FAYETTEVILLE STATE UNIVERSITY

BACHELOR OF SOCIAL WORK PROGRAM

STUDENT HANDBOOK

Dr. Sharon E. Williams
Interim Associate Dean
School of Social Work

Dr. Erica Campbell, Ph.D., MSW
Interim Director, BSW Program, Assistant Professor
School of Social Work

School of Social Work
1200 Murchison Road
Fayetteville, NC 28301-4298

Lauretta Taylor Building, Room 229E

Phone: (910) 672-2685
Fax: (910) 672-1755
Web Site: http://www.uncfsu.edu/sw

Associate Dean

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

The mission of the BSW Program is to produce competent and ethical social workers for generalist social work practice with individuals, families, groups, organizations and communities in rural and military settings. There will be special emphasis on military families, primary and behavioral health care issues, geriatrics, poverty in rural counties and promotion of quality education for K-12 children and youth. Our program is designed to produce social workers with the knowledge and skills necessary to provide leadership in addressing the complexity of problems encountered in rural and military settings. The curriculum prepares students to become leaders and advocates for socio-economic justice in a global society. You will become a part of an educational community that brings together faculty, social work professionals, and students for collaborative learning.

Our faculty members have impressive teaching qualifications and social work practice experiences. Faculty members value students and are invested in student learning. The BSW Program maintains outstanding relationships with professional associations and organizations on local, state and national levels. These relationships are established through our social work faculty members. Faculty members are active participants on local, state and national boards and they share their areas of expertise by serving as consultants, publishing and presenting their research at local and national conferences.

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

Best wishes,

Sharon E. Williams, Ph.D., LMSW
Interim Associate Dean

Message from the Bachelor of Social Work Interim Program Director

Greetings, social work majors. As we begin a legacy of undergraduate social work education at Fayetteville State University, I would like to take this opportunity to welcome you to the School of Social Work, and the Bachelor of Social Work Program. We are very pleased that you have decided to pursue an educational experience that will be challenging, rewarding, and exciting. Please be aware that you are pursuing a course of study that will make a difference in your life, and empower you to make a difference in the lives of others.

Social Workers are special people, and as such you are special to us. As social workers, we are governed by a code of conduct and ethical responsibilities that guide us as students, and ultimately as professionals.

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

Again, welcome and I look forward to meeting and working with each and all of you.

Best wishes,
Erica Campbell, Ph.D., MSW
Interim BSW Program Director

FAYETTEVILLE STATE UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK

TABLE OF CONTENTS

Bachelor of Social Work Program Student Handbook

About Fayetteville State University

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

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

History

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

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

W. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College. The college received both state and regional accreditation in 1947. Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph Jones. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

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

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

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

Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since

FSU became a constituent of The University of North Carolina in 1972. Several major initiatives have been established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%, 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 bio-technology program, an honors program, a forensic-science program, and an international relations program that is being developed in cooperation with the Central Intelligence Agency.

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

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

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

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.

Bachelor of Social Work Program Mission Statement, Goals and Competencies

BSW Program Mission:

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

BSW Program Goals:

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

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 Bachelor of Social Work Program was granted accreditation by the Council on Social Work Education in 2013. 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 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.

Academic Regulations

Admission to the Bachelor of Social Work Program

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

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

1. Upon admission to the university, freshmen students may declare social work as a major on the university application and must complete the pre-major application including a personal statement, two pages, typed, double-spaced addressing "Why I want to become a social work major." All students are considered pre-majors until they achieve junior class

status (completion of the 60 liberal arts/core curriculum hours according to the Plan of Study), and are formally admitted to the BSW program.

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

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

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

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

6. A self-disclosure statement regarding arrests and/or convictions

7. At least two letters of recommendation (one academic and one work or volunteer-related) from persons qualified to evaluate the applicants' abilities to pursue undergraduate studies in social work.

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

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

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

Process and Procedures:

o All students must be admitted to the university

o Students admitted to the university as freshmen may declare social work as a major upon admission. Freshmen students identifying social work as a major upon admission are considered pre-majors and complete the pre-major application, upon which he/she receives a letter of acceptance with information on
their assigned advisor, and contact information. They are scheduled for the next new student orientation.
o Students admitted as freshmen must apply for admission to the major after completing the core curriculum (60 hours.)
o All students with less than the 60 hours applying for admission to the BSW program must apply for the pre-major classification.
o Once applications are submitted by students and received by the department, the BSW Admissions Committee reviews applications, and renders a decision. All applicants are subjected to an interview either as part of a group or individual interview, which is determined by the admissions committee. Once admitted, a student receives a Letter of Acceptance with the name of the assigned advisor and contact information, and is scheduled for the next New Students' Orientation held once per semester.
o Students not meeting the minimum criteria but show promise as a social work major as deemed by the Admissions Committee may be admitted on a contingency basis and granted full admission once the criterion/criteria is/are met.

Specific admissions decisions possible:

There are four admission outcomes possible:
1. Student may be admitted as a social work pre-major

2. Student may be formally admitted as a social work major

3. Student may be admitted on a contingency basis as a social work major

4. Student may be denied admission

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

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

Procedures for meeting contingent conditions:

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

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

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

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

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

5.   The student and the academic advisor are notified of the decision by letter.

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.

