



**METHODIST UNIVERSITY**

5400 Ramsey Street • Fayetteville, NC 28311-1498 • (910) 630-7394 • Fax (910) 630-7679

---

**SOCIAL WORK PROGRAM**

# **Methodist University**

## **Social Work Program Student Handbook**

“Treat people as if they were what they ought to be, and help them to become what they are capable of being.”

Johann Wolfgang von Goethe



## METHODIST UNIVERSITY

5400 Ramsey Street • Fayetteville, NC 28311-1498 • (910) 630-7394 • Fax (910) 630-7679

---

### SOCIAL WORK PROGRAM

Dear Social Work Major:

This handbook is designed to help you understand the requirements for the Social Work major at Methodist University. If you have questions about the profession of Social Work or the major, please talk with me. Social Work is a rewarding occupation, and one that is expected to show continued growth during the 21<sup>st</sup> century. You can work in a variety of settings with a major in Social Work, and it is an ideal profession through which you can express your desire to help others.

Our Program is accredited by the Council on Social Work Education (CSWE). Our major leads to the Bachelor of Social Work (BSW) degree. The Department offers quality preparation for entry-level generalist practice with individuals, families, groups, communities, and organizations. You will graduate prepared to work with many types and sizes of client systems. You will graduate with professional knowledge, values, and the skills necessary to advocate for social and economic justice.

Social Workers are employed in public, non-profit, and private agencies such as nursing homes, hospice, hospitals, centers serving children and older persons, domestic violence programs, mental health centers, schools, residential treatment programs, government agencies, substance abuse rehabilitation and treatment agencies, courts, and many other settings. Some Social Workers take jobs in private industry, employee assistance programs, or enter fields such as the ministry or law. Over half of our graduates have chosen to obtain advanced degrees in Social Work. Our graduates are now working in many states and foreign countries.

This handbook is designed to answer many of your questions about Social Work as a profession and as a major. As a Methodist University Social Work graduate you will be joining a group of outstanding individuals who are committed to excellence in Social Work. You will find our program warm, supportive, and friendly. You will be challenged academically and equipped with the necessary tools to serve our clients as world changers. The faculty and staff of the Social Work Department stand ready to help you in every way possible. Best wishes to you as you pursue your degree in Social Work.

Sincerely,

*George E. Hendricks*

George E. Hendricks, Ph.D.  
Chair, Social Work Department  
Methodist University

## TABLE OF CONTENTS

Methodist University Mission Statement .....	5
About the Social Work Profession .....	5
Purposes of Social Work.....	5
A Brief History of our Program .....	6
Methodist University Social Work Program Mission Statement.....	7
Conceptual Model: Generalist Social Work Practice .....	7
Goals of Methodist University Social Work Program .....	7
Program Objectives.....	7
Credit for Life and Work Experience Not Given .....	8
Transfer of Credit .....	8
Declaring a Social Work Major.....	9
Formal Admission to the Program .....	9
Denial or Termination of Admission to the Program .....	11
Procedure for Dismissal from the Program.....	12
Grievance and Appeal.....	12
Expectations of Program Majors .....	12
Professional Standards Policy .....	13
Social Work Department Attendance Policy .....	15
Social Work Department Writing Policy .....	16
Recommended Sequence of Courses for the BSW Degree.....	18
Requirements for Graduation.....	20
The Social Work Curriculum .....	25
Introduction to Social Work .....	25
Human Biological Systems .....	27
Professional Writing and Critical Thinking .....	28
Human Behavior and the Social Environment .....	29

Helping Processes .....	32
Research .....	34
Diversity.....	35
Social Welfare Policy and Services .....	35
Practice Methods .....	38
Field Education .....	42
Evaluation of Performance.....	45
Social Work Program Grading Scale .....	46
Affirmative Action/Non-discrimination .....	46
Methodist University Statement on Sexual Harassment.....	47
Advisement .....	52
The Social Work Club .....	53
Phi Alpha-Eta Rho Chapter-National Social Work Honor Society .....	54
Sigma Omega Chi.....	54
Student Awards.....	54
Graduate Schools and Career Planning and Placement Office .....	54
Social Work Program Application Criteria.....	55
Application for Admission to Social Work Program .....	56
Recommendation for Admission to Social Work Program.....	58
SWK Dept. Student Admission Code of Conduct .....	59
BSW Checklist .....	60
Constitution of the Social Work Club .....	61
By-Laws of the Phi Alpha Honor Society .....	63
Social Work Program Faculty.....	65
CSWE Curriculum Policy Statement.....	67
NASW Code of Ethics .....	77
Methodist University Social Work Program Requirements/Course Descriptions .....	90
Some Things Potential Social Work Majors Need to Know .....	95

## **METHODIST UNIVERSITY MISSION STATEMENT**

Methodist University, historically supported by the North Carolina Annual Conference of the United Methodist Church, owes its origin and values to the life and teachings of Jesus Christ. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's Programs are based on the conviction that a liberally-educated person is sensitive to the needs and rights of others. Methodist University affirms the importance of intellectual values and ethical principals such as truth, virtue, justice, and love. The University community seeks to develop whole persons who will contribute substantially and creatively to the professions and to civic life. Therefore, Methodist University provides opportunities for spiritual, academic, and social growth, to the end that students may acquire enlightened minds and responsible spirits, as well as a continuing thirst for knowledge.

The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate Programs that complement the undergraduate Program; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.

## **ABOUT THE SOCIAL WORK PROFESSION**

Professional Social Work at the baccalaureate level is designed to prepare individuals with the knowledge, values, and skills for entry-level generalist practice with individuals, families and groups, organizations, and communities. The Social Work Program seeks to prepare graduates who are committed to social and economic justice for all people, particularly those who are oppressed. In addition, the Social Work Program prepares students to work with diverse populations in a variety of settings. To fulfill these goals, the Social Work Program offers a carefully designed curriculum that includes an internship in a Social Work agency under the supervision of an experienced practitioner.

Professional Social Work education is offered at the baccalaureate level, the master's, and doctoral degree levels. Our Program offers the Bachelor of Social Work Degree (BSW). Graduates of our Program may be accepted into a Master of Social Work (MSW) Program with advanced standing. Advanced standing students are individuals who have graduated from accredited Bachelor of Social Work Programs, and upon acceptance to an accredited Master of Social Work Program, may be awarded credits toward completing their degree.

Social Work is a profession that will continue to offer numerous employment opportunities in the years ahead. It is a profession that will allow you to help others, to create the kind of world in which we all wish to live, and to find great personal satisfaction. It is also one that is flexible and offers job opportunities for full-time and part-time employment in a wide variety of settings around the country and abroad. It is a profession of which you can be proud.

## **PURPOSES OF SOCIAL WORK**

The Social Work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional Social Workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The purpose of Social Work education is to prepare competent and effective professionals, to develop Social Work knowledge, and to provide leadership in the development of service delivery systems. Social Work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social Work education enables students to integrate the knowledge, values, and skills of the Social Work profession for competent practice.

The profession of Social Work is based on the values of services, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of Social Work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, preventing and alleviating distress, and developing resources.
- To formulate and implement social policies, services, and Programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance Social Work practice.
- To develop and apply practice in the context of diverse cultures.

## **A BRIEF HISTORY OF OUR PROGRAM**

Social Work courses were first taught under the sociology major in 1974, and in 1975, Social Work was offered as a free-standing major. Courses were developed in response to the demand for an increasing number of jobs in social and human services in a region rapidly changing from agrarian and rural to a more urban setting. The Fayetteville area was attracting increasing industry, retirement communities, and younger families. In 1981 Ms. Ann Davis, the first full-time MSW, was hired to direct the Program, which she did for five years. In 1986, following Ms. Davis's retirement, Ms. Emily Seamon, MSW was hired as Social Work Program Director. In 1991 Ms. Terri Brown, MSW, joined the faculty as Field Education Coordinator, and the second full-time faculty member. A commitment was made by the University to develop the Social Work major into a professional Program serving the needs of the region. The Program was reaccredited in 2001 for eight years. Dr. Bonita Belcastro, a Ph. D. in Social Work assumed the Program Director responsibilities in the fall of 2003. Deborah Murray served as Interim Chair during the 2005-2006 academic years. Dr. George Hendricks currently serves as the Department Chair. The Program has grown by spring 2007 to include 80 majors.

The School Social Work Program has been popular at Methodist University for many years. In the spring semester of 2005, five of our Social Work Program graduates chose to pursue licensure in the field of School Social Work. The relationship between the Social Work Program and the Methodist University Education Department creates an environment that fosters participation in the School Social Work area.

The Social Work Program seeks to prepare students for entry-level generalist practitioners for professional Social Work practice with individuals, families, groups, organizations and communities of various sizes and types. The Social Work Program prepares students for general practice while combining a strong Liberal Arts education with professional preparation. This is a logical and appropriate outgrowth of the University's mission statement. The University mission statement presents a series of attributes that are seen as desirable outcomes of the liberally educated person. The basis of this belief is that such persons have developed the ability to be flexible, to understand their world, to think critically and to integrate knowledge in order to be effective citizens and professionals.

## **METHODIST UNIVERSITY SOCIAL WORK PROGRAM MISSION STATEMENT**

The mission of the Social Work Program at Methodist University is to pursue human well-being and the alleviation of oppression and poverty through the education of competent entry level professional generalist Social Workers for service to individuals, families, groups, organizations, and communities, with special attention to the people of Cumberland County, North Carolina and its adjacent areas.

## **CONCEPTUAL MODEL: GENERALIST SOCIAL WORK PRACTICE**

Generalist Social Work practitioners possess a broad range of knowledge, critical thinking, and culturally sensitive practice skills based on ecosystems theory and the strengths perspective. They assume a variety of Social Work roles from one field of practice to another. They are committed to professional values and ethical practice standards based on principles of human rights and social justice, particularly concerning populations at risk. Generalist Social Work practice consists of assisting individuals, families, groups, and larger systems to work on change which promotes the best possible relationship between people and their environment. Generalist Social Workers intervene with organizations to enhance the responsiveness of resource systems, advocate for social policies to ensure the equitable distribution of resources, research aspects of Social Work practice, and integrate direct practice with social policy.

## **GOALS OF THE METHODIST UNIVERSITY SOCIAL WORK PROGRAM**

The Program's goals are:

1. to prepare graduates for competent entry-level generalist practice grounded in the profession's history, purposes and philosophy and based upon the knowledge, values, and skills of generalist Social Work practice.
2. to prepare graduates for practice with diverse populations, with special attention to the people of Cumberland County, North Carolina and its adjacent areas with an emphasis on the strengths as well as the complexities of diversity.
3. to prepare graduates for continuing education and further personal and professional development for the betterment of the profession and the community.
4. to prepare graduates who are committed to the ethics and values of the profession, to social and economic justice, and service to oppressed and at-risk populations.

These goals of the Social Work Program of Methodist University are designed to prepare graduates who can draw upon a liberal arts foundation and utilize critical thinking skills, problem solving methods, and professional knowledge, values and skills guided by professional ethics, to accomplish the purposes of Social Work as put forth by the CSWE Education policy 1.1.

These Program goals are consistent with and derived from the mission and purpose of Methodist University, the Program Mission, purpose of the Social Work profession and the purpose of Social Work education.

## **METHODIST UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES**

The Program's objectives stem from its mission and goals. After completing the BSW degree requirements, graduates will have the ability to:

1. Apply critical thinking skills to professional Social Work practice.
2. Practice within the context of Social Work's professional values, ethics, and principles.

3. Practice without discrimination related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of social change that promote social and economic justice.
5. Understand and be able to discuss the history of the Social Work profession and its contemporary structures and issues.
6. Apply knowledge and skills of generalist Social Work practice with systems of all sizes, with special attention to the people of Cumberland County, North Carolina and its adjacent areas.
7. Apply knowledge of bio-psycho-social factors that affect individual development and behavior across the lifespan, and use empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. Analyze the effects of social policy and understand methods to influence policy decisions.
9. Evaluate research studies and apply findings to practice and be able to evaluate one's own practice.
10. Use communication skills appropriately and effectively to interact with clients, colleagues, and members of the community.
11. Use supervision effectively to enhance generalist Social Work practice.
12. Function within the structure of organizations and seek appropriate organizational change.

## **CREDIT FOR LIFE AND WORK EXPERIENCE NOT GIVEN**

Students will not receive academic credit for life experience or previous work experience in whole or in part in lieu of the Field Education or courses in the professional foundation area.

## **TRANSFER OF CREDIT**

The University's registrar determines transfer of credit from other institutions. The University permits credit to be given by CLEP examination for courses in the liberal arts/general education core. No credit is given solely by examination for any course in the professional foundation. All Social Work courses must be completed in their entirety. Transfer of credit to meet Social Work major requirements is determined by the Chair of the Social Work Department in consultation with the Registrar. Transfer students from accredited Programs are admitted into the Social Work Program in the same manner as other students.

Students requesting Social Work credit from other accredited Social Work Programs should submit catalogue descriptions, course syllabi, and any other relevant supporting documentation of course content, along with copies of their transcripts, to the Chair of the Social Work Department. The Chair of the Department will consult with faculty teaching in the specific area for which credit is requested to determine whether courses taken in the accredited Program are equivalent. The faculty will evaluate course syllabi including objectives, content outline, learning exercises, theoretical frames of reference, assignments, bibliographies, catalogue descriptions, and other relevant material provided to make the determination. The student may be asked to submit an essay or take an examination to determine they have mastered the content for which credit is being requested. Examination will be permitted only for courses for which the student has been enrolled in the previous institution and only at the discretion of the

faculty. The Social Work Department does not accept transfer credit of Social Work courses from an unaccredited Social Work Program.

## **DECLARING A SOCIAL WORK MAJOR**

Admission to the Social Work Program is not based solely on academic performance. Students are first admitted to Methodist University. Criteria and process for admission can be found in the Methodist University Academic Catalogue. The student declares a major in Social Work for purposes of advisement either at the time of admission to Methodist University or thereafter by submitting a completed Declaration of Major form to the Registrar. After students are admitted to the major, they need to request an adviser in the Social Work Department. Social Work faculty are available to discuss Social Work as a profession, requirements of the major, and/or career interests.

Once an adviser is assigned, the student and adviser meet at institutionally scheduled intervals during the fall and spring semester to pre-register for the following semester. The adviser is available at other times and the student need only schedule an appointment at a mutually convenient time. Social Work Faculty advisers assist majors with scheduling their academic core and professional Social Work courses, offer career advisement and are available to offer information and answer questions about Social Work as a profession.

Students interested in admission to the Social Work Program are advised to complete the majority of core liberal arts and general education requirements during their first two years. The student must apply for admission to the Program after completing Introduction to Social Work (SWK 231), Human/Biological Systems (SWK 235), Professional Writing and Critical Thinking (SWK 240), and Helping Processes (SWK 315). Admission to the Program is required before a student can enroll in practice courses (SWK 420 and 424).

