicum personnel.

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.
- The Academic Committee submits in writing a recommendation to the MSW Program Director.
- The MSW Program Director will notify the student in writing the Academic Committee's recommendation.
- Any student terminated from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of College of Arts and Sciences. By conferring with the student and MSW Program Director, the dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the MSW Program Director's decision, the Dean of Graduate Studies will notify in writing the MSW Program Director, and the student. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.
- Students terminated from the MSW Program are administratively withdrawn from all course work.

MSW Program Academic Committee Roles

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

Withdrawal and Readmission

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

Final Grade Change

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

Written Complaint Procedure

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

Academic Complaints:

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

Non-Academic Complaints:

1. 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-

Policy on Sexual Harassment

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

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

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

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

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

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic or student status, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual, or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic activities; or student experience, or creating an intimidating, hostile or offensive working, academic or student life environment.

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

Definitions

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

1. "Academic unit" is defined as the School of Business and Economics, College of 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. National Association of Social Workers
Code of Ethics**

**B. Council on Social Work Education: Educational
Policy and Accreditation Statement**

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 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 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 deciding.

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

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

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

good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human

relationships.

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

1.05 Cultural Competence and Social Diversity

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

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial

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

- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. 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 because of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning everyone'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 should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs

and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (Retrieved October 27, 2003 from <http://www.socialworkers.org/pubs/code/code.asp>).

Appendix B

2015 Council on Social Work Education Educational Policy and Accreditation Standards

Council on Social Work Education Educational Policy and Accreditation Standards

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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are

grounded in core professional values, and are informed by program context.

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

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

EXPLICIT CURRICULUM

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

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

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

Educational Policy M2.1—Specialized Practice

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

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

Accreditation Standard M2.1—Specialized Practice

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

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

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

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

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

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

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

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

- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years' post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years' post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field

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

- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

IMPLICIT CURRICULUM

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility.

The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

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

Educational Policy 3.1—Student Development

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

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway

toward specialized practice.

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

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

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

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

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

Advisement, retention, and termination

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

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

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with

master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B.3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

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

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

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

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

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

3.3.5 The program identifies the field education director.

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

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

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

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

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

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

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

Accreditation Standard 4.0—Assessment

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

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

- the benchmark.
- Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

References

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