Credit for Work and Life Experience

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

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

A student transferring into the School of Social Work from another institution must complete the last 30 hours (25%) at FSU. The School of Social Work has a policy of accepting no more than 24 transfer credit hours toward the professional course sequence in the BSW program, for courses taken in another BSW program that is accredited by the Council on Social Work Education, and when the student is in good academic and professional standing. The courses considered for transfer credit include: Introduction to social work (03 credit hours), HBSE I and II (06 hours), Policy I and II (06 hours), Research I and II (06 hours), Cultural Diversity (03), and a social work elective (03), for a total of 27 possible transfer credits.

Considering the programs mission and goals of preparing students for beginning generalist practice first and foremost, as well as to serve rural and military families, all students majoring in social work at FSU must complete the following courses at FSU where this content is provided: Generalist Practice I, II and III (09 credit hours), Intervention and Communication Skills (03 credit hours), Social Work with Military Families (03 credit hours), Professional Development (02 credit hours), the Field Practicum (08 credit hours), and Integrative Seminar (02 credit hours). A social work elective (03 credit hours), and a free elective of 03 credit hours complete the total of 30 credit hours to be taken at FSU.

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

Student Advisement

Upon admission to the BSW Program each student will be assigned a faculty advisor. The advisor/advisee relationship is an ongoing relationship, which continues throughout the student's program of study. The faculty advisor assists the student in navigating the requirements of the program, choice of courses, planning for graduate study, and career considerations. The student's program of study is developed in consultation with the advisor and to register for classes each semester the student must secure access to the electronic registration system from his/her advisor. Advisors maintain a program folder for each advisee through the completion of the degree. Students are expected to maintain a personal advisement folder as well. Faculty advisors are trained in the use of Banner, which provides both students and faculty with information on program requirements, courses taken by the student, and other pertinent data. Students have access to information regarding the courses they have taken and on line registration capability through the Web from the Students Information System.

Selection of course electives requires consultation with student's academic advisor. The BSW Field Coordinator provides advisement specific to entry into field instruction

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

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

Student Evaluation and Performance

Student performance is evaluated in each course using a variety of assessment strategies identified in the course syllabus. BSW students are expected to achieve a grade of "C" or better in all courses. BSW students must attend class regularly and punctually, and are responsible for completing any work due to absences.

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

The FSU grading for undergraduate courses is:

A	92 -100
B	83 - 91
C	73 – 82
D	64 – 72
F	63 – or less (failure)
I	Incomplete
FN	Failing due to Non-Attendance
W	Withdrawal from class
WU	Withdrawal from the University
P	Passing, credit allowed

AU   Auditing

Incomplete grades

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

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 Learning Contract and the Field 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

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

Time Limit for BSW Degree Completion

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

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

BSW Student Association

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

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 of the National Association of Black Social Workers

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

communities at large. Students learn about the field of social work and the roles and responsibilities of social workers.

Phi Alpha Honor Society

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

- Complete 9 semester hours in social work courses
- Achieve a minimum overall 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.

Social Work School Advisory Council

The Social Work School Advisory Council will provide support and guidance to the program. The purpose of the Council is to ensure the provision of a high quality BSW Program and the MSW Program by fostering communication between the BSW Program, MSW Program, and the community. Membership is comprised of social work practitioners,

program directors, policy makers, field instructors, alumni, students, and consumer representatives. The Advisory Council contributions include strengthening curriculum, promoting political support, fundraising, and increasing program visibility. The president of the BSW Club serves as the student representative on the Advisory Board.

Professional Development

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

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

Bachelor of Social Work
Plan of Study – Four Year Plan

Name _____   Banner ID: _____

COURSE	HRS	GRADE	SEMESTER	Or May take	MAY SUBSTITUTE for Transfer from CC
FRESHMAN YEAR - FIRST SEMESTER					
UNIV 110 (2) or 101 (Waived for transfer students)	**1**			NA	ACA 111 and ACA 115
ENGL 110	**03**			NA	**ENG 111**
PHIL 110	**03**			**PHIL 212 or PHIL 220**	**PHIL 215 or PHIL 230**
MATH121	**03**				**MAT 140**
HIST 210	**03**			NA	**HIST 221**
Humanities/Fine Arts (Choose one): **ART 210 or ART 211 ENGL 211 or ENGL 212 ENGL 240 or ENGL 360 ENGL 431 or ENGL 350 HUM 211 or HUM 212 MUSI 210 or MUSI 225**	**03**			**COMM 220 or ENGL 220 or ENGL 250 or ENGL 253 or MUSI 260 or PHIL 210 or RELI 215 or THEA 203**	*(Choose one):* **ART 111 or ART 114 ENG 261 or ENG 262 ENG 131 or ENG 132 ENG 133 or ENG134 HUM 211 or HUM212 MUS 112 or ART 115**
TOTAL	**16**				