## **FORMAL ADMISSION TO THE PROGRAM**

Students must be formally admitted to the Program to complete the BSW degree. The admissions process is designed to help the student decide if she/he wishes to pursue a career in professional Social Work. It is also designed to assist the Program in deciding whether the applicant is a suitable candidate for the profession. The goal of the Social Work Program is to prepare entry-level generalist Social Workers who are academically, behaviorally, and ethically suited to the practice of Social Work. Therefore, a formal admissions process is required of all students who plan to graduate with a major in Social Work. Admission to the Program is required before the student can enroll in practice courses, (SWK 420 and SWK 424).

This process is as follows:

1. The student must complete at least 50 percent of the liberal arts/general education core required of students for the BSW degree. Therefore, students should apply for formal admission to the Social Work Program by the beginning of their junior year.
2. The student must have achieved a minimum cumulative GPA of 2.0 in core classes and a 2.5 GPA in all Social Work course work completed at Methodist. The 2.5 in Social Work includes the following courses: CSC 100, MAT 220 (PSY 250, or SOC 220), PSC 151, PSY 101, SOC 151, SWK 231, SWK 235, SWK 240, SWK 315, PSY 341, SWK 300, SWK 302, SWK 332, SWK 350, SWK 370, SWK 372, SWK 420, SWK 424, SWK 475, SWK 480. Transfer students may be considered provisionally and undergo review at the end of an academic year. Transfer credits for all courses except the Social Work major, are determined by the Registrar. Transfer of Social Work course credits is determined by the Chair of the Social Work Department in consultation with Social Work Department faculty.

3. The student must have completed SWK 231: Introduction to Social Work, SWK 235: Human/Biological Systems, SWK 240: Professional Writing and Critical Thinking and SWK 315: Helping Processes with a grade of "C" or higher. A student who receives a grade of "C-" or below in any of these courses must retake the course and complete it successfully with a grade of "C" or better before applying for admission to the Program. In addition, students must receive a grade of C or above in ENG 101 and ENG 102, or their equivalent, before applying for admission to the Program.

4. The student completes all materials found in the "Application to Social Work Program" available in this manual or from the Department secretary. It is the responsibility of the student to complete this information and submit it to the Chair of the Social Work Department by the deadline. **THE DEADLINE TO APPLY FOR ADMISSION TO THE SOCIAL WORK PROGRAM FOR THE FALL SEMESTER IS THE FIRST FRIDAY IN SEPTEMBER. THE DEADLINE TO APPLY FOR ADMISSION FOR THE SPRING SEMESTER IS THE FIRST FRIDAY IN FEBRUARY.**

5. The application packet includes information about the student, an application narrative containing a statement of reasons for wishing to enter Social Work, and three recommendations. Two of the three recommendations must be from members of the University faculty outside the Social Work Department who has (have) taught the student in class. The packet also includes an evaluation of the student by the faculty member who taught the student in SWK 231 which includes an assessment of a) written and oral skills, b) academic ability, and c) motivation for the profession. The student may see the recommendations at or after the admissions review if access has not been waived. Students may submit additional recommendations if they wish. The final item in the packet is a transcript of the student's work, which is issued by the registrar. When the application is completed, the student will be notified by letter to meet with the Department's Admissions and Academic Standards Committee. The Committee consists of four full-time members of the Social Work faculty and one person outside of the Social Work Department. The meeting is scheduled in advance and usually held in a campus conference room or similar private meeting room.

The following are included in the meeting agenda. Additional items may be included, in accordance with the needs of the student or concerns and interests of the faculty.

1. The student will present an oral response to the question, "Why do you wish to enter the Social Work profession?"
2. The application for admission form will be reviewed with the student.
3. The student's academic performance will be discussed, including oral and written communication skills.
4. The behavioral, ethical, and academic expectations involved in the Social Work Program will be clarified.
5. Grounds for dismissal from the major will be reviewed.
6. Requirements for continuance in the Program will be discussed.
7. Grievance and appeal procedures will be explained.
8. The advisement process and any special needs of the student will be reviewed.
9. Specific issues or concerns that may have an impact on the student's ability to successfully complete the major will be discussed.
10. Students will be offered an opportunity to have any questions answered or procedures clarified.

11. The student will be notified by letter stating his/her admission status within a specified time frame.

Following this meeting with each student applicant, the Admissions and Academic Standards Committee will meet. One of the following three decisions will be made:

1. The student will be fully admitted to the Program and notified by letter.
2. The student will be admitted to the Program on a provisional basis if the Committee believes the student has areas of performance that need to be remedied prior to full formal admission. The Committee will identify specifically what the areas of concern are, advise the student in writing as to what must be done and provide a timeline by which they must be completed to gain full formal Admission to the Program.

**NOTE:** The status of students who are admitted provisionally will be reviewed each subsequent semester, spring and fall, by the Committee. Students may remain on provisional status only for one full academic year or two semesters. At this time, the student must be denied admission or be fully admitted to the Program.

3. The student can be denied Admission to the Program. In this case, the student will be sent a full explanation as to why the action was taken and will be referred to the career counseling or personal counseling services of the University. Students must appeal the decision within 30 days of receiving the decision from the Admissions and Academic Standards Committee. Students should follow the Department's grievance and appeal process.

## **DENIAL OF ADMISSION TO OR TERMINATION FROM THE PROGRAM**

Reasons for denial of admission or termination from the Program include, but are not limited to the following:

1. Active substance abuse.
2. Emotional disorder severe enough to pose a risk of harm to self or others.
3. An illness or condition sufficient that the tasks of the job cannot be completed satisfactorily at the time, even when accommodation is provided according to the Americans with Disabilities Act.
4. Expressed attitudes or behaviors that are in contradiction to the NASW Code of Ethics.
5. Inability to communicate at a required professional level verbally or in writing.
6. Failure to attain or maintain academic requirements.
7. Violation of the Methodist University Honor Code.

The admissions process is designed to help both the student and the Department determine suitability for a career in Social Work. Time and experience have shown that some individuals are poor candidates for professional Social Work careers. Students will be offered referral to appropriate vocational or personal counseling. This ensures protection of the student's right to fair and impartial treatment.

## **PROCEDURE FOR DISMISSAL FROM THE PROGRAM**

Failure to maintain requirements may be grounds for dismissal from the Program at any time prior to graduation. The student will be notified in writing of any threats to his or her standing in the Program and a hearing scheduled. Hearings regarding possible academic or disciplinary dismissals will follow these guidelines:

1. The student will be notified in writing of the concern that could lead to dismissal.
2. The student will meet with the Admissions and Academic Standards Committee or, if in Field, the Field Coordinator and Field Instructor.
3. If the student is dismissed from the Program, the decision may be appealed as noted in the process or appeals.

## **GRIEVANCE AND APPEAL**

Students denied admission to the Program or terminated from the Program may appeal. The process of appeal follows:

1. The student will notify the Chair of the Department of Social Work in writing of their wish to appeal the decision of the committee within 30 days of receiving the decision;
2. The student will be scheduled to meet with the Committee at a time mutually convenient to both, and the concerns of student and Committee can be discussed. The Committee will meet after the student has departed and will either maintain the decision or make a new determination of status. The student will be notified in writing of the decision; and
3. If the denial is upheld, the student may appeal the decision first to the Chair of the Department of Social Work. If not satisfied with the decision of the Department Chair, the student may then appeal, in writing, to the Dean of School of Public Affairs. If not satisfied with the decision of the Dean of the School of Public Affairs, the student may then appeal in writing to the Vice-President for Academic Affairs. The final appeal is made in writing to the President of Methodist University.

Students must meet specified criteria to remain in the Program and may be terminated from the Program for failing to meet behavioral or academic standards. Academic standards include the maintenance of a 2.0 cumulative GPA, a 2.5 in the major and a grade of a "C" or better in all Social Work courses. Behavioral standards involve adherence to the NASW Professional Code of Ethics, standards of the University, Honor Code of the University, and requirements for attendance and performance in all Social Work courses and Field Education.

## **EXPECTATIONS OF PROGRAM MAJORS**

All students who are admitted to the Social Work Program are required to:

1. Maintain a cumulative 2.0 GPA in all course work.
2. Earn a grade of a "C" or better in all Social Work courses and ENG 101 and ENG 102 or their equivalent.

3. Maintain a 2.5 GPA in the major with no grade lower than a “C” in any Social Work course.
4. Attend classes and Field Education on a regular basis.
5. Abide by the Methodist University Honor Code.
6. Adhere to the Professional Standards Policy of the Social Work Department (p.12 – 15).

## **PROFESSIONAL STANDARDS POLICY**

The Social Work Department of Methodist University is a professional education Program. Therefore, the faculty has a responsibility to the standards of the profession, to the students, and ultimately to the clients our students are being educated to serve. It is with these obligations in mind that the student standards of conduct have been instituted.

The intent of these standards is to assist students in the following areas:

1. Understanding and adhering to professional standards.
2. Adherence to values/ethics of the Social Work field.

The standards and criteria are based on numerous sources: Council on Social Work Education (CSWE), National Association of Social Workers (NASW) Code of Ethics (see appendix), Social Work Journals, and Social Work Department policies at other universities.

### **Professional Standards**

The Council on Social Work Education requires that Social Work Programs have policies and standards to determine if students are competent and will be able to work in the field. What follows are the professional standards with areas of concern which may indicate that a student is unable or unwilling to follow the standards of the NASW Code of Ethics and /or those standards deemed appropriate by the Department of Social Work. The following is not intended to be all-inclusive and may be amended by the faculty.

### **Performance**

#### Standard:

- Plans and organizes work effectively
- Turns in completed assignments on time
- Makes arrangements for his/her special needs
- Attends class regularly

#### Indicators of Concern

Appears to demonstrate a pattern of:

- Poor organization skills
- Requests for extensions on assignments and exams
- Turning in assignments late or incomplete
- Multiple absences from class per class syllabus
- Multiple absences from field placement

### **Conduct/Behavior**

#### Standard:

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays

- Shows respect for others' opinion
- Is open to feedback from peers/faculty
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and populations-at-risk
- Conducts him/herself according to the NASW Code of Ethics

Indicators of Concern:

- Appears to create conflict in class which impedes learning and/or building effective relationships
- Uncooperative/unwilling to participate in class activities
- Consistently late for class or leaves early
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks
- Appears unwilling/unable to accept feedback
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Discriminatory behavior or harassment towards others on the basis of race, gender, color, age, creed, ethnics or national origin, political orientation, sexual orientation, disability, and populations-at-risk.
- Unethical professional behavior (e.g. sexual contact with a client)
- Academic dishonestly

**Emotional Self Control (Self-Understanding)**

Standard:

- Uses self-disclosure appropriately (e.g., student seems to have an understanding and has resolved the issue he/she is sharing)
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Understands the effect of one's behavior on others

Indicators of Concern:

- When engaged in self-disclosure, the student appears to be working through unresolved issues
- The student appears to overreact to, or resent feedback (e.g., takes it personally)
- Appears unable/unwilling to control emotional reactions
- Faculty concern regarding possible alcohol/drug abuse, mental health issues
- Verbal threats directed at clients, faculty, staff, or students
- Demonstrates impaired judgment, decision-making, or problem solving skills
- Consistent failure to demonstrate ability to form effective client/Social Worker relationship (e.g., shows judgmental attitude)

**Communication Skills**

Standard (Written):

- Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations correctly

- Demonstrates ability to write effectively in records
- Shows a command of the English language
- Demonstrates use of critical thinking skills
- Proofreads all written assignments

Indicators of Concern:

- Written works are frequently vague, demonstrate difficulty in expressing ideas clearly and concisely
- Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make an effort to show improvement
- Appears to have plagiarized the work of others (students, internet, published work with no citations)

Standard (Verbal):

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Has the ability to communicate clearly
- Has working proficiency of the English language even when English is not the student's primary language

Indicators of Concern:

- Appears to have difficulty expressing him /herself when speaking
- Difficulty communicating so that others can hear or understand
- Lacks a working proficiency of the English language when communicating

## **SOCIAL WORK DEPARTMENT ATTENDANCE POLICY**

All Social Work courses are preparation for professional practice. This means that excessive absences, tardiness, and early departures will not be tolerated any more than such behaviors would be tolerated in the work world.

The Academic Catalogue gives a faculty member permission to enforce a more rigorous attendance policy than what is stated in the catalogue. The catalogue also states that the attendance policy for 200, 300 & 400 level courses is at the discretion of the individual faculty member. The faculty members of the Social Work Program choose to implement a more rigorous attendance policy.

Optimal learning cannot take place unless a student is present during class sessions. For that reason, students are expected to attend class, arrive to class on time, and to stay for the duration of the class. One must recognize that commitment to a goal (in this case learning) is important. Attending all classes constitutes a commitment to learning.

One (1) bonus points will be added to the final grade of all students with no absences. Each absence beyond the following:

Monday, Wednesday, Friday	3 absences
Tuesday & Thursday	2 absences
One day a week classes	1 absence
Evening (pm) courses	1 absence
Summer School courses	0 absences

will result in a deduction of 3 points from the final semester's grade average.

Late arrivals disrupt the class and makes it difficult for others to learn. It also demonstrates a lack of respect for the instructor and other students in the class. Late arrivals must be followed up with the instructor, after class, or they will automatically be recorded as an absence.

It is the student's responsibility to make up missed coursework and assignments, regardless of the reason for the absence. University policy requires that students missing 20% of the classes be dropped from the course.

## **SOCIAL WORK DEPARTMENT WRITING POLICY**

Writing is a major part of the Social Work profession. The APA style is required for all Social Work courses. The student must use the APA style as demonstrated in the APA Manual, 6<sup>th</sup> Edition. Failure to use the APA style will result in points being taken off any papers written in Social Work courses.

### **All papers written in class must meet the following standards:**

- **Structure:** Identifiable purpose or thesis statement, logical organization, transitions between paragraphs, ample paragraphs, and effective summary or conclusion.
- **Content:** Significant content related to purpose of paper, appropriate content to support the purpose of the paper or the thesis, and documentation of sources.
- **Presentation of style:** Correct voice, tense, person, and variety in sentence structure as appropriate.
- **Mechanics:** Correct punctuation, grammar, standard English, and spelling. All proofreading and corrections must be made with a computer and not handwritten.
- **Format:** "All APA papers must be double-spaced with a 1 ½ inch left margin and the top. Bottom, and right side margin margins should be 1 inch . . . . All papers should have a cover sheet . . . . The title page includes three elements: running head, title, and byline and institutional affiliation . . . . Identify the title page with a manuscript page header and the page number 1, placed in the upper right-hand corner of the page. The second element is the running head. Type the running head flush left at the top of the title page. The third element of the title page is the title. Type the title of the paper, the name of the author (preferred form of an author's name is first name, middle initial(s), and last name) and the institution. Author's names are typed in order of their contributions using uppercase and lower case letters, centered between the side margins, one double-spaced line below the title" (Publication manual of the American Psychological Association, 2009, pp. )..