COURSE	HRS	GRADE	SEMESTER		MAY SUBSTITUTE for transfer
FRESHMAN YEAR - SECOND SEMESTER					
UNIV 102	**01**			NA	**ACA 115**
ENGL 120	**03**			NA	**ENG 112, ENG 113, or ENG 114**
HIST 211 (US Hist)	**03**			**HIST 100 or HIST 322 or HIST 212 or HIST 110 or HIST 120**	**HIS111 or HIS112 Oo HIS 131 or HIS 132**
MATH 123	**04**			**MATH 126 or MATH 129 or MATH 130 or MATH 130 or MATH 131 or MATH 140 or STAT 202**	**MAT 161**
SOCI 210	**03**			NA	**SOC210**
HEED 112 or Two classes selected from PEDU 100-141	**02**			**FINC 100 or GEOG 110 or PEDU 101 or PEDU 107 or PEDU 112 or PEDU 120 or PEDU 122 or PEDU 130 or PEDU 132 or PEDU 140**	**PED 110 or two PED classes at the 100 level**
TOTAL	**16**				

COURSE	HRS	GRADE	SEMESTER	Or May Take	MAY SUBSTITUTE for Transfer
SOPHOMORE YEAR - FIRST SEMESTER					
PSYC 210 General Psychology	3			NA	**PSY 150 General Psychology**
SPEE 200 Speech	3			NA	**COM 231 Public Speaking**
SWRK 230 Introduction to Social Work	3			NA	NA
BIOL 110 General Biology I or NSCI 120	4			BIOL 130 or BIOL 150 or BIOL 160	**BIO 110 Principles of Biology or BIO 111 General Biology I or BIO 112 General Biology II**
SPAN 110 Elementary Spanish I	3			Will accept 3 credits of FL in the same language.	**SPA 111 Spanish I**
TOTAL	**16**				

SOPHOMORE YEAR - SECOND SEMESTER					
COURSE	HRS	GRADE	SEMESTER	Or May Take	MAY SUBSTITUTE for transfer
POLI 200 or POLI 210	3			POLI 220 or POLI 230 or POLI 332 or POLI 442	POL 120 American Government
ECON 211 or ECON 212	3			NA	ECO 251 Prin. of Microeconomics or ECO 252 Prin. Of Econ
ANTH 210	3			SOCI 150 or SOCI 370 or SOCI 412 or SOCI 470 or GEOG 270 or GEOG 340	
AST 111 or CHEM 140 or CHEM 160 or NSCI 110 or	4			ASTR 112 or CHEM 141 or CHEM 161 and CHEM 162 or PHYS 111 or PHYS 112	AST 151/151A or AST 152/152A or CHM 151 General Chemistry I or CHM 152 General Chemistry II or PHY 110 Survey of Physical Science
SPAN 120 Elementary Spanish II	3			Will accept 3 credit for the same language as above	SPA 112 Spanish II
TOTAL	16				

JUNIOR YEAR - FIRST SEMESTER			
COURSE	HRS	GRADE	SEMESTER
SWRK 310 Statistics for Social Workers	3		
SWRK 330 HBSE I: Infancy to Adolescence	3		
SWRK 340 Social Welfare Policy I: Social Welfare History	3		
SWRK 360 SW Generalist Practice I: Individuals	3		
SWRK 365 Intervention and Communication Skills	3		
TOTAL	15		

JUNIOR YEAR - SECOND SEMESTER			
COURSE	HRS	GRADE	SEMESTER
SWRK 320 Research Methods: Practice Oriented	3		
SWRK 335 HBSE II: Young Adulthood to Old Age	3		
SWRK 350 Social Welfare Policy II: Policy Analysis and Evaluation	3		
SWRK 370 SW Generalist Practice II: Families and Groups	3		
SWRK 375 SW Practice with Military Families	3		
TOTAL	15		

SENIOR YEAR - FIRST SEMESTER			
COURSE	HRS	GRADE	SEMESTER
SWRK 410 Generalist Practice III: Communities and Organizations	3		
SWRK 445 Cultural Diversity	3		
SWRK 435 Senior Seminar: Professional Development	2		
SWRK Elective (220 satisfies ETCE requirement)	3		

COURSE	HRS	GRADE	SEMESTER
SWRK Elective	3		
TOTAL	14		

SENIOR YEAR - SECOND SEMESTER			
COURSE	HRS	GRADE	SEMESTER
SWRK 465 Block Field Practicum	8		
SWRK 475 Integrative Field Seminar	2		
General Elective	3		
TOTAL	13		
Total for the Major	120 Hours		

Other courses that will satisfy ETCE requirement: BADM 220 or CRJC 203 or EDUC 211 or ENGL 232 or ENGL 233 or ETCE 101 or ETCE 102 or ETCE 103 or ETCE 200 or GEOG 270 or HCM 200 or HIST 211 or PHIL 120 or PHIL 212 or PNUR 210 or POLI 150 or SWRK 220

Advisor _____ Total Transfer Credits _____ Total Credits All _____

Comments or advisement notes:

Liberal Arts

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

Professional Sequence

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

Major Course Descriptions:

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

SWRK 310 Social Statistics for Social Workers (3)
Prerequisites: SWRK 230.
SWRK 310 Statistics introduces students to descriptive and rudimentary inferential statistics for social workers. Emphasis is on understanding and calculations of central tendency measures, measures of dispersion and measures relating to the standard normal distribution. It exposes students to the methods of data collection, graphing and summarizing. Students will review basic statistical methods (Descriptive and Inferential Statistics; Measures of

Association), and become familiar with basic parametric and non- parametric techniques. Basic design principles will also be introduced.