**NOTE: Students are required to develop an understanding of the APA style of writing and documentation. They are asked to critically analyze topics and present their work in paper format. APA requires students to use nondiscriminatory, person first, and non-sexist language. All paper sources should be taken from material written within the last 8 years.**

If you are a Social Work major or a prospective major you are required to purchase the APA Manual, 6<sup>th</sup> Edition in SWK 231 Introduction to Social Work. It is suggested you purchase the Manual this semester or term, as it will be used in courses prior to taking SWK 370. Failure to use the APA style in research papers will result in points being taken off any papers written in social work courses. Therefore, it is in your best interest to purchase the APA Manual now! If you have any questions about APA style, it is your responsibility to discuss your questions with a faculty member of the Social Work Program. Ignorance of the APA style is no excuse for the inability to use the APA style of writing, as Program faculty are more than willing to assist you in learning the APA style. Professional writing using APA style, (SWK 240) is offered by the Social Work Program

All research papers must be turned into [www.Turnitin.com](http://www.Turnitin.com). A hard copy should also be given to the instructor.

The Program strongly suggests that students obtain assistance from the Methodist University Writing Center to ensure correct grammar, punctuation, etc. The Writing Center is located on the first floor of the Trustees Building.

The Program strongly suggests that students obtain assistance from the Methodist University Writing Center to ensure proper grammar, punctuation, etc. The Writing Center is located on the first floor of the Trustees Building.

**RECOMMENDED SEQUENCE OF COURSES  
BACHELOR OF SOCIAL WORK  
METHODIST UNIVERSITY**

Common core curriculum - Additional courses may need to be taken to fulfill BA or BS requirements and to meet the hour requirement for graduation.

**FIRST YEAR**

**FALL**

IDS 110/201	(new Freshmen only) or Other Core Requirement	3 _____
ENG 101*	Composition	3 _____
SWK 231	Introduction to Social Work	3 _____
HIS 103	World History 1 (see below)	3 _____
SOC 151	Principles of Sociology	3 _____
WEL 101	CPR/Fitness	1 _____
<b>Total</b>		<b>16</b>

**SPRING**

ENG 102 or 103	Composition and Introduction to Literature	3 _____
MAT 105***	University Algebra	3 _____
SWK 240	Professional Writing and Critical Thinking	3 _____
HIS 104	World History II (For the second History requirement the	
Department recommends	History 382 and 217	3 _____
PSY 101	General Psychology	3 _____
PED 201	Physical Activities	1 _____
<b>Total</b>		<b>16</b>

**SECOND YEAR**

**FALL**

SWK 315	Helping Processes	3 _____
SOC 220, PSY 250 or		
MAT 220	Statistics	3 _____
OCL 151	Speech Communication	3 _____
CSC 100	Intro to Computers & Information Technology	3 _____
SCI 141/142/143 ***	Earth/Bio/Physical	3-4 _____
<b>Total</b>		<b>15-16</b>

**SPRING**

SWK 350	Human Diversity & Populations-at-Risk	3 _____
PSC 151	American Government	3 _____
SWK 235	Human/Biological Systems	3 _____
English*, Philosophy or		
Foreign Language	Humanities	3-4 _____
CSC 201	Computer Science	3 _____
<b>Total</b>		<b>15-16</b>

Students may apply for formal admission to major at the end of their second year. See Social Work Program Student Handbook for requirements.

### THIRD YEAR

#### FALL

REL 103:	Introduction to Religion	3	_____
SWK 300:	Human Behavior and the Social Environment I	3	_____
SWK 370:	Social Welfare Policy and Services I	3	_____
PSY 341	Abnormal Psychology	3	_____
SWK 332	Methods of Social Research	3	_____
<b>Total</b>			<b>15</b>

#### SPRING

REL 104:	Introduction to Biblical Literature	3	_____
SWK 302:	Human Behavior and the Social Environment II	3	_____
SWK 372:	Social Welfare Policy and Services II	3	_____
English*, Philosophy or Foreign Language Science**	Humanities	3	_____
<b>Total</b>			<b>15</b>

### FOURTH YEAR

#### FALL

SWK 420:	Practice Methods I	3	_____
SWK 424:	Practice Methods II	3	_____
Science**		3-4	_____
Art 151, MUS 151 or Theater 162	Fine Arts	3	_____
Electives:		3	_____
<b>Total</b>			<b>15-16</b>

Students will need to apply for Spring Field Education (SWK 475) during the beginning of fall semester. Review Social Work Program Student handbook for application deadlines. Fall Field Education requires application the previous Spring.

#### SPRING

#### **(BLOCK FIELD PLACEMENT)**

SWK 475:	Field Education	9	_____
SWK 480	Capstone Course	3	_____

**Total Hours: 124 to 127**

\*English: Placement test required for students without SAT or ACT scores. Some may need to pass ENG 100 before taking ENG 101, which is a prerequisite to ENG 102. English 103 may be taken in place of 102.

Transfer students who do not pass the English placement test must take and pass ENG 207.

\*\*Science: See Core Requirements, Department of Science

\*\*\*Mathematics: Placement determined by ACT or SAT or placement exam.

\*\*\*\*Exempted if DANTE'S Speech Competency Test passed (you will receive course hours). This can be taken in the Academic Development Center.

**Note: SWK 475 requires a minimum of 400 clock hours. This does not include the on campus seminar class. The student is responsible for transportation to the placement and should plan accordingly. See the SOCIAL WORK PROGRAM FIELD MANUAL for details.**

## **REQUIREMENTS FOR GRADUATION**

Methodist University confers the **Baccalaureate Degree** when the student exhibits the following qualifications:

- 1— Has earned at least 124 approved s.h. of credit with a minimum cumulative GPA of 2.00 (or higher if required by Department) in (1) overall, (2) residency, (3) the major, (4) the minor, and (5) the concentration.
- 2— Has satisfactorily completed the appropriate general education/core requirements for the degree.
- 3— Has satisfactorily completed all course requirements specified for the major, minor, and/or concentration field of study.
- 4— Has satisfactorily completed a minimum of 31 semester hours in residency to include 24 semester hours at the 300/400 level and satisfactorily completing at least 50% of the major/ minor/ concentration at Methodist University. (The student's final semester must be completed in residency unless waived by the Academic Dean, or in those cases where military S.O.C. contractual arrangements prevail.)
- 5— Is in good standing in character, conduct, and financial obligations to the University and has been recommended by the faculty.
- 6- Completed all requirements of the major. **Have at least a grade of "C" of better in all Social Work courses as well as Eng 101 and Eng 102. Has maintained a GPA of 2.5 or better in the major.**
- 7- A candidate failing to meet any of the aforementioned requirements must wait until the next commencement following the completion of the graduation requirements to receive a diploma and to participate in the commencement exercises. The student will not be recognized as an official graduate until that time.
- 8- Recommended by the general faculty.
- 9- Filed a Declaration of Intent to Graduate form in the Office of the Registrar by the specified deadline and paid the non-refundable graduation fee.

School of Public Affairs

Four Year Plan B.S.W. in Social Work (B.S. Core)

2009-2010

Please note that this is a **recommended** sequence.

Check the academic catalogue for prerequisites and course availability for each semester

**Freshman Year**

**Fall Semester**

ENG 101	3
PSY 101	3
MAT 105	3
SWK 231	3
IDS 110	3
CSC 100	3
Library Competency	
	18

**Spring Semester**

SOC 151	3
ENG 102	3
HIS 104	3
SWK 315	3
SWK 240	3
IDS 210	1
	16

**Sophomore Year**

**Fall Semester**

SWK 235	3
Religion	3
OCL 151	3
PSC 151	3
Fine Arts	3
WEL 218	3
	18

**Spring Semester**

SOC 220	3
SWK 350	3
Science	3
Mat 105 or higher	3
Religion	3
	15

**Junior Year**

**Fall Semester**

SWK 332	3
SWK 300	3
Science	3
SWK 370	3
PSY 341	3
Elective	3
	18

**Spring Semester**

SWK 302	3
SWK 372	3
Science	3
ENG Lit./ PHI	3
History*	3
	15

**Senior Year**

**Fall Semester**

SWK 240	3
SWK 424	3
ENG Lit./PHI	3
Elective	3
Elective	3
Elective	3
	18

**Spring Semester**

SWK 475	9
SWK 480	3
	12

\*Students are recommended to take HIS 217 or HIS 382 to fulfill the second History requirement.

School of Public Affairs

Four Year Plan B.S.W. in Social Work (B.A. Core)

2009-2010

Please note that this is a **recommended** sequence.

Check the academic catalogue for prerequisites and course availability for each semester

**Freshman Year**

**Fall Semester**

IDS 110	3
ENG 101	3
PSY 101	3
SWK 231	3
MAT 105	3
CSC 100	3

Library Competency

18

**Spring Semester**

ENG 102	3
SOC 151	3
SWK 315	3
SWK 240	3
HIS 104	3
WEL 218	3

18

**Sophomore Year**

**Fall Semester**

SWK 235	3
Religion	3
OCL 151	3
PSC 151	3
LAN 101	4
IDS 210	1

17

**Spring Semester**

SOC 220	3
SWK 350	3
Biological Science	3
LAN 102	4
Religion	3

16

**Junior Year**

**Fall Semester**

SWK 332	3
LAN 201	3
SWK 300	3
SWK 370	3
PSY 341	3
Fine Arts	3

18

**Spring Semester**

SWK 302	3
SWK 372	3
LAN 202	3
ENG/LIT	3
History*	3
Physical Science	3

18

**Senior Year**

**Fall Semester**

SWK 420	3
SWK 424	3
PHI 211, 212, or 220	3
Elective	3
Elective	3

15

**Spring Semester**

SWK 475	9
SWK 480	3

12

\*Students are recommended to take HIS 217 or HIS 382 to fulfill the second History requirement.

## BACHELOR OF SOCIAL WORK (B.S. Core)

Student Name \_\_\_\_\_

Catalogue Year 2009 - 2010

### GENERAL EDUCATION CORE (BS) SOCIAL WORK

#### METHODIST UNIVERSITY EXPERIENCE (4 SH) CSC 100 (3)

IDS 110 (3) MAT 220, PSY 250, or SOC 220 (3)

IDS 210 (1) PSC 151 (3)

PSY 101 (3)

#### COMPUTER COMPETENCY (3 SH) SOC 151 (3)

CSC 100 (3) *met in major* SWK 231 (3)

SWK 235 (3)

#### COMMUNICATIONS (9-15 SH) SWK 240 (3)

English Placement Score (*transfer students*) SWK 315 (3)

ENG 100 (*if required*) (3) PSY 341 (3)

ENG 101 (3) SWK 300 (3)

ENG 102 (3) SWK 302 (3)

ENG 207 (*if required*) (3) SWK 332 (3)

OCL 151 (3) SWK 350 (3)

# SWK 370 (3)

#### HUMANITIES (12-14 SH) SWK 372 (3)

REL (3) SWK 420 (3)

REL (3) SWK 424 (3)

SWK 475 (9)

Choose any two ENG LIT/PHI courses or two SWK 480 (3)

semesters of one foreign language

(3/4) # Writing enrichment course

(3/4) \*\* Minimum 2.5 GPA is required in the Social Work major

\*\*\* Students are recommended to take HIS 217 or HIS 382

#### FINE ARTS APPRECIATION (3 SH) to fulfill the second History requirement.

ART, MUS, THE (3)

#### MATHEMATICS (6-9 SH)

MAT 103 (*if required*) (3)

MAT (3)

MAT (3)

#### NATURAL SCIENCES (9-12 SH)

(3/4)

(3/4)

(3/4)

#### SOCIAL SCIENCE (9 SH)

HIS 104 (3)

#### HIS (3) GRADUATION REQUIREMENTS

*SOC 151 met in major* (3) 1. Minimum 124 semester hours.

2. 31 semester hours in residency to include 50% of

**PHYSICAL EDUCATION (2-3 SH)** the major/minor and 24 semester hours at the WEL 101 (1) 300/400 level.

WEL 201 or 235 (1) \*\* 3. GPA of 2.000 or higher required in (A) overall,

or (B) residency, (C) major, (D) minor, and

WEL 218 (3) (E) concentration.

4. Satisfactory completion of the English Placement

Examination or ENG 207 is a graduation

**LIBRARY COMPETENCY COMPLETED** requirement for all transfer students.

5. Errors contained on this checksheet do not release

the student from meeting the graduation

*Some General Education core requirements may be filled in the major requirements as stated in the Academic Catalogue.*

*Consult Academic Catalogue and Advisor for specific options.*

Updated

07/15/2009

## BACHELOR OF SOCIAL WORK (B.A. Core)

Student Name \_\_\_\_\_

Catalogue Year 2009 - 2010

### GENERAL EDUCATION CORE (BA) SOCIAL WORK

#### METHODIST UNIVERSITY EXPERIENCE (4 SH) CSC 100 (3)

IDS 110 (3) MAT 220, PSY 250, or SOC 220 (3)

IDS 210 (1) PSC 151 (3)

PSY 101 (3)

#### COMPUTER COMPETENCY (3 SH) SOC 151 (3)

CSC 100 (3) *met in major* SWK 231 (3)

SWK 235 (3)

#### COMMUNICATIONS (15-26 SH) SWK 240 (3)

English Placement Score (*transfer students*) SWK 315 (3)

ENG 100 (*if required*) (3) PSY 341 (3)

ENG 101 (3) SWK 300 (3)

ENG 102 (3) SWK 302 (3)

ENG 207 (*if required*) (3) SWK 332 (3)

OCL 151 (3) SWK 350 (3)

LAN (3/4) #SWK 370 (3)

LAN (3/4) SWK 372 (3)

LAN (3) SWK 420 (3)

LAN (3) SWK 424 (3)

SWK 475 (9)

#### HUMANITIES (12 SH) SWK 480 (3)

REL (3)

REL (3) # Writing enrichment course

ENG LIT (3) \*\* Minimum 2.5 GPA is required in the Social Work major

PHI 211, 212, or 220 (3) \*\*\* Students are recommended to take HIS 217 or HIS 382 to fulfill the second History requirement.