SWRK 320 Social Work Research Methods (3)
Prerequisites: All liberal arts foundation courses and SWRK 230, SWRK 310and a social work major. This course is designed to prepare students to be effective consumers and producers of research, and to evaluate their own practice. They learn to read, critically evaluate, and use the research of others to select interventions that are based on evidence. Within this process, the following will be covered: the scientific method for building knowledge for social work practice, ethical standards for scientific inquiry, qualitative and quantitative research methodology, research designs for developing knowledge and systematically evaluating social work practice and human service programs, and the review and utilization of research findings.

SWRK 340 Social Welfare Policy I (3)
Prerequisite: All liberal arts foundation courses and SW 230 and a social work major.
This course is the first of a two course policy sequence. This course focuses on social welfare legislation and the policies, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu which spawns social welfare legislation. Policy I identifies how values from social to personal influence the formulation of social welfare policy. Consideration of definitions and theories on poverty is viewed from both the USA and a global perspective. Social and economic justice for people from diverse backgrounds and those who may be oppressed is discussed.

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

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

SWRK 350 SW Social Welfare Policy II (3)
Prerequisite: SWRK 230 and 340
This course is the second course of the two-course policy sequence and extends the foundation of Social Welfare Policy I by having students apply knowledge obtained from the first policy course regarding rudimentary analysis and begin to employ critical thinking skills to evaluate how policy impacts outcomes for clients. Students develop strategies to achieve social change, and social economic justice for families, groups, and communities.

Emphasis is placed on understanding poverty and the various ways in which our society has responded to it over time. The course explores the interplay between values, political structures, and economic factors, and how these affect social welfare policy development, and create or limit access and availability to social welfare services and programs. Special attention is placed on the differential impact of policies on populations at risk, including women, children, people of color, immigrant groups, older adults, people with mental and physical challenges, and gay, lesbian, bisexual, and transgender individuals.

SWRK 335 Human Behavior in the Social Work Environment II (3)
Prerequisite: Human Biology and SW 330
SWRK 335 is the second of two courses in Human Behavior and the Social Environment (HBSE I and HBSE II). HBSE II traces human development from young and middle adulthood through later adulthood. Gender, gender identity, gender expression, sexism as well as sexual orientation are reviewed in-depth in HBSE II. This course provides knowledge for the assessment of individual human development and behavior and focuses on the biological, psychological, sociological, cultural and spiritual determinants of human behavior. Application of human behavior knowledge to social work practice is applied at the micro, mezzo, and macro levels.

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

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

SWRK 375 Social Work Practice with Military Families (3)
Prerequisite: SWRK 230, 305, 330, 340, 360 and a social work major.
This course is designed to develop the military as a focus which is a central component of the program's mission. Social Work Practice with Military Families emphasizes the

ecological systems perspective and intervention with military families. Content will focuses on the specific needs of military families, the dynamics of the family environment in a transient context, problems encountered, and service needs. It introduces theories, practice and research relevant to families. Emphasis is placed on the socio-cultural forces impacting family structure and functions. The generalist method of social work practice, the problem solving process and the eco-systems theoretical perspective are utilized to provide a conceptual framework for practice with military families. An examination of the unique challenges and opportunities facing veterans, active duty military and their families is explored. Topics include programs and services specific to these populations.

SWRK 410 Social Work Practice III (3)
Prerequisite: Senior Standing and SWRK 230, 305, 330, 335, 340, 350, 360, 370 and a social work major.
Generalist practice with organizations and communities emphasizes theories and strategies for community organization and community development. Students develop an understanding of the definitions, concepts, and roles of communities and community organizations. Major topics include community based planning, advocacy, governance, and residence participation.

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

SWRK 435 Senior Seminar (2)
Prerequisite: Senior Standing and SWRK 230, 305, 330, 335, 340, 350,360, 370 and a social work major.
This seminar course is a bridge between classroom and field. It is a professional development course and requires students to complete a senior portfolio. Understanding that field education is the signature pedagogy for social work, it is essential that students are prepared for and understand the importance of a successful field experience. This undergraduate field seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar environment is for students to process expected field experiences and their capacity to pursue beginning generalist practice. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skills. The seminar is a forum for the exchange of ideas, feelings, and experiences relative to practical issues, professional growth and development, cultural diversity, the helping process, and social work values and ethics. Students will receive systematic feedback to help them critically assess their own development as they transition from classroom to field practicum.

SWRK 465 Block Field Practicum (08)
Prerequisite: Senior standing completion of all courses and other requirements. Open only to social work majors.
This is a supervised field practicum experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses to work with individuals, families, groups, and communities as a beginning generalist. Professional behavior, demonstration of social work ethics, use of the problem solving process, practical application of interviewing and recording skills, use of community resources and knowledge of the agency's fit in the human service delivery system are highlights of the course. Students spend four days per week in a block practicum for a total of 480 clock hours for the semester

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

Minor in Social Work
To complete a minor in Social Work students need to complete the following courses:

SWRK 230 Introduction to Social Work (3)
SWRK 330 HBSE I: Infancy to Adolescence (3)
SWRK 340 Social Welfare Policy I: Social Welfare History (3)
Social Work Electives (9)
Total Hours Required 18

Social Work Course Electives

Course Number	Course Title	Course Credit
SWRK 220	Introduction to Human Services	3
SWRK 380	Health and Social Work	3
SWRK 415	School Social Work	3
SWRK 420	Substance Abuse	3
SWRK 425	Social Work with Families	3
SWRK 440	Social Work with People of Color	3
SWRK 470	Aging and Social Work	3
SWRK 480	Child Welfare Services	3
SWRK 490	Special Topics in Social Work	3

Field Placement

Field education is an integral part of the educational process of the Bachelor of Social Work Program at Fayetteville State University. In field education, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test, and integrate the principles, theories, skills and values presented in the classroom as they work with individuals, families, groups, organizational systems, and communities in the field placement settings. Philosophically, the field education program is oriented toward the application of principles of adult learning and a learner centered teaching model that empowers interns to direct their own learning.

Block field placement is the model used for the BSW program. The interns are at the field placement agency a minimum of four days each week. Students must accumulate a minimum of 480 hours for their block placement. Interns are encouraged to complete additional hours in order to get the best possible experience from the agency setting when possible. Only agencies, which meet Council on Social Work Education (CSWE) standards for educationally, directed field experiences will be used for field placements. Placement agencies will typically be within a 50-mile radius of Fayetteville.

Student Services

Student Photo Identification Card

According to university policy, all students must possess an official FSU Identification Card. Students should obtain ID cards during registration of the first semester in attendance. Cards should be validated at the beginning of each semester. This card should be carried at all times and should be presented when requested by a university official. ID cards are not transferrable. Students found transferring cards are subject to disciplinary action. An FSU ID card is required to access the following services: check out materials from the library, gain admittance to athletic events, 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 labs located in room
214 in the School of Business and Economics Building and the new Department of Nursing Building. The labs offer workshops to students in word processing, spreadsheet, database, and presentation software. There are also two computer laboratories in the Taylor Science Building, Rooms 202 and 201. Taylor Science Room 202 houses the Social Science Teaching Laboratory and Room 20l houses the Research Laboratory, which is designed specifically for faculty and student research. The Department of Psychology also has a computer laboratory in the Knuckles Annex. All faculty and students have access to Citrix, a virtual office for work when not on campus. This includes the micro-soft professional series.

Charles Chesnutt Library

The Charles Waddell Chesnutt Library is the central research facility for Fayettevi1le
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 special features. These include the following: electronic ordering in the acquisitions area; on-line cataloging and circulation system; remote access to its on-line public access catalog; access to Internet; local area network for CD-ROMs; fax machine; computerized information retrieval; audiovisual production; microform reading and copying facilities; computer terminals; microcomputers for users; media listening, viewing, and videotaping capabilities; and small, medium, and large group-study rooms, seminar rooms, and the J. C. Jones Boardroom. There are numerous displays and exhibits throughout the building.

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

use is made of electronic databases and networks in the retrieval of information (e.g., NC LIVE, First Search, and Internet) for use by library users.

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

Hours of Operation, Fall and Spring Semesters:
Monday - Thursday 8:00 a.m. - 11:30 p.m.
Friday 8:00 a.m. - 6:00 p.m.
Saturday 9:00 a.m. - 6:00 p.m. Sunday 1:00 p.m. - 10:00 p.m.

Hours are extended until 12:30 a.m. for midterm and final exams study.

Copying Services

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

Parking

The Transportation and Parking Division of the University Police enforces campus traffic and parking regulations, controls vehicle registration, and coordinates visitor parking for both private and common carrier vehicles. All members of the university community, including students, must register their vehicles. Vehicles must be registered with the Traffic and Parking Clerk between the hours of 8 a.m. and 5 p.m. Monday through Friday. Vehicles may be registered in the fall and spring semesters during class registration. Vehicle registration fees for students are $45, and $10 for each summer session. Parking space is very limited and the purchase of a permit gives a student the right to park on campus, but does not guarantee a space.

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

campus. Such citations must be paid at the Magistrate's Office unless they require a court appearance. Further details regarding traffic and parking may be found by checking the internet or stopping by the Police Department. Questions regarding any aspect of police or transportation and parking services may be directed to the Chief of Police.

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

Cafeteria Snack Bar

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

Services to Students with Disabilities

Fayetteville State University's Center for Personal Development offers personal support to students with disabilities. Working in conjunction with other areas of the university as well as community agencies and organizations, the Center serves to enrich the educational opportunities offered to students with disabilities. Students in need of assistance from the Center should complete the "Services for Students with Disabilities" form and return it to the Center for Personal Development, located in the E. E. Smith Administration Complex, Collins wing, Rooms 114 and 131. The Center is office hours are from 8:00 a.m. to 5:00 p.m. Monday - Friday.