#### FINE ARTS APPRECIATION (3 SH)

ART, MUS, THE (3)

#### MATHEMATICS (3-6 SH)

MAT 103 (*if required*) (3)

MAT (3)

#### NATURAL SCIENCES (6-8 SH)

BIO SCI (3/4)

PHY SCI (3/4)

#### SOCIAL SCIENCE (12 SH)

HIS 104 (3)

HIS (3)

#### *SOC 151 met in major* (3) GRADUATION REQUIREMENTS

*PSY 101 met in major* (3) 1. Minimum 124 semester hours.

2. 31 semester hours in residency to include 50% of

**PHYSICAL EDUCATION (2-3 SH)** the major/minor and 24 semester hours at the WEL 101 (1) 300/400 level.

WEL 201 or 235 (1) \*\* 3. GPA of 2.000 or higher required in (A) overall, or (B) residency, (C) major, (D) minor, and

WEL 218 (3) (E) concentration.

4. Satisfactory completion of the English Placement

Examination or ENG 207 is a graduation

**LIBRARY COMPETENCY COMPLETED** requirement for all transfer students.

5. Errors contained on this checksheet do not release the student from meeting the graduation

*Some General Education core requirements may be filled in the major requirements as stated in the Academic Catalogue. Consult Academic Catalogue and Advisor for specific options.*

**Updated**

**07/15/2009**

## **THE SOCIAL WORK CURRICULUM**

The professional foundation builds on the liberal arts/general studies core. The current requirements for the core are the same as those for the B.A. or B.S. degree. Majors entering the University after Fall, 1994, may take either the B.A. or B.S. core. The former emphasizes the humanities and foreign language; the latter, the sciences. Spanish is the recommended language for those who wish to take a foreign language, since this increases employment opportunities. The demand for bilingual Social Workers is high and will continue. The professional foundation at Methodist University is composed of courses in Introduction to Social Work, Professional Writing & Critical Thinking, Helping Processes, Human Biological Systems, Human Behavior and the Social Environment, Diversity, Social Welfare Policy, Research, Social Work Practice Methods, Capstone Course, and Field Education. Content on Social Work values and ethics, research, social and economic justice, human behavior and the social environment, diversity, populations-at-risk, social welfare/policy and services, and Social Work practice is infused or integrated into each course. This foundation is designed to prepare graduates for entry-level generalist practice. It also provides them with appropriate preparation to enter a MSW degree Program, possibly with advanced standing.

### **Information on the professional foundation follows:**

#### **SWK 231: Introduction to Social Work**

This is the first course taken by Social Work majors. It introduces the student to generalist Social Work practice, the history and development of social welfare and the Social Work profession, and information on professional values and ethics, Social Work roles, types and sizes of client systems, diversity, oppression, and populations at risk. Students will be required to complete volunteer service in an agency setting and have opportunities to explore their own values and ethnic and cultural background. The course is designed to introduce students to the profession, to the perspective of generalist practice, and to Social Work's commitment to social and economic justice.

**Prerequisites: None**

#### **Course Description**

This course is designed so each student will be able to examine and understand the social service system and generalist Social Work practice. Each student will gain an understanding of the historical development of social welfare and the Social Work profession as well as define Social Work values and ethics, roles, and typical services available to particular segments of our population to include single-parent families, older people, disabled individuals, and children. Students will be introduced to the generalist Social Work practice concept and the ecological perspective. Students will learn how to identify and examine problems and issues of selected groups of diversity who are at risk, such as women, gays and lesbians, those living in poverty, historically oppressed and economically disadvantaged people, minorities of color, and individuals mentally and/or physically challenged. Students will examine selected social problems and the social service delivery systems attempting to address those needs. Each student through the volunteer experience will be encouraged to make a commitment to social and economic justice for all people. Students will be introduced to the Social Work Program's mission, goals, and objectives. This course will introduce the student to the purposes of research in Social Work practice and the ecological perspective.

#### **Course Objectives and Corresponding Course Outcome Measures**

After completing this course the student will be able to:

1. The student will be able to examine and understand human service/social service agencies and

service delivery **(Program goal 2)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

2. The student will acquire an understanding of the history and development of social welfare and the Social Work profession **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

3. The student will understand the purposes of research in Social Work practice **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

4. The student will understand the Person-in-Environment / Ecological Perspective / Systems Theory **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments..

5. The student will learn how to identify and examine problems and issues of selected groups of diversity, who are at risk, and historically oppressed, such as persons of color, gays and lesbians, women, and those disabled **(Program goal 2)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

6. The student will understand the concept of generalist Social Work practice and confidential communication **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

7. The student will understand the importance of the NASW Code of Ethics and the use empathy in interpersonal relationships **(Program goals 1 and 4)**;

**Outcome Measures:** exams, classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

8. The student will examine and understand selected social problems such as disabilities and poverty and the social service delivery systems that attempt to address it **Program goals 1 and 4)**;

**Outcome Measures:** exams; classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

9. The student will understand the importance of social and economic justice for all people **(Program goal 4)**;

**Outcome Measures:** exams; classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

10. The student will understand the Social Work Program's mission, goals, and objectives as well as how

service learning and Volunteerism promotes the development of personal and social responsibility **(Program goal 1)**; and

**Outcome Measures:** exams; classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

11. The student will obtain knowledge and develop Generalist Social Work Practice skills with military populations **(Program goals 1 and 2)**;

**Outcome Measures:** exams; classroom discussion, service learning, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments.

## **SOCIAL WORK 235: Human Biological Systems**

This course will give Social Work students knowledge of basic principles of human biology and development as a prerequisite for understanding human behavior and the social environment. The course will examine mental and physical illnesses from an ecosystems perspective with emphasis on the role of biological systems. It will provide a knowledge base for working with clients in public health, mental health, health care, schools, child welfare, substance abuse treatment and gerontological settings.

**Prerequisite: Social Work 231**

### **Course Objectives and Corresponding Course Outcome Measures**

After completing this course the student will be able to:

1. Explain the basic principles of human biology;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

2. Understand the role and significance of the organ systems in disease, illness, disability, and substance abuse;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

3. Explain the theoretical relationship between evolution and human behavior;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

4. Understand the relationship between human biological systems, genetics, and the environment;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

5. Apply knowledge of the relationship among biological systems, genetics and the environment to relevant illnesses, diseases, and disabilities encountered in Social Work settings;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

6. Conceptualize the role of race, culture, gender and income in the differential occurrence and treatment of some illnesses, diseases and disabilities;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

7. Identify the major biological stages of development and the aging process as factors in physical strengths, cognition and vulnerabilities throughout the lifecycle;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

8. Understand the impact of social policy on research, availability of treatment, and resources to address illnesses and disabilities; and

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

9. Access reliable websites to research the impact of human biology on health and welfare of client populations;

**Outcome Measures:** class participation, quizzes, written reports, oral presentations and final exam.

## **SOCIAL WORK 240: Professional Writing and Critical Thinking**

**Prerequisite: English 101**

### **COURSE DESCRIPTION**

You may believe good writing comes naturally for some people but even for the experienced writer, it is hard work. Students will learn about scholarly writing through examining the writings of published authors in scholarly journals. This course will introduce students to use of the American Psychological Association (APA) style of writing. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas of intellectual properties of others will be explored in this course. The course will provide students the opportunity to review basic grammatical and punctuation errors commonly found in Social Work and social science papers. The course will provide students the opportunity to participate in proofreading exercises that will direct them to their PC's to detect potential areas of potential problems. The course will address the importance of the use of the Internet and the information it provides in writing. This course will review the types of written reports various professional agencies use on a daily basis. The course will also develop strong writing skills necessary for case documentation, report writing, and agency correspondence.

### **Course Objective and Corresponding Course Outcome Measures**

After completing this course the student will be able to:

1. Write scholarly papers in the style described in the Publication Manual of the American Psychological Association (APA) **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

2. Demonstrate how to write in the style utilized in scholarly journals **(Program goal 3)**;

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

3. Learn through exercises and assignments how to write using the basic elements of a scholarly paper **(Program goal 3)**;

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

4. Develop knowledge of the correct punctuation and grammar used in scholarly writing **(Program goal 1)**;

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

5. Develop skills necessary to use the computer and Internet in conducting literature reviews **(Program goal 3)**;

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

6. Develop critical thinking skills and learn how to apply these skills in the writing of research papers **(Program goal 3)**; and

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

7. To demonstrate how to use the library and the resources it has to offer in writing research papers **(Program goal 1)**.

**Outcome Measures:** exams, classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

## **SWK 300: Human Behavior and the Social Environment I**

**Prerequisites: Social Work 231, 235, 240, Soc 151, & Psy 101**

### **Course Description**

Human Behavior and the Social Environment of Human Behavior I is the second of 3 three-semester hour courses of the HBSE sequence. Content includes concepts from biology and the behavioral sciences, presented in an ecological perspective on human development and bio-psycho-social factors that influence individual and family maturation and functioning. The impact of diversity, discrimination, oppression, environmental factors on groups and communities, individuals and families relating to the periods from prenatal through young adulthood are studied

### **Course Objectives and Corresponding Course Outcome Measures:**

After completing this course, the student will be able to:

1. Possess a basic knowledge of the human body, normative functioning and common disease states;

- Outcome Measures:** class discussion, guest speakers, lectures tests (Program goal 1).
2. Possess knowledge of human physiology, including reproduction (Program goal 1)  
**Outcome Measures:** lecture, guest speaker, videos, tests.
  3. Recognize that entry-level generalist practice draws on information about human biological functioning in assessment, intervention and evaluation of client systems (Program goal 1).  
**Outcome Measures:** lectures, speakers, tests, class discussion.
  4. Understand the importance of public health systems and services in social welfare policy planning and provisioning (Program goal 3).  
**Outcome Measures:** guest speakers, lectures, class discussion, tests, videos.
  5. Understand theories and research of human bio-psycho-social development through the life span periods from conception through late adolescence (Program goals 1 and 3).  
**Outcome Measures:** reading, lecture, discussion, tests.
  6. Have developed an understanding of the social systems in which people live and the interactions between individuals, families, small group and the organizations and communities in which they function (Program goals 1 and 3).  
**Outcome Measures:** experiential exercises, role play, developmental paper.
  7. Understand the strengths as well as challenges of diversity, with attention to minority populations in Eastern NC, which include African Americans, Native Americans, military personnel and dependents, Latinos, migrant farm workers, and rural residents, gays, lesbians and women (Program goal 2).  
**Outcome Measures:** lectures, class discussion, case studies, diversity paper.
  8. Understand the impact of oppression and discrimination on human development and functioning during the life span periods from conception through late adolescence. This includes, but is not limited to, gays and lesbians, the poor, single-parent female-headed families, persons with differing mental and physical abilities, and women (Program goal 4).  
**Outcome Measures:** lectures, class discussion, case studies, guest speakers.
  9. Have developed skills in gathering and assessing information about client systems and to organize and present it in the form of a comprehensive social history (Program goal 3).  
**Outcome Measures:** Social history assignment
  10. Understand how social and economic forces impact on health and well-being (Program goal 3).  
**Outcome Measures:** readings, guest lecturers, videos, case studies, tests.
  11. Understand the relationship of Social Work values and ethics as they relate to theories of human behavior and application of those theories, including theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span (Program goal 4)

**Outcome Measures:** readings, exercise on prioritizing ethically in case scenarios, emphasis on NASW Code, lecture, class discussion.

12. Have the ability to evaluate theories of human behavior and apply them to assessing human Behavior (Program goal 1).

**Outcome Measures:** class discussion, case scenarios, tests.

13. Be able to describe and explain selected theories of adult human development and behavior; and (Program goal 1).

**Outcome Measures:** readings, class discussion, lecture, tests.

14. Understand the consequence of social and economic injustice experienced by individuals, families, and organizations (Program goal 4).

**Outcome Measures:** readings, discussion, case scenarios.

## **SWK 302: Human Behavior and the Social Environment II**

**Prerequisite: Social Work 300**

### **Course Description**

Human Behavior and the Social Environment II focuses on the life span beginning in middle adulthood through later adulthood and the aging process. Students develop an understanding of the interactions between and among human biological, social, psychological and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems are explored. The methods in which systems promote or deter people in maintaining or achieving optimal health and well-being are examined. Values and ethical issues related to bio-psycho-social theories are studied. Students also receive theoretical knowledge about the range of social systems in which individuals live--including families, organizations, and communities. This course follows Human Behavior I that takes the student from the prenatal period through young adulthood.

### **Course Objectives and Corresponding Course Outcome Measures**

After completing this course, students will be able to:

1. To acquire knowledge of human bio-psycho-social development through the life span, middle adulthood through senescence. (Program goal 1)

**Outcome Measures:** Class exercises, exams & participating in community workshops.

2. Understand individuals and client systems from a micro and macro perspective. (Program goal 3)

**Outcome Measures:** Role play, class discussion & community response paper.

3. Understand systems theory and research literature as it applies to individuals, families, groups, organizations and Communities. (Program goal 1).

**Outcome Measures:** Classroom discussion, small and large group participation exercises & exams.

4. Understand how social and economic forces impact on health and well being. (Program goal 1).

**Outcome Measures:** Application paper, group exercise, experiential exercises, awareness assignments, exams, class discussion & role play.

5. Recognize and appreciate human diversity, including differences and similarities in needs, experiences, and belief systems of individuals and groups, including persons of color, older and younger persons, gays and lesbians, those with differing abilities, military personnel and rural populations. (Program goal 2).

**Outcome Measures:** Exams, class discussion, role play & community response paper.

6. Understand the consequence of social and economic injustice experienced by individuals, families, groups, and organizations. (Program goal 4).

**Outcome Measures:** case illustration & community response paper.

7. Understand the dynamics and needs of populations that have been oppressed and are at risk. (Program goal 4).

**Outcome Measures:** Group exercises, exams & community paper.

8. Understand the relationship of Social Work values and ethics as they relate to theories of human behavior and application of those theories. (Program goal 1).

**Outcome Measures:** Role play, class discussion & exams.

9. Evaluate theories of human behavior and apply them to assessing client situations. (Program goal 3).

**Outcome Measures:** Exams, paper, class participation.

10. Describe and explain selected theories of adult human development and behavior. (Program goal 4).

**Outcome Measures:** Written paper, exam, classroom discussion.

11. Describe the impact of oppression, discrimination, and economic deprivation on selected populations, particularly persons of color, women, gays and lesbians, the poor, those with differing abilities, and single parent female-headed families (Program goals 2 & 4).

**Outcome Measures:** Written paper, exam, classroom discussion.

## **SWK 315: Helping Processes**

**Prerequisites: None**

### **Course Description**

This course is a pre-practice course that introduces students to the helping process. Students are introduced to basic communication and interviewing skills, helping relationships, and various intervention concepts used in generalist Social Work practice. The course also discusses Social Work values and ethics as specified in the NASW Code of Ethics and its importance to the generalist practitioner. This course examines relationships with clients as well as learning skills to assess client strengths, problems, and challenges. Interviewing skills involving active listening, verbal communication, nonverbal communication, and personal attributes are discussed. The course addresses issues related to diversity, poverty and the oppressed, at-risk families, and military populations. The importance of body language, physical settings, awareness, and listening skills are studied in this course. The course also delves into the importance of evaluating one's own practice through the use of the single subject design.

This course is a pre-professional course that is open to non-majors and required by Social Work majors. It provides Social Work majors with knowledge, values, and skills necessary to enter into a professional helping relationship.

## **Course Objectives and Corresponding Course Outcome Measures**

At the completion of this course, students should be able to:

1. Understand Social Work values and ethics **(Program goal 4)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

2. Develop skills in using the generalist perspective **(Program goal 1)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

3. Develop skills in establishing professional relationships **(Program goal 3)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

4. Understand skills in assessing client strengths, problems, and challenges **(Program goal 1)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

5. Understand theory and uses of crisis intervention skills **(Program goal 1)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

6. Develop skills in conducting gender, cultural, and ethnic sensitive Social Work practice. Including practice with diverse, oppressed and at-risk populations, including military and rural populations **(Program goal 2)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

7. Begin development of interviewing skills including listening, responding, awareness and use of body language, and management of the physical setting **(Program goal 1)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

8. Understand the NASW Code of Ethics and apply it to case situations and exercises **(Program goal 4)**;

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

9. Learn how to utilize research methodology in Social Work practice (**Program goal 1**);

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

## **SWK 332: Methods of Social Research**

**Prerequisites:** Statistics – Sociology 220, Math 220, or Psychology 250

### **Course Description**

This course will provide Social Work students with basic knowledge about research methodology as it applies to Social Work. The course will introduce and develop skills necessary to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both new and existing). Underlying principles of science and logic are emphasized and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as it affects the outcomes of research utilization. It is expected that this course will prepare students to continue their own professional education as well as to contribute to the development of the profession as a whole.

### **Course Objectives and Corresponding Course Outcome Measures**

Upon completion of this course, the student will have demonstrated:

1. An awareness of the scientific process, its application in the social sciences, and its utilization in the problem-solving approach to Social Work practice (Program goal 1).
2. Acquisition of skills necessary to the assessment and interpretation of existing research as a prelude to its use in decision-making in Social Work practice (Program goal 1).
3. The ability to identify information needed to address questions and problems encountered in social work practice situations. (Program goal 3).
4. Knowledge and understanding of the range of research designs and their appropriate utilization by Social Workers. (Program goal 2).
5. An understanding of the steps or phase in the research process, such as conceptualizing a problem, formulating hypotheses and objectives, designing research strategy, collecting data, and analyzing and interpreting both quantitative and qualitative data (Program goal 1)
6. An appreciation of the methods utilized to control variation and bias, including factors that can affect the reliability, validity, and representativeness of the information used by Social Workers in the problem-solving process (Program goal 1).
7. An ability to apply ethical principles when confronted with research dilemmas as they are encountered in the Social Worker's efforts to gather, verify, and utilize knowledge (Program goal 1).

## **SWK 350: Diversity**

**Prerequisite: SWK 231**

### **Course Description**

This is a three credit hour course that focuses on the dynamics and consequences of discrimination, economic deprivation, and oppression of people of color, women, gay and lesbian persons, people with disabilities, Latinos, Asian-Americans, Native Americans, Black Americans, religiously diverse, the aged and other populations-at-risk. The history of diverse groups and populations will be explored and the many myths, stereotypes, and prejudices that surround these groups will be discussed. The course examines the ways in which oppression and discrimination are institutionalized in the various sectors of American society in forms such as sexism, racism, classism, ageism, and heterosexism. The course will explore personal and professional beliefs, values, and norms regarding culturally different individuals and potential clients. The course will investigate the use of culture in formulating generalist Social Work practice interventions. The histories, values, and customs and strengths of oppressed and diverse groups will be examined. This course will investigate the role social injustice plays in the lives of oppressed groups, as well as how to advocate for change and influence social and public policy. The NASW Code of Ethics will also be discussed and how it applies to working with oppressed and diverse populations.

### **Course Objectives and Corresponding Course Outcome Measures**

Upon completion of the course, students will be able to:

- 1-Discuss historical facts about women, Black Americans, Native Americans, Asian Americans, Latinos, religiously diverse groups, people with disabilities, the aged, and gay and lesbian individuals and identify and dispute long-held misconceptions, misplaced emphasis, myths, and stereotypes (Program goal 4).
- 2-Understand the basis and extent of bias and social prejudice in American society, including the extent of such ideologies as racism, heterosexism, classism, and sexism (Program goal 1).
- 3-Identify, acknowledge, and evaluate personal beliefs, values and attitudes regarding disenfranchised groups (Program goal 1).
- 4-Identify and describe the provision of generalist Social Work practice to diverse and oppressed populations that focuses on the individuals' and groups' strengths (Program goal 2).
- 5-Appreciate and are sensitive to the unique histories, customs, values, strengths, and aspirations of vulnerable populations (Program goal 4).
- 6-Understand how cultural bias, racism, ageism, and sexism operate in the development of inequitable social policies that determine the allocation of social resources (Program goal 3).
- 7-Apply the knowledge, values, and skills learned in this course to advocate for equity in public policy (Program goal 1).
- 8-Understand social injustice and the role it plays in the lives of oppressed and vulnerable populations (Program goal 2).
- 9-Understand the NASW Code of Ethics and the values of the profession as they apply to working with oppressed and diverse populations (Program goal 4).

## **SWK 370: Social Welfare Policy I**

**Prerequisites: Social Work 231, 240, PSC 151**

### **Course Description**

This course focuses on the history and development of social welfare and the Social Work profession. The class will be introduced to the historical, ideological, political, economic, and social antecedents of the U.S. social welfare policies, systems, and services. The class will examine how these concepts have impacted the oppression of persons of color, women, gays & lesbians, single-parent female headed families, older people, disabled individuals, children, other ethnic groups, rural populations, issues related to individuals living in poverty, military families, and other historically and institutionally disadvantaged groups who have felt the impact of discrimination and oppression. We will explore the development of Social Work as a profession. The student will be exposed to an overview of the social welfare systems and services in the United States and North Carolina. We will examine contemporary American constructions of race, sex and gender, social class, and sexual orientation. While each of these statuses is distinctive in many ways, an understanding of their shared features will provide us with a deeper understanding for their shared features. This understanding will provide us with conceptual and practical insight that will be useful for all of us in the future thereby encouraging respect for the strengths as well as challenges of diversity and awareness of the contributions of diverse groups to this country to include rural populations and military personnel and dependents. Students will gain an understanding of the value or research in this course.

This course is designed to provide students with the knowledge, values, and skills for generalist practice with individuals, families and groups, organizations, communities of diverse origins, and those who have suffered from historic and institutional discrimination and oppression. The goal is to assess the impact of various types of discrimination in American history with a consideration of how societal inequities might be remedied in a pluralistic society.

A second goal includes strengthening and enhancing the functioning of individuals, families, groups, and communities to bring about social and economic justice for all people. Students will be encouraged to respect the strengths as well as the challenges and contributions of diverse groups to this country.

## **Course Objectives and Corresponding Course Outcome Measures**

After completing this course the student will be able to:

1. Understand the historical, ideological, political, economic, and social antecedents of U.S. social welfare policies, systems, and services (**program goal 1**);

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

2. Understand how Social Work developed as a profession (**Program goal 1**);

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

3. Understand the historical, political, ideological, economic, and cultural antecedents of oppression against persons of color, women, the poor, those with differing sexual preference, and other historically and institutionally disadvantaged groups and the impact of discrimination and oppression on these groups (**Program goal 1**);

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

4. Have developed a respect for the strengths as well as challenges of diversity and an awareness of the contributions of diverse groups, including military and rural populations (**Program goal2**); and

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

5. Understand the importance of the profession's values and ethics (**Program goals 1 and 4**).

**Outcome Measures:** exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, reaction paper, reports, awareness assignments.

## **SWK 372: Social Welfare Policy II**

**Prerequisite: Social Work 370**

### **Course Description**

This is the second course in the Social Policy and Services sequence. The first course, Social Work 370 examined the history, mission, and philosophy of social welfare and Social Work while reviewing the role of policy toward the achievement of social justice and optimal health and well-being for oppressed populations. This policy course will build on the foundation policy course, Social Work 370, and is part of the social welfare policy and service sequence. Policy and Social Work practice are inextricably bound, i.e. forming a maze or tangle from which it is impossible to get free. All Social Work practice is driven by policy. In this class we will discuss why, where, and how social policy is made, and how you can use tools to analyze and hopefully, influence social policy and Programs.

It is the intent of this course to move from the historical approach of the first course in social welfare policy to an exploration and examination of the legislative and political responses to issues in the 20th and 21st century. Social issues, legislation, social Programs, and social services will be explored. This course will emphasize the interconnectedness of social welfare policy and Social Work practice, to include analysis of social welfare policies.

We will begin to explore social policy, starting with an understanding of the process of social policy development. We will focus our attention on analyzing the content of social policies, and how policy impacts upon client systems.

Students will study in depth what constitutes policy and how policies are made at national, state, and agency levels. Discussion will include how policy decisions affect Social Workers and clients, particularly those who are of diverse backgrounds, oppressed and at-risk, such as (but not limited to) persons of color, women, rural populations, people with disabilities, gays and lesbians, individuals living in poverty, economically disadvantaged individuals, children, military families, ethnic groups, and single parent female headed households. Social Work values and Ethics will be reviewed as they are related to policy formation and all system levels. Students will conduct basic policy research and analysis and formulate recommendations for change.

### **Course Objective and Corresponding Course Outcome Measures**

After completing this course the student will be able to:

1. Discuss what constitutes policy and how policies are made at national, state, and agency levels (**Program goal 1**);

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

2. Discuss how policy decisions affect Social Workers and clients, particularly those who are of diverse backgrounds, oppressed, and at-risk, such as, but not limited to, persons of color, women, rural

populations, gays and lesbians, military families, and single-parent female headed households **(Program goals 1 and 2)**;

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

3. Conduct basic policy research and analysis and formulate recommendations for change, including the preparation of a written policy response on a selected issue, which affect or affects client well-being **(Program goal 1)**;

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

4. Develop an elementary advocacy plan to achieve a desired social change for families, groups, or a community **(Program goals 1 and 2)**;

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

5. Describe the basic social welfare systems and services in the United States, such as income maintenance, anti-hunger, and Programs for older persons, poor children, and those in need of health care **(Program goals 1 and 2)**;

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

6. Explain the relationship between ideology and values, historical, societal, and economic factors and social welfare policies, systems, and services **(Program goals 1, 2, and 4)**; and

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

7. Identify ways in which policy empowers or disempowers diverse, oppressed, and at-risk groups in society such as women, people of color, children, rural populations, gays and lesbians, military families, older persons, people with disabilities, the poor, single-parent female headed families, and religious groups **(Program goal 2)**.

**Outcome Measures:** Exams; classroom discussion, class participation, quizzes, experiential exercises, homework assignments, and awareness assignments, reaction papers, cultural/tradition experience, report, group project.

## **SWK 420: Practice Methods I**

**Prerequisites: SWK 231, SWK 235, SWK 240, SWK 300, SWK 302, SWK 315, SWK 332, SWK 350, SWK 370, SWK 372, and Admission to the Social Work Program**

### **Course Description**

This course is an introductory academic and practical exploration of generalist Social Work practice. It focuses on developing direct practice knowledge, values, and skills to create a professional helping

relationship and intervene appropriately as an entry-level generalist practitioner working with diverse populations. Generalist practitioners work with individuals, groups, families, organizations, and communities on the micro, mezzo and macro systems levels. Content includes Social Work roles and functions, guiding principles, practice frameworks, values and ethics, practicing interviewing and communication skills, intake and engagement, data collection and assessment, planning and contracting with the client system, selecting practice methods and intervention strategies, evaluation, and termination. The organizational and community context of practice are introduced with emphasis upon ecosystems theory and the strengths perspective. The role and use of macro practice skills designed to promote social and economic justice will be discussed. The relationship between practice and policy will be reviewed. Students are required to complete a 30 hour field observation experience.

## **Course Objectives and Corresponding Course Outcome Measures**

After completing the course the student will be able to:

1. Identify and apply social work values, principles and ethics to generalist social work practice scenarios **(Program goals 1 and 4)**

**Outcome Measures:** Class discussion, class participation, quizzes, prefield experience, reaction papers, case analysis

2. Integrate and apply ecosystems theory and the strengths perspective to social work practice cases **(Program goals 1 and 2)**

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

3. Be able to apply the phases of the planned change process **(Program goal 1)**

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

4. Explain the concept of human diversity and the relevance of diversity to generalist practice **(Program goal 2)**

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

5. Apply practice theories and models differentially with awareness and understanding back-Grounds and cultures **(Program goal 2)**

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

6. Utilize self-awareness and an understanding of the professional self, including the use of supervision and consultation, in generalist practice **(Program goals 1 and 3)**

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

7. Understand the rationale and methods for evaluating one's own practice as well as evaluating program and agency outcomes (**Program goal 3**)

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

8. Identify methods and techniques for influencing policy to promote nondiscriminatory social and economic systems (**Program goal 4**).

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

9. Apply practice skills in developing professional relationships (**Program goal 1**)

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, participation in professional community activities, case analysis

10. Describe specific methods and skills for working with at-risk and vulnerable client systems (Program goals 1 and 2)

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

11. Interpret findings of research studies and professional literature to improve and advance work with individuals, families, and groups (**Program goal 3**)

**Outcome Measures:** Class discussion, class participation, quizzes, library session

12. Use critical thinking skills in the practice of generalist social work (**Program goals 2, 3 and 4**)

**Outcome Measures:** Class discussion, class participation, quizzes, role plays, prefield experience, prefield papers, case analysis

13. Recognize the need for continued professional learning and development (Program goal 3).

**Outcome Measures:** Class discussion, class participation, quizzes, prefield experience, library session, community activity, case analysis

## **SWK 424: Practice Methods II**

**Prerequisites:** Admission to the Social Work Program, SWK 231, SWK 235, SWK 240, SWK 300, SWK 302, SWK 315, SWK 332, SWK 350, SWK 370, and SWK 372.

### **Course Description**

This course provides an overview of theories, concepts and practice skills, including evaluation, relating to work with groups, organizations, and community based Program planning. Entry-level generalist Social Work practitioners work not only with individuals and families, but also with groups, organizations and communities. It is;

therefore, important to develop a wide range of skills and strategies for interventions with diverse and oppressed populations including women, minorities of color, gays and lesbians, the poor, military and rural populations, etc. Social Work is the professional activity of helping individuals, families, groups, communities, and organizations to enhance or restore their capacity for social functioning. More importantly, it is the professional activity of creating societal conditions favorable to these ends. Social justice requires skill in social change with the goal of empowering individuals and groups toward the creation of a more just society.