Among the services provided by the center are pre-admission information, orientation, and accessibility information, readers, and note takers. Instructional reading material in large print, Braille, audiovisual equipment, and cassette recorders are available to students upon request. The university is able to acquire text and other books on tape through an annual subscription to Recordings for the Blind and Dyslexic. Voice activated software is being installed on computers in the Charles Chesnutt Library and several of the computer labs across campus. The Chesnutt Library also houses text and microfiche enlargers for use by students with disabilities. WFSS, the campus radio station, carries a program called reading for the Blind. Volunteers read newspapers from various locations across the state and nation as well as novels. The program is also available on the Internet as part of WFSS programming. The program works closely with Social workers for the blind to ensure that the types of services offered are useful to listeners. Students and faculty desiring to do so may volunteer as readers.

Career and Employment Services

The Student Academic Services Center provides advisement and career services a multicultural advocacy and academic program designed to serve as a central location that provides information and services needed by students to perform successfully at the

28

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 located 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, school events, career opportunities, school 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 BSW students; therefore, all BSW students are required to have a personal or FSU email address. Students are responsible for providing the BSW Program's Administrative Support Staff and School Interim Associate Dean 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 <u>strongly encouraged</u> to check their emails on a regular basis.

<p align="center">Policies and Procedures</p>

Credit for Life and Work Not Given

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

National Association of Social Workers Code of Ethics

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

Confidentiality Guidelines

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

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

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

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

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

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

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and

agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

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

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

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

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

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

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

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

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

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

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

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

Class Assignments

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

Grounds for Suspension and Dismissal

BSW students are expected to achieve a grade of "C" or higher in all major courses. A student whose GPA drops below a 2.5 overall, or a 2.75 social work GPA will be placed on academic probation. A student who receives an "F" or a "U" grade in any course will be withdrawn from the program. Additionally, students enrolled in the BSW Program are expected to exhibit professional behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that will place themselves, the BSW program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal from the program.

Other grounds for termination include:

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

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

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

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

Procedures for Termination

- Any faculty member, including classroom instructor, Coordinator of BSW Field Education, field instructor, field liaison, task supervisor, faculty advisor, or faculty liaison can submit in writing to the BSW Program Director a recommendation for terminating the student for one of the above reasons. Upon which:

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

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

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

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

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

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

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

BSW Program Academic Committee Roles

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

- Determine the appropriate sanction for violation.

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

Withdrawal and Readmission

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

Grievances and Appeal

Grade Appeal

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

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

Final Grade Change

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. The instructor, BSW Program Director, Social Work Department Chair, Dean of College and Arts and Sciences, Provost and Vice Chancellor for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The

erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

University Termination of Student Enrollment

The Fayetteville State University BSW (FSU-BSW) program recognizes that under certain circumstances its responsibilities to terminate a student's enrollment from the BSW program for either academic or non-academic performance. The BSW program follows the University and Board of Directors for the University of North Carolina System policies and procedures for academic performance. In addition, FSU-BSW program recognizes its responsibilities to the social work profession to serve in a gate keeping role for professional social workers.

These policies are meant specifically to outline conditions, grounds and procedures for academic, and the non-academic termination of social work students. These policies, grounds and procedures also apply to Social Work student's performance in field education. A Social Work student in field education is most likely to demonstrate behaviors that will provide relevant information regarding their expected and likely performance as professional social work practitioners. Students must be able to demonstrate professional conduct, ethics, knowledge and relationship skills, and must exhibit behavior consistent with the values, ethics, and standards of the Social Work profession.

Upon formal admission to the BSW program the student will receive a copy of the university **Code of Student Conduct Handbook,** BSW Student Handbook, and the NASW Code of Ethics. This information will also be available to potential students on the FSU website. Prior to the finalization of a student's registration, a statement will be signed that they have read, understood, and agree to be bound by the standards noted in these documents. These statements will be kept on file in the student's permanent records. In addition, a mandatory FSU-BSW student orientation meeting is held each fall and spring where these policies, standards and procedures are reviewed and explained.

1. **Academic Termination Policy**
   Academic termination of students will be accomplished in accordance with the policies of Fayetteville State University and the Bachelor of Social Work Program. Termination will include:
   a. Failure to maintain minimum required grades.
   b. Failure to maintain minimum required academic progress.
   c. Failure to follow the professional and ethical standards outlined in the NASW. Code of Ethics for Social Workers, 1996 revised 2008, the FSU Code of Student Conduct, and/or other laws of the State of North Carolina governing the activities of social work students

2. **The Non -Academic Termination Policy**
   A Non - Academic termination will be accomplished for serious violations including one of the following causes:
   A. Violations of the FSU Code of Student Conduct and/or of the NASW Code of Ethics 1996, revised 2008.
   B. Unresolved personal problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee and/or the BSW Program

36

Director will produce major impediments to the Student's functioning as a professional social worker and/or to the safety of the public.

C. Unresolved mental illness or emotional problems which, in the considered professional opinion of the faculty involved and/or the appropriate faculty committee will produce major impediments to the student's functioning as a professional Social Worker and/or to the safety of the public.

D. Documented, recent and/or ongoing illegal substance abuse.

E. The commission of a crime(s), under the laws of the state of NC and the United States that have a bearing on a student's ability or suitability to function as a professional social worker and/or the safety of the public.

F. Other conduct that is unprofessional or improper for professional social workers. This includes, but is not limited to:

   a. Practicing outside the scope of student is social work practice.

   b. Intellectual fraud or plagiarism, in a social work context, outside of class requirements.

   c. Exploitation of a client defined as a breach of a social worker's duty to primarily promote client(s) well-being and that of the larger society as defined in the NASW Code of Ethics 1996, revised 2008d. Failure to obtain informed consent or breach of the duty of confidentiality as defined in the NASW code of Ethics 1996, revised 2008

   d. Activities, in the practice of social work, in support of individuals or groups practicing or promoting any form of unlawful discrimination addressed in the NASW Code of Ethics 1996, revised 2008, including, but not limited to discrimination on the basis of race, ethnicity, national origin, sexual orientation, marital status, age or disability.

3. **The Non - Academic Termination Process**

There are three pathways (d-f) that may be followed in the consideration of violations that may lead to termination or other less stringent disciplinary action:

   A. Informal discussion with the faculty member or field instructor involved.
   B. This may be a verbal or written process. A satisfactory resolution is reached and/ or the issue will be referred to the next step in this process.
   C. The faculty member or field instructor involved investigates an alleged violation, discusses the situation with the student(s) and determines that:
   a. No violation existed.
   b. A violation existed and verbal warning is sufficient.
   c. A violation exists and a written warning is given to the student. The written warning is placed in the student's permanent record. The student has a right of appeal to the next step.
   d. A violation exists and is of sufficient seriousness that the situation is referred to the BSW Academic Committee of the BSW Program, as appointed by the BSW Program Director, for consideration and termination or other less stringent disciplinary action.
   OR

e.   A violation exists and is of sufficient seriousness that the situation is formally referred by the BSW Academic Committee and/or the BSW Program Director's to Fayetteville State University's formal hearing process for termination or other less stringent disciplinary action, or if such formal processes are requested by the student. Thereafter, the judicial and appeals process is conducted according to procedures set up in the FSU code of Student Conduct;

f. A violation exists and is of sufficient seriousness and urgency that the situation is referred to the BSW Program Director to seek an emergency suspension pending a formal university hearing according to the FSU Code of Student Conduct procedures.

School of Social Work Policies and Procedures Related to Termination for Academic Reasons (good standing)

a.   Students in the BSW pre-major must maintain a GPA of 2.5.

b.   Students seeking admission as a BSW major must have a GPA of 2.5

c.   Once admitted to the BSW major, students must maintain an overall GPA of 2.5, and a GPA of 2.75 in all social work courses taken and earn a grade of C or higher.

d. Students falling below the required GPA will receive an academic warning from the Department and will be placed on an academic plan of action for one semester that will be monitored by the advisor.

e.   Students falling below a 2.0 GPA will fall under the authority of the university guidelines.

f. Students violating the NASW Code of Ethics, and/or the Student Honor Code of the University are subject to disciplinary procedures.

Students will be notified of the policies related to academic performance and appraisal of professional performance at several points of contact:

1. The BSW Student Handbook
2. During the admission interview with the BSW Program director
3. During new student orientation
4. The BSW Practicum Handbook
5. Student handbook
6. Course syllabi
7. Within the advisement process

As stated above, there are six methods that the school uses to inform students of the criteria for evaluation of their academic and professional performance. First, the social work application includes a statement about academic and professional performance. Second, during the interview, assigned faculty use a standardized outline. Discussion of academic and professional performance is a routine part of the interview. Third, BSW students will participate in a new student orientation held each semester. At the orientation, the policy will be distributed and students must sign that they understand academic and professional performance expectations. Attendance sheets will be maintained and students who do not attend must attend a make-up orientation. The fourth method that is used to inform students of policies related to academic and professional performance, and the grievance process is the BSW Student Handbook. All policies are included in the BSW handbook. The fifth method used to notify students of the policies related to academic and professional performance, and the grievance process is the course syllabi for each social work course. Each course syllabus has the specific evaluation criteria for both academic and professional

performance. Sixth, students admitted to the BSW program as pre-majors and majors are immediately assigned to a social work faculty advisor. Faculty advisors apprise students of the policies and procedures around academic and professional performance. Advisors will meet with students at least once per semester, and will monitor their progress.

Written Complaint Procedure

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

Academic Complaints:

1. BSW Program Director
2. Social Work Interim Associate Dean
3. Dean of the School/College
4. Provost and Vice Chancellor for Academic Affairs

Non-Academic Complaints:

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

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

Human Subjects Guidelines

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

Fayetteville State University, in compliance with Federal regulation, title 45 Code of Federal Regulations Part 46 (June 18, 1991) established Policies and Procedures for the Protection of Human Research Subjects. This policy and procedures apply to all research involving human

subjects conducted under the auspices of a department, school, or research unit, regardless of funding status.

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

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

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

University Policy on Affirmative Action

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

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

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

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

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

Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, and privileges of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability.   A

student, employee, applicant or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director for the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301-4298.

Policy on Sexual Harassment

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

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

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

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

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

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic or student status, or

2. submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual, or

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

Sexual harassment often occurs in situations in which one person has power or authority over another (teacher-student, supervisor-staff, and administrator-faculty). It can also occur among

peers (student-student, staff-staff. faculty-faculty, etc.). Sexual harassment may involve members of the opposite sex or members of the same sex.