## Course Objectives

At the completion of this course, students should be able to:

1. Clarify the implementation of values and ethics in Social Work practice with small groups, families, communities and organizations;

**Outcome measures:** readings, case studies, experiential exercises, classroom discussion, speaker.

2. Demonstrate an understanding of how to identify and formulate goals and purposes of Social Work practice with small groups, families, communities and organizations;

**Outcome measures:** Community Assessment and Empowerment paper, Agency Analysis paper, classroom discussion, readings, experiential exercises.

3. Enhance ability to recognize human diversity and incorporate culturally sensitive practice skills in working with groups, communities and organizations;

**Outcome measures:** Classroom discussion, case studies, experiential exercises.

4. Develop and exercise practice skills for work with groups, communities, and organizations;

**Outcome measures:** role play, classroom discussion, experiential exercises.

5. Build on skills in developing professional relationships;

**Outcome measures:** classroom discussion, role play, participating in the Cumberland County School community forum.

6. Implement the ecological perspective in work with communities and organizations;

**Outcome measures:** Community Assessment and Empowerment paper, classroom discussion, case studies, field trips.

7. Implement research methodology in Social Work macro and mezzo practice;

**Outcome measures:** Community Assessment and Empowerment paper, readings, classroom discussion, tests.

8. Promote self awareness in practice;

**Outcome measures:** awareness of self in macro setting exercise, classroom discussion, assertiveness training exercises.

9. Build skills to assess client systems' strengths, problems, and limitations; and

**Outcome measures:** Agency Analysis paper, case studies, classroom discussion.

10. Identify methods and ways to assist groups, organizations and communities toward the ends of social and economic justice.

**Outcome measures:** Community Assessment And Empowerment paper, classroom discussion, case studies, readings, speakers.

## **FIELD EDUCATION**

Please note that detailed information about the Field Education, requirements for field, and evaluation of performance in the field are contained in a separate manual, ***Social Work Field Education Manual*** which is available from the Social Work Field Education Coordinator. This is given to the student at the time of the interview with the Field Coordinator.

**Field Education:** Students complete their professional preparation in Field Education, which requires a minimum of 400 clock hours in an approved Social Work agency under Social Work supervision. Students must be formally admitted to the Program, apply for admission to field, and have completed all prerequisites to be admitted to field. Students in field meet once each week on campus for a two-hour field seminar class. This seminar time is not included in the 400 clock hours.

**Please note that the Field Education can only be completed during classes conducted in the day Program.**

The Field Education Coordinator directs the field placement. Agencies and schools enter into contractual arrangements, which specify precisely and clearly the duties and obligations of each party. Student and their field instructor prepare a joint learning contract, which specifies clearly, and precisely the duties and obligations of each. The field instruction component is educationally directed, coordinated, and monitored for all students and is one of the strongest aspects of the curriculum.

The student is provided with structured opportunities to enhance self-awareness in the interventive process, to work with a variety of clients and sizes of client systems within the context of professional values and ethics toward enhancing the well-being of people and the amelioration of adverse societal conditions. Students are evaluated on their professional performance on specified competencies. These include skill in written and oral communication, use of professional supervision, and adherence to agency policies within ethical guidelines.

## **SWK 475: Field Education**

**Prerequisites:** Senior Class Standing, Admission to the Social Work Program, SWK 231, SWK 235, SWK 240, SWK 300, SWK 302, SWK 315, SWK 332, SWK 350, SWK 370, SWK 372, SWK 420, SWK 424, SOC 151, PSY 101, PSY 341, PSC 151, CC 100, Acceptance by field Agency, and Approval of the Field Coordinator, and the University core curriculum .

## **Course Description**

Field education at the baccalaureate level requires a minimum of 400 clock hours in a field practice setting. The Field Education is an integral component of the curriculum in Social Work education. The course continues the involvement of the student in professional agency practice. As such, it includes continued exposure to individual casework with the addition of increasingly complex cases and more extensive treatment options. It engages the student in supervised Social Work practice and provides opportunities to apply classroom learning in a field setting. The student, while working in a field placement agency, will gain an understanding of field placement agency policies, service delivery systems, and organizational structure. The purpose of this course is to assist students as they prepare for generalist Social Work

practice. The student intern will demonstrate his or her ability to utilize supervision and participate in teamwork. This course will explore diversity and the use of intervention and assessment skills. Placement in a field setting will provide each student the opportunity to strengthen, exercise, and evaluate practice skills through the use of a single subject design, to demonstrate interpersonal skills with clients, to visit several social welfare agencies, Programs, and organizations within their field placement community, and to further develop their self awareness and knowledge. The students, through their Field Education, will be afforded the opportunity to explore the issues surrounding social justice. Through the seminar class, students learn to process their own individual field placement experiences and to integrate Social Work practice with Social Work theory, while practicing Social Work values and ethics. Through the use of course assignments, oral and written, students will be able to demonstrate their application of knowledge of behavioral and practice theories while working with various client systems and utilizing professional communication skills. Students are required to complete the course with a grade of "C" or better.

## **Course Objectives and Corresponding Course Outcome Measures**

After completing this course, the student will be able:

1. To develop an understanding of field placement agency policies, service delivery system, and organizational structure;

**Outcome measures:** Classroom discussion, class participation, journals, weekly agendas and meetings with field instructors, agency orientation.

2. To develop an understanding of the network of social welfare agencies, Programs, and organizations within your field placement's community;

Outcome measures: Readings, field trips, involvement in inter-agency activities, classroom discussion.

3. To promote self-awareness;

**Outcome measures:** Journals, classroom discussion, readings, weekly agendas and meetings with field instructors.

4. To adhere to and demonstrate use of Social Work values and the NASW Code of Ethics;

Outcome measures: Classroom discussion, experiential exercises, case presentations, readings, student confidentiality statement.

5. To recognize and be sensitive to human diversity and demonstrate differential assessment and intervention skills in working with diverse, vulnerable, and impoverished populations to include rural and military;

Outcome Measures: Journals, classroom discussion, case presentations, experiential exercises, readings.

6. To demonstrate the ability to utilize supervision and participate in teamwork;

Outcome Measures: Journals, agendas and weekly meetings with field instructors, classroom discussion, readings.

7. To apply research and evaluative methodology within the field placement setting;

**Outcome Measures:** Single-subject design project, readings, classroom discussion, examples.

8. To utilize the generalist problem-solving approach;

**Outcome Measures:** Classroom discussion, experiential exercises, case presentations.

9. To demonstrate application of knowledge of behavioral and practice theories when working with client systems;

**Outcome Measures:** Evidenced by field instructor evaluations, case presentations, experiential exercises, journals.

10. To demonstrate appropriate oral and written professional communication skills;

**Outcome Measures:** Classroom discussion, case presentations, weekly meetings with field instructors, field instructor evaluations of students, journals, documentation exercises.

11. To demonstrate interpersonal skills when engaging clients in the helping relationship; and

**Outcome Measures:** Evidenced by field instructor observations, journals, classroom discussion, case presentations.

12. To demonstrate a variety of skills that furthers the achievement of individual and collective social and economic justice.

**Outcome Measures:** Classroom discussion, observation by field instructors, journals.

### **SWK 480 Capstone Seminar**

**PREREQUISITES:** Senior Class Standing, Admission to the Social Work Program, Approval of the Field Coordinator Acceptance by field Agency, SWK 231, SWK 235, SWK 240, SWK 300, SWK 302, SWK 315, SWK 332, SWK 350, SWK 370, SWK 372, SWK 420, SWK 424 , SOC 151, PSY 101, PSY 341, PSC 151, CSC 100, and the University core curriculum.

**The Capstone seminar is taken concurrently with SWK 475.**

This course is linked vertically and horizontally to content from the liberal arts foundation and courses from the social work curriculum. This course is taught in the last semester of the student's course of study in the Social Work Program. It builds on knowledge from all social work courses and core curriculum courses, with a focus on SOC 151, PSC 151, PSY 101, PSY 341, CSC 100, SOC 220, OCL 151, and ENG 101.

### **COURSE OBJECTIVES AND CORRESPONDING COURSE OUTCOME MEASURES**

After completing this course the student will be able to:

1. Demonstrate an understanding of field agency policies, service delivery system and organizational structure **(Program goals 1 and 2)**

Outcome Measures; Classroom discussion, Case presentation, Competency paper and Field Instructor evaluation

2. Demonstrate an understanding of the network of social welfare agencies, programs, and organizations within and around the Cumberland County community **(Program goal 2)**;

Outcome Measures; Classroom discussion, Competency paper, Case presentation, and Field Instructor evaluations

3. Recognize the need for on-going personal and professional development **(Program goal 3)**;

Outcome Measures: Class discussion, readings, Case presentation, Focus group

4. Adhere to and demonstrate use of social work values and the NASW Code of Ethics **(Program goal 4)**;

Outcome Measures: Class discussion, experiential exercises, Case presentations, Competency paper

5. Demonstrate an understanding of human diversity and differential assessment and intervention skills with diverse, vulnerable, and impoverished populations to include rural and military **(Program goals 2 and 4)**

Outcome Measures: Class discussion, Case presentation, Agency & Community paper, Policy paper

6. Apply critical thinking, research and evaluative methodology **(Program goal 1)**;

Outcome Measures: Single-subject design project, Competency paper and presentation

7. Apply the generalist problem-solving approach **(Program goal 1)**; and

Outcome Measures Class discussion, experiential exercises, Case presentations, Single subject Design, Policy paper

8. Demonstrate appropriate oral and written professional communication skills **(Program goal 1)**.

Outcome Measures: Class discussion, Case presentations, and the Competency paper

## EVALUATION OF PERFORMANCE

Students must **maintain an overall 2.0 GPA and a grade of “C” or better on all Social Work courses to remain in the Program.** Students must have a cumulative 2.5 GPA in Social Work to graduate from Methodist University. Students must attend class and field on a regular basis, must maintain ethical behavior consistent with the NASW Code of Ethics, and demonstrate no behavior, which would place clients, colleagues, Methodist University, or self at risk of harm. Such behaviors include but are not limited to active substance abuse, inappropriate or unethical behavior with clients, personal or situational problems

that limit the ability of the student to act in a helping capacity, inability to complete practicum requirements in timely, appropriate, and adequate fashion, and erratic attendance or excessive absences.

Failure to maintain these requirements may be grounds for dismissal from the Program at any time prior to graduation. The student will be notified verbally first by the Department faculty or if in field, the Field Education Coordinator, if there is a problem likely to affect his or her standing in the Program. A written warning will follow this. Hearings regarding possible academic or disciplinary dismissal follow this procedure:

- a. Notification verbally and in writing to the student of the concern;
- b. The student and the Admissions and Academic Standards Committee (or, if in field, the Field Coordinator and Field Instructor) will meet to discuss the concern (s);
- c. Remedial action will be sought to resolve a behavioral or ethical problem, if this can be done without endangering clients, professional colleagues, the student, or the Program; and
- d. If the decision is made to dismiss the student from the Program, the student may appeal the decision successively to the Program Director, Dean of School of Public Affairs, and then to the Vice-President of Academic Affairs who can request the matter be heard by a faculty committee. The Vice President of Academic Affairs and the President of the University will make the final decision.

Students are evaluated in course work and field by criteria published in each course syllabus, The Student Program Handbook, and/or Field Education Manual at the middle and end of the semester. Students may exercise without penalty their rights of grievance and appeal on evaluations, grades assigned, and decisions which affect their ability to continue in the Program or graduate with a degree in Social Work.

### **SOCIAL WORK PROGRAM GRADING SCALE**

93 - 100	A	77 - 79	C+	63 - 66	D
90 - 92	A-	73 - 76	C	60 - 62	D-
87 - 89	B+	70 - 72	C-	59 & below	F
83 - 89	B	67 - 69	D+		
80 - 82	B-				

### **AFFIRMATIVE ACTION/NON-DISCRIMINATION**

Methodist University is a co-educational, liberal arts university governed by a Board of Trustees elected in part by the North Carolina Conference of the United Methodist Church. All practices of the University shall be consistent with its purpose and mission. The foundation for the educational Programs and policies of the University is belief in God and the equal rights of all people. In keeping with this belief, Methodist University is committed to the concept and practice of equal opportunity for all persons regardless of race, color, national origin, sex, age, religion, or disability. Therefore, Methodist University does not discriminate on the basis of any of the above characteristics in educational Programs, admissions policies, financial aid, employment, promotions, pay, tenure, disciplinary action, layoffs, or termination of employment. Methodist University aims to achieve a diversity of faculty, staff, and student body in order to provide an excellent educational experience for its students. In student recruitment and job appointments, efforts will be made to recruit and retain minority groups in the Methodist University community. When there are employment vacancies, Methodist University will use appropriate media and means to invite applications from all qualified persons. The President of the University has ultimate responsibility for the affirmative action Program. He/she delegates responsibility for development and operation of the Program to an

affirmative action officer and a standing committee representing administration, faculty, staff, and students. Responsibility for the implementation of the Program; however, will be shared by all managers and supervisors. All employees of Methodist University are expected to cooperate with the Affirmative Action Plan. Any employee who violates the principle of equal opportunity shall be subject to appropriate disciplinary action. The Affirmative Action Plan includes a complaint procedure so that any current or former employee, applicant for employment, or student who has reason to believe he/she has been discriminated against may have his/her complaint heard and resolved. Methodist University prohibits retaliatory action of any kind against any current or former employee, applicant for employment, or current or former student because that person made a charge, testified, assisted, or participated in any manner in a hearing, proceeding, or investigation involving discrimination.

An Affirmative Action Plan to implement this policy will be established and maintained. This plan will be disseminated to the Methodist University community in appropriate ways.

### **Functions of the Affirmative Action Officer**

The responsibilities of the Affirmative Action Officer shall include the following:

- A. Chair the Affirmative Action Committee.
- B. On an ongoing basis, gather data on students, faculty, and staff from various officers on campus for the committee to assess in order to formulate a profile and identify underrepresented populations annually.
- C. Act as liaison with administration, faculty, staff, and students regarding Affirmative Action.
- D. Process complaints of acts of discrimination against students, faculty, and staff, according to the grievance procedure.

### **Functions of the Affirmative Action Committee**

The Affirmative Action Committee will fulfill the following responsibilities:

- A. Review data regarding students, faculty and staff. Establish a profile of these groups and identify underrepresented populations.
- B. Monitor the hiring, promotional, and compensation practices of the University to identify possible inequities.
- C. Annually report to the President on the profile of underrepresented groups and goals.
- D. Recommend to the President of the University a plan designed to improve identified inequities and assist in plan implementation as needed.