Definitions:

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

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

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

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

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

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

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

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

Sexual Harassment Mediators

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

Complaint Procedures

STEP 1: CONSULTATION.

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

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

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

STEP 2: INFORMAL CONFERENCE

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

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

STEP 3: FORMAL CONFERENCE

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

(1)   the Athletic Director (or designee) if the subject is a coach or an assistant coach;

(2)   the Vice-Chancellor for Student Affairs (or designee) if the subject is a student:

(3)   the Dean, if the subject is a faculty member or a non-faculty employee in an academic unit.

(4)   the Vice Chancellor (or designee) in charge of subject's unit if the subject is employed in a non-academic unit;

(5)   the Vice Chancellor for Academic Affairs (or designee) if the subject is a Dean; or,

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

STEP 4: APPEAL PROCESS

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

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

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

Appendices

A.   Pre-Major Application for Social Work

B.   Major Application for Social Work

C.   National Association of Social Workers Code of Ethics

D.   Council on Social Work Education: 2015 Educational Policy and Accreditation

      Statement

E.   NASW Standards for Cultural Competence in Social Work Practice

Appendix A: Pre-Major Application for Social Work

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

BACHELOR OF SOCIAL WORK PROGRAM
Pre-Major Application

Please print or type.

Banner ID Number:

DOB (DD/MM/YYYY)   Name (First and Last)

Email

Address (Street Number, Name, City, State, Zip Code)

Cell Phone   Secondary Phone

Academic Information

Classification: ☐ Freshman   ☐ Sophomore

Total hours of credits completed to date:

I know that I must maintain a GPA requirements of 2.5   ☐ Yes   ☐ No

Current GPA:

Copies of up-to-date transcripts from all educational instuitions attended).   ☐ Yes   ☐ No

Essay: Why I would like to become a social worker? (In two pages, typed, double spaced)   ☐ Yes   ☐ No

Gender: ☐ Male   ☐ Female

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

_____   _____
Signature   Date

46

Appendix B: Major Application for Social Work

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

BACHELOR OF SOCIAL WORK PROGRAM
Application for Admission

The following documents are necessary to complete the program application:
☐ Application (incomplete applications will not be considered)
☐ Personal Narrative
☐ Two References
☐ Copy of Transcript – unofficial (FSU students can get a copy from Student Records on Banner)

(Please print or type)   Date: _____

Program Information

| Are you a full-time or part-time student? | ☐ Full time (12 hours or more) ☐ Part time (less than 12 hours) | Current semester: | Fall   20_____ Spring   20_____ Summer 20_____ |

Personal Information

Name _____ _____   Banner ID #_____
          Last   First   Middle

Address _____
          Street and number   City   State   Zip Code

Telephone _____
          Home   Work   Mobile

Email(s)   _____

Personal Narrative

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

❖ Why do you seek a degree for a career in social work?

❖ What notable qualities do you regard as your strengths for entry into social work?

❖ What qualities might you regard as personal limitations for entry into social work?

❖ What interests, motivations and experiences do you have that would establish suitability for the social work profession?

❖ Address your academic background – describe in your own words any academic or transcript challenges that may affect you in the program.

❖ What experience(s) have you had dealing with people that have backgrounds that are different from yours?

47

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

Date of birth: _____   Gender: ☐ Male   ☐ Female

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

Employment and Volunteer Experience

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

Name of Employer/ Agency: [_____]   Position [_____]

☐ Paid Employment   ☐ Volunteer Experience

Date Started (MM/YYYY)   Date Ended (MM/YYYY)   Hours Per Week
[_____]   [_____]   [_____]

Population Served:
[_____]

Duties and Responsibilities:
[_____]

Name of Employer/ Agency: [_____]   Position [_____]

☐ Paid Employment   ☐ Volunteer Experience

Date Started (MM/YYYY)   Date Ended (MM/YYYY)   Hours Per Week
[_____]   [_____]   [_____]

Population Served:
[_____]

Duties and Responsibilities:
[_____]

*The BSW Program does not give course credit for prior work or volunteer experience.

Admission Requirements

Please check that you have met the following requirements for application to the BSW Program.

☐	Cumulative GPA of 2.5 or higher	Current GPA: _____
☐	Completion of at least 64 credit hours	Number of hours completed: _____
☐	Completion of the following core curriculum courses with a grade of C or better (See Plan of Study)	
☐	Attendance of BSW Orientation	Date of Orientation: _____

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

Background Information

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

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

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

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

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

BSW Applicant Agreements

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

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

Signature   Date

☐	☐

Return completed application form together with personal narrative, two references and a copy of transcript to:
By Mail:
Fayetteville State University
Department of Social Work BSW Program
1200 Murchison Road
Fayetteville, NC 28301

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

On Campus: Lauretta J. Taylor Building, Room 225
* Applications are accepted on a continuous basis.

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

50

workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles al1 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.

<div align="center">

Ethical Standards

</div>

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

57

information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

59

(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.

63

(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

67

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).

72

Appendix D: Council on Social Work Education: 2015 Educational Policy and Accreditation Statement

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

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

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