While it remains the responsibility of the administrators of their various areas to fill job vacancies, it is also their responsibility to insure that qualified individuals from groups previously underrepresented in the University community will be included in the pool of employment applicants. The Affirmative Action Committee will provide information and assistance in location of sources for achieving this goal. This committee will also maintain a record of grievance complaints taken to the Affirmative Action Officer and assess the complaints to see if changes within the systems utilized by the University should be recommended to the President.

### **STATEMENT ON SEXUAL HARASSMENT**

Sexual harassment is an abuse of persons; it is a violation of the principle that all members of the Methodist community should be treated fairly and equally, with dignity and respect. Sexual harassment is

thus a violation of the freedom of others; it cannot and will not be tolerated at Methodist University. It is the responsibility of all members of the Methodist University community to work toward understanding, preventing, and combating sexual harassment. The purpose of the University's policy regarding sexual harassment is to help the entire community fulfill this obligation. Any activity perceived as sexual harassment should be reported to any member of the Sexual Harassment Resource Team. Any person found to have violated this policy may be subject to disciplinary measures. In addition to its policy regarding sexual harassment, Methodist University provides a resource team trained to deal with this issue. These persons have been chosen for their sensitivity and concern. They will listen objectively, provide support, answer questions about the policy on sexual harassment, and help victims pursue options for handling the problem. If a student feels that he/she has been sexually harassed or is uncomfortable with another person's response or behavior, he/she is encouraged to talk with a member of the resource team. Any contact with a member of the resource team will be held in strict confidence.

## **Defining Sexual Harassment**

Sexual harassment is a form of sexual discrimination. Unwelcomed sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is either an implicit or explicit condition of an individual's employment or education;
- submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or when such conduct creates an intimidating, hostile or offensive work or educational environment.

Sexual harassment may occur in a variety of situations and relationships. It may take place between students; it may take place between students and professors, supervisors and employees, persons of the same sex, or persons of the opposite sex. Sexual harassment may occur within social, fraternal or professional organizations; it may involve one-time or repeated actions or responses that are unwelcomed.

## **Methodist University**

### **Statement on Sexual Harassment**

**Sexual harassment is an abuse of persons; it is a violation of the principle that all members of the Methodist University community be created fairly and equally, with dignity and respect.**

Sexual harassment is a violation of the freedom of others; it cannot and will not be tolerated at Methodist University. It is the responsibility of all members of the Methodist University community to work toward understanding, preventing, and combating sexual harassment. The purpose of the University's policy regarding harassment is to help the entire community fulfill this obligation. Any activity perceived as sexual harassment should be reported. Any person found to have violated this policy may be subject to disciplinary measures. In addition to its policy regarding sexual harassment, Methodist University provides a resource team trained to deal with this issue. These persons have been chosen for their sensitivity and concern. They will listen objectively, provide support, answer questions about the policy on sexual harassment, and help victims look at options for handling the problem. The names and phone numbers of the resource team members are listed in the back of the brochure.

Any activity perceived as sexual harassment should be reported. Any person found to have violated this policy might be subject to disciplinary measures.

In addition to its policy regarding sexual harassment, Methodist University provides a resource team trained to deal with this issue. These persons have been chosen for their sensitivity and concern. They will listen objectively, provide support, and answer questions about the policy on sexual harassment and help victims look at options for handling the problem.

**Sexual  
Harassment  
Defined**

Sexual harassment is a form of sexual discrimination. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is either an implicit or explicit condition of an individual's employment or education; submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or when such conduct creates an intimidating hostile or offensive work or educational environment.

Sexual harassment may occur in a variety of situations and relationships. It may take place between students; it may take place between students and professors, supervisors and employees, persons of the same sex, or persons of the opposite sex.

Sexual harassment may occur within social, fraternal or professional organizations; it may involve one-time or repeated actions or responses that are unwelcome.

**Type  
Sexual  
Harassment**

Sexual harassment is usually verbal or physical in nature. Verbal harassment includes, but is not limited to: sexual innuendoes, comments, or sexual remarks about clothing, body, or sexual activities:

- suggestive or insulting sounds.
- whistling in a suggestive manner.
- jokes about sex.
- sexual propositions, invitations, or other pressure for sex.
- Assault.

Other types of sexual harassment may include, but are not limited to leering or ogling and making obscene gestures.

**Effects of  
Sexual  
Harassment**

A person subjected to sexual harassment may be affected in ways including the following:

- diminished self-esteem or self-confidence.

- physical or emotional discomfort.
- depression, moodiness, helplessness, or anger.
- feelings of guilt.
- poor work and academic performance.

**Consequences  
Of Sexual  
Harassment**

A student or employee found responsible for sexually harassing another individual may face consequences including, but not limited to:

<b>Student</b>	<b>Employee</b>
Reprimand – verbal and/or writing	Reprimand – verbal and/or written
Disciplinary probation	Probation
Suspension	Suspension with or without pay
Expulsion	Termination

Issues of sexual harassment can and may be pursued in criminal and/or civil court. Persons falsely accused of sexual harassment have recourse through the court system.

**If you are  
Sexually  
Harassed**

If a person is sexually harassed, it is important that he or she not blame himself or herself. Sexual harassment is an action that the harasser initiates. It is not the fault of the victim. Self-blame creates anger and depression. It is important not to delay taking action. Such delay further hurts the victim and may cause the harassment to continue and/or other persons to become victims. Described below are some steps that you can take to deal with sexual harassment.

**STEP 1**

Tell the harasser to STOP. Say “NO” clearly and firmly without smiling. Do not be polite or vague. Communicate that the behavior is unwanted and unacceptable.

The victim may choose to write a letter to the harasser. The letter should include a factual account of what occurred, listing date(s), place(s), and description of the incident(s). The harassed individual should express his or her feelings and insist that the behavior cease. The letter should be delivered by certified mail or in person. A copy should be kept for future reference.

Keep a record of any and all incidents of sexual harassment. Note time, places, dates, what occurred, and response made. Keep any notes or letters received from the harasser.

**STEP 2**

A person who has been sexually harassed (or who is uncomfortable with another person's behavior) is encouraged to talk with a member of the sexual harassment resource team. The resource team member will help the person to assess the situation and to decide on further action if such action is appropriate.

A person who has been sexually harassed has the right to report that harassment and discuss it with one of the team members without filing a complaint. That discussion will be kept confidential within the sexual harassment resource team.

In certain situations, the resource team may deem it necessary to meet with an accused harasser's supervisor without being accompanied by the victim. In such cases, the victim will be informed and the accused will have the right to include a statement in the written record.

**STEP 3**

If a harassed person wishes to take further action, the resource person may accompany that individual as he or she speaks with the harasser.

**STEP 4**

If the above action does not satisfactorily resolve the matter, the resource person will accompany the victim as he or she meets with the accused person and that individual's supervisor. The accused person must be given notice that such a meeting has been requested 48 hours in advance. (Note: Sexual harassment issues between students will be handled by the Methodist University Judicial Systems.)

**STEP 5**

Either party - the victim or the accused - may appeal the administrative action of the supervisor to an appeal committee. If an individual who has been sexually harassed wishes to appeal the administrative action, the resource person will accompany her or him through a hearing committee. The committee, appointed by the President, is composed of representatives of the entire University community. That committee will make recommendations to the President of the University. The action of the President is the final action by the University.

**Preventing Sexual Harassment**

Individuals accused of sexual harassment often say, "I didn't realize that he/she would be offended by that." It is important for students, faculty, and staff to be sensitive to another person's responses to what is said or done, and also to become more informed about what constitutes sexual harassment. All members of the Methodist University community are responsible for helping to create an environment that restricts unwelcome and

unsolicited sexual overtones.

**Have You  
Been Sexually  
Harassed?**

If you feel you have been sexually harassed (or if you even feel uncomfortable with another person's behavior) you are encouraged to talk with a member of the Sexual Harassment Resource Team. They have been chosen for their sensitivity and concern. They will listen objectively, provide support, answer questions and help you look at options for handling the problem. Any contact with a member of the resource team will be kept confidential within the team.

**ADVISEMENT**

Methodist University offers a comprehensive advisement Program. Advisement procedures are as follows:

1. The advisor meets with each advisee at scheduled intervals each semester to discuss their academic progress and career goals, as well as to plan course sequencing and scheduling. The advisor orients the student to liberal arts core requirements and those of the Program. The advisor maintains a file on each advisee, in which is contained check sheets showing the student's progress toward completing core requirements and requirements in the major. Copies of check sheets can be found on the *Methodist University website* or from your advisor and requirements for the core and major are found in the *Methodist University Academic Catalogue*. The check sheets are updated by the advisor and student each semester and used to plan the following semester's schedule. Students are advised to maintain a personal copy of the checklist, as well.
2. The advisor monitors the student's academic progress, and receives mid-term and semester grade reports for each advisee. The advisor discusses with the student reasons for poor performance and possible techniques for improvement. Frequently, advisor and instructor are the same, in major courses. This gives the advisor greater insight into the student's academic strengths and weaknesses and enables them to make more specific suggestions for improvement.
3. Advisement for students is ongoing and systematic. Students and faculty may meet at other than scheduled advisement periods at the request of either. While faculty does not engage in long-term psychotherapy or in-depth counseling with students about personal concerns, they do listen to student concerns and offer referrals to appropriate supportive or counseling services either on or off campus. On several occasions, Social Work majors have been instrumental in developing on-campus services. For example, in the Fall of 1995, a Social Work female major approached the Program Director, Dean of Student Life, Campus Counseling Service, and Campus Minister to develop and advertise a support group for the students who are victims of domestic violence.
4. The assignment of advisors and orientation of students are as follows: Students are assigned a Social Work advisor either at the time of declaring their intent to major in Social Work or on formal admission to the Program. Informal advisement is available to any student interested in learning more about Social Work as a career option. Films, speakers, and field trips also offer students opportunities to learn about professional Social Work as a career option. Students are assigned alternately to the four full-time faculty. They may request a change of advisors at any time. All students who have declared a major or been formally admitted to the Program must attend a mandatory meeting once each academic semester. At the fall semester meeting copies of the *Methodist University Social Work Department Student Handbook* are distributed, and information about the Program, course and field requirements, placements, and availability of courses is provided. Any student questions are answered and concerns addressed. Students are also required to attend the formal, scheduled advisement session with their adviser each semester. This is held at mid-semester and allows the student to pre-register for the following semester.
5. The Coordinator of Field Instruction provides Field Placement advisement. Students will have discussed their career goals with their academic advisor throughout their academic career, but

specific planning for entry into Field is done with the Coordinator of Field Instruction. Students who plan to enroll in Field placement the following semester meet with the Field Coordinator prior to pre-registration for that semester. Notification is made to students by letter, information posted on Program bulletin boards, in all Social Work classes, and through the student organization, that students planning to enter Field the following semester must schedule an appointment with Field Coordinator.

6. Students are offered advisement concerning change of major. On occasion, a student decides they are not suited for, or are not interested in a career in professional Social Work. It is the responsibility of the advisor to discuss this with the student and to help them transfer to another major. This may involve meetings with the student, referral for vocational or academic testing, and meetings with faculty who teach in other Programs.

Students are screened throughout their academic career as to their interest, motivation, and suitability for Social Work. Students are offered an opportunity to engage in early Social Work experience by volunteering hours in a social service setting in Introduction to Social Work (SWK 231). Helping Processes (SWK 315) allows students to further determine if they are interested in Social Work, prior to making a formal commitment to the Program. As a result, students who appear to experience difficulties have opportunities to discuss their motivation and suitability with their advisors early in their academic careers. Another opportunity to determine areas of interest prior to the Field Internship occurs during SWK 420. Students in this course complete 30 hrs of pre-field experience in an area of Social Work that interests them.

Faculty may refer students for appropriate academic skills development or counseling when indicated, and encourage exploration of a variety of options. Advisors and Social Work Program faculty make every effort to identify and divert as early as possible those students who appear to have difficulties that will impede their performance as professional Social Workers.

Procedure for admission and termination from the Program exist, along with grievance and appeal procedures, which are published and disseminated to all students, faculty, and others associated with the Program. The University Administration, legal experts, and the Program Advisory Board have reviewed these procedures.

Methodist University's status as one of the fastest-growing private liberal arts University in the state is due in large part to the individual attention that students receive from faculty and the strong support of all areas of campus life. Faculty joins students in community service activities, recreational and social events, participating in and attending sporting events, field trips, and chapel services. They also provide academic and tutorial assistance and express concern for difficulties students are encountering. The Faculty strives to see each student as a whole person and to treat each member of the academic community with dignity and respect. The result is a comfortable, collegial environment in which students feel free to seek out faculty as academic, career, and personal mentors.

## **THE SOCIAL WORK CLUB**

Students who are majoring in Social Work are encouraged to join the Social Work Club. The Club is assigned a Social Work faculty adviser. Students elect officers, approve changes to the by-laws, and decide on their annual Program of activities. Speakers, visits to social service agencies and job fairs, community services activities such as helping with food harvests for the food bank, providing holiday food boxes for families and social events such as barbecues or picnics are among the activities. Dues are nominal and waived for anyone who cannot afford them. The group meets twice a month. Meeting times and locations are posted on Social Work bulletin boards.

The President of the Social Work Club is a member of the Department's Advisory Board and as such officially represents student concerns, points of view, and interests to the faculty and Program. Recommendations can be made through the organization to the Program, as well as directly to Department

faculty. The student organization has on a number of occasions provided valuable input into curriculum decisions, content of the student handbooks and manuals, and Program policies and procedures.

### **PHI ALPHA - ETA RHO CHAPTER NATIONAL SOCIAL WORK HONOR SOCIETY**

Phi Alpha is a National Social Work Honor Society. The Social Work Program established the Eta Rho Chapter in March 1998. In order to become a member, a student must: 1) be a declared Social Work major; 2) be admitted to the Social Work Program; 3) achieve sophomore status; 4) complete a minimum of twelve semester hours of required Social Work courses; 5) achieve an overall grade point average of 3.0; and 6) achieve a 3.25 grade point average in required Social Work courses.

### **SIGMA OMEGA CHI**

Sigma Omega Chi is a local honor society open to majors or minors in Sociology, Social Work, or Criminal Justice. It was established in 1984. Initiation is held annually in April. Students must have completed twelve semester hours in the discipline; have an overall GPA of 2.7 and a GPA in the major of 3.0. Sigma Omega Chi awards a scholarship annually to the member with the highest GPA. Business meetings and service projects are held throughout the year.

### **STUDENT AWARDS**

#### **Outstanding Senior Award:**

The Social Work Program established this award in 1994. A certificate of recognition is presented to a senior for scholastic achievement, dedication to the profession, leadership, service, and participation in the Social Work Club. The student must be in continuous enrollment during his or her junior and senior year and have a minimum GPA of 3.0. The Social Work Program faculty selects the senior.

#### **Deborah Murray Outstanding Social Work Student Award:**

The Social Work Student Club established this award in 1994. The Social Work Program faculty selects the student based on the following criteria:

- Minimum GPA of 2.7
- Involvement in community volunteer work and school activities
- Active membership of the Social Work Club.

### **GRADUATE SCHOOLS AND CAREER PLANNING AND PLACEMENT OFFICE**

The Career Placement Office provides information about Social Work graduate Programs in North and South Carolina and other states. Every spring, the placement office is responsible for the annual Methodist University Career Day. Career Day gives employers an opportunity to collect resumes of qualified seniors and distributes information about professional changes, needs, and career opportunities. The placement office also has career center bulletins that list descriptions of professional job vacancies.

In addition, the student organization often arranges a visit to the Social Work Career Day at University of North Carolina, Chapel Hill. This is held early in the spring. Social Work job vacancies are listed by the North Carolina Chapter of NASW and published in a job listing each month. All state vacancies are listed in public libraries in each county. In Fayetteville, this is at the Main Library on Maiden Lane. The State Employment Offices can be of assistance in locating state agency positions, as well. Local agencies send job postings to the Department of Social Work. These postings are displayed on the main Social Work

bulletin board. Social Work Program faculty also work with students to prepare resumes, prepare for job interviews, and develop job search strategies. The Department Chair maintains files with information about MSW Programs across the country. These may be of interest to our students.

## **SOCIAL WORK PROGRAM APPLICATION Criteria**

The following criteria must be met to be admitted to the Social Work Program at Methodist University.

1. Completed application form submitted to the Secretary of the Department of Social Work.
2. Completion of a minimum of fifty (50) percent of the general core requirements for the Bachelor of Science or Bachelor of Arts with a minimum GPA of 2.0.
3. Completion of English 101 and English 102 with a grade C or above beginning with students who follow the 1999-2000 Methodist University Academic Catalogue.
4. Completion of Social Work 231, 235, 240, 315 with a grade of "C" or better and overall 2.5 GPA in Social Work courses. Social Work courses include: CSC 100, MAT 220 (PSY 250, or SOC 220), PSC 151, PSY 101, SOC 151, SWK 231, SWK 235, SWK 240, SWK 315, PSY 341, SWK 300, SWK 302, SWK 332, SWK 350, SWK 370, SWK 372, SWK 420, SWK 424, SWK 475, SWK 480.
5. Two recommendations for admission to the Program from faculty members who are familiar with student's work.
6. One recommendation from the instructor of the Social Work 231 class.
7. Completion of narrative regarding reasons for choosing Social Work as a profession.
8. Approval of Admissions Committee of the Social Work Program after an interview with the applicant and with consideration of the students' adherence to the Code of Ethics and the Professional standards of the Program.

**IT IS THE RESPONSIBILITY OF THE STUDENT TO COMPLETE ALL OF THE APPLICATION MATERIAL AND SUBMIT ALL REQUIRED MATERIAL TO THE SOCIAL WORK DEPARTMENT SECRETARY PRIOR TO THE DEADLINE FOR APPLICATION.**

**APPLICATION DEADLINE FOR FALL - First Friday in September**  
**APPLICATION DEADLINE FOR SPRING - First Friday in February**

**For Program Use Only**

Date: \_\_\_\_\_

Status \_\_\_\_\_  
Full Admission \_\_\_\_\_  
Prov. Admission \_\_\_\_\_  
Denied Admission \_\_\_\_\_

**Application for Admission**  
**Social Work Program**  
**Methodist University**

Please fill out this application form completely. Please print or type all answers. Completed recommendation forms should be sent directly to the Chair of the Social Work Department.

1. Name

\_\_\_\_\_

Last	First	Middle
------	-------	--------

2. Permanent Address

\_\_\_\_\_

3. Permanent Telephone Number \_\_\_\_\_

4. Current Address (If different from above) \_\_\_\_\_

\_\_\_\_\_

5. Day Telephone Number \_\_\_\_\_

6. Work Telephone Number \_\_\_\_\_

7. E-mail Address \_\_\_\_\_

8. Student ID Number \_\_\_\_\_

9. Date of intended graduation: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Year \_\_\_\_\_

10. Number of hours of B.S. or B. A. core completed at time of application \_\_\_\_\_

11. Grade in Social Work 231: \_\_\_\_\_ Instructor's Name: \_\_\_\_\_

12. Grade in English 101: \_\_\_\_\_

13. Grade in English 102: \_\_\_\_\_

14. Enrolled in: Day Classes \_\_\_\_\_ Evening Classes \_\_\_\_\_

15. Cumulative Grade Point Average \_\_\_\_\_

16. Cumulative GPA in Social Work \_\_\_\_\_

### **Narrative**

Please complete a narrative describing why you wish to enter the Social Work profession and attach this to the application. Include the following in your essay.

- a. Define Social Work as a profession.
- b. Give an account of one occasion when you found it necessary to ask for help.
- c. Discuss what motivates you to enter Social Work.

**This form is to be filled out, placed in a sealed envelope and sent directly to the Secretary of the Social Work Department.**

### **Statement of Non-discrimination:**

The Methodist University Social Work Program does not discriminate against students on the basis of race, ethnic group, age, sex, religion, sexual orientation, disability or political philosophy.

### **Statement of Understanding:**

I, \_\_\_\_\_, certify that the above information is true. I understand that if information is found to be false, it may be grounds for dismissal from the Social Work Program.

---

Signature

Date

## RECOMMENDATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM

Part A: To be completed by the applicant:

Name: \_\_\_\_\_

I understand that the official of Methodist University will hold the recommendation I am requesting in confidence, and I hereby waive any rights I may have to examine it.

\_\_\_\_\_ Yes    \_\_\_\_\_ No

Part B: To be completed by the student's reference person:

Students entering the Social Work Program at Methodist University will be entering a Program designed to provide generalist training for entry-level Social Work practice. This student will prepare to work with people to assess their problems and assist them in planning for change. Please help us determine this student's potential for success in this Program by filling out the following assessment based on your knowledge of the student.

Name of Student: \_\_\_\_\_

How long and in what capacity have you known this student? \_\_\_\_\_

Please rate the student along a continuum from 1 to 4, with 4 standing for strongly agree and 1 standing for strongly disagree:

	SD	D	A	SA
The student is emotionally stable.	1	2	3	4
The student is socially mature.	1	2	3	4
The student gets along well with his/her peers.	1	2	3	4
The student has adequate academic capacity to achieve graduation.	1	2	3	4
The student appears sensitive to the needs of others.	1	2	3	4
The student has professional promise.	1	2	3	4

Comments: \_\_\_\_\_

Name of Reference (Printed): \_\_\_\_\_  
(send to Social Work Department)

Reference Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please place this form in a sealed envelope and send directly to: The Social Work Department, Secretary, Methodist University, 5400 Ramsey Street Fayetteville, NC 28311

**METHODIST UNIVERSITY  
SOCIAL WORK DEPARTMENT  
ADMISSION CODE OF CONDUCT**

The Social Work Department at Methodist University is a professional education Program. As such, students are required to adhere to the standards, ethics, and values of the profession as identified by the National Association of Social Work (NASW). In addition, the Program must meet the standards set by the Council on Social Work Education (CSWE). The following professional/behavior expectations are based on the NASW Code of Ethics and CSWE's accreditation standards for problems encountered in Social Work education.

1. Social Work students are expected to uphold and advance the values, ethics, and mission of the profession, (5.01, Code of Ethics)
2. Social Work students are expected to treat other students, faculty, and staff with respect, honesty, courtesy, and fairness (2.01A), and should avoid unwarranted criticism, (2.01B)
3. Social Work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, or mental or physical disability. (4.02)
4. Social Work students should not participate in, condone, or be associated with dishonesty, fraud, deception, or plagiarism. (4.03)
5. Social Work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet Program requirements will be expected to take appropriate remedial action. (4.04)
6. Social Work students should not allow their private conduct to interfere with their ability to meet the Program's expectations. (4.03)
7. Social Work students engaged in research are expected to follow guidelines developed for the protection of the participants. (5.02)
8. Social Work students are expected to continue to work on areas of professional growth. If a faculty member refers a student to the Admissions and Academic Standing Committee, it is expected that the student will follow through with the committee's decisions.

**Statement of Understanding**

I understand that although I am admitted to the Social Work Program at Methodist University if my professional development is not deemed satisfactory by a majority of Social Work faculty, the Program has the right and responsibility to request re-evaluation of my suitability for the Social Work Program.

I hereby agree to abide by the standards outlined in this document, and further understand that I must maintain a 2.00 overall grade point average and a 2.5 in Social Work in order to apply for field placement.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**BACHELOR OF SOCIAL WORK CHECKLIST  
2007-2008 CATALOGUE**

Choose one: Bachelor of Arts Core \_\_\_\_\_ Bachelor of Science Core \_\_\_\_\_

GENERAL EDUCATION /CORE REQUIREMENTS COMPLETED:  
No \_\_\_\_\_ Yes \_\_\_\_\_ Date Completed \_\_\_\_\_

COURSE AND NUMBER	SEMESTER HOURS	GRADE
<b>Foundation Courses:</b>		
Sociology 151 - Principles of Sociology	3	_____
Psychology 101 - Introduction to Psychology	3	_____
Psychology 341 - Abnormal Psychology	3	_____
Political Science 151 - American Government	3	_____
Computer Science 100 - Computer Science	3	_____
Social Work 332, Sociology 220, Math 220, Psychology 250	3	_____
Social Work 231 - Introduction to Social Work	3	_____
Social Work 235 - Human/Biological Systems	3	_____
Social Work 240 – Professional Writing & Critical Thinking	3	_____
Social Work 300 - Human Behavior I	3	_____
Social Work 302 - Human Behavior II	3	_____
Social Work 315 - Helping Processes	3	_____
Social Work 332 - Research	3	_____
Social Work 350 - Human Diversity and Pop.-at-Risk	3	_____
Social Work 370 - Policy I **	3	_____
Social Work 372 - Policy II	3	_____
Social Work 420 - Practice Methods I	3	_____
Social Work 424 - Practice Methods II	3	_____
Social Work 475 - Field Practicum*	9	_____
Social Work 480- Capstone Seminar	3	_____
Minor/or Electives		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**NOTES:** Each graduate must obtain a grade of “C” or better in **ALL** courses taken and maintain a 2.5 GPA in the major subject area. Each graduate must obtain a minimum of a 2.0 GPA in the minor subject area, and in residency at Methodist University. Students must receive a grade of “C” or above in ENG 101 and ENG 102.

\*\*Writing intensive course. Prerequisite is successful completion of ENG 102.

# CONSTITUTION OF THE SOCIAL WORK CLUB

## Article I

### NAME

Social Work Club

## Article II

### Purpose

The purpose of the Social Work Club is to unite Social Work Majors/Minors and others interested in the profession together in an organization that will provide support for members as a group, and provide services to the community and to the student body.

## Article III

### Membership

Section 1. Eligibility for membership in the Social Work Club shall be determined by the following criteria:

The candidate must be a Methodist University student.  
Alumni may participate in club activities and follow under same guidelines.

Section 2. Membership is based upon payment of dues. Upon payment, a club card will be issued.

Section 3. Dues in the amount of \$5.00 shall be paid to the treasurer prior to the second month of each semester (*i.e.* dues must be paid in full or arrangements made with the treasurer by October and by February each year). The whole purpose of dues is to create an active money system. Any member unable to pay the due amount can make arrangements with the Executive Committee.

Section 4. Candidates will not be denied membership for inability to pay club dues.

## Article IV

### Officers, Powers, and Election Process

Section 1. There shall be four (4) elected officers and one (1) faculty sponsor. All other offices shall be elected as needed and amended. The officers shall consist of the following and the officers will perform the following duties:

- A. President: shall preside at meetings.
- B. Vice-President: shall preside in absence of president.
- C. Secretary: shall take minutes, and handle all correspondence of the organization (if the secretary sees fit to delegate a committee for such purposes it shall be granted, the secretary heading the chair).
- D. Treasurer: shall handle all financial matters.

Section 2. These officers along with the faculty advisors shall form the executive committee. If, for any reason, any committee(s) is needed to perform a certain task, then the Executive Committee shall appoint committees from the

general body of the organization. These committees shall operate on a temporary basis until their task is completed.

- Section 3. The Executive Committee shall look in the direction of the advisor in case of ties that occur when voting.
- Section 4. All officers shall be elected at the beginning of the semester. Fifty-one (51%) percent shall be considered a majority vote during elections. Elections shall be held at the first meeting of the academic year (determining officers for the academic year).
- Section 5. Any vacancies that occur in these offices shall be filled at the organizations earliest convenience by a general election. In case of a vacancy of the President, the Vice President will assume all responsibilities of the President. Fifty-one (51%) percent of the members must be present to vote. In case a majority cannot be met the decision may be made by the Executive Committee.
- Section 6. Grievances on any officer may be made to the faculty sponsor. In case of impeachment from officer positions, section five (5) will be followed. Officer may be reelected by majority vote.

## **Article V**

### **Meetings**

- Section 1. The first meeting of each semester shall be determined by the Executive Committee at the final meeting of the semester.
- Section 2. Meetings for each semester shall be held twice a month on a date and time determined by the group. Dates and times can be changed to best fit the majority.
- Section 3. The Executive Committee shall have the power to call a meeting in case of emergency. Members shall be notified as soon as possible about such meetings and reason for its occurrence.
- Section 4. Robert's Rule of Order shall be followed at all meetings.

## **Article VI**

### **Funds**

- Section 1. There shall be a club membership due of \$5.00 each semester.
- Section 2. Checks should be made payable to Methodist University.
- Section 3. Other funds shall be raised by other means (*i.e.* fund raisers).

## **Article VII**

### **Amendments**

- Section 1. All amendments and changes to the constitution shall be presented to the general body for approval.

Section 2. Any proposed amendments may be proposed by the Executive Committee or any member of the general body.

## **BY-LAWS**

### **ETA RO Chapter - Phi Alpha Honor Society Effective Date 3-11-98**

**Methodist University  
5400 Ramsey Street  
Fayetteville, North Carolina 28311-1499**

## **CHAPTER I**

### Officers of the Executive Committee

- Section 1. The officers of the organization shall consist of a President, Vice-President and Secretary-Treasurer to be elected by a majority vote of the active chapter membership.
- Section 2. The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution of By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapter reports; perform the duties of ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.
- Section 3. The Vice-President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.
- Section 4. The duties of the Secretary-Treasurer shall be as follows:
- a. To forward to the Treasurer of the Executive Council the following:
    1. The national initiation fee for each student and faculty initiate prior to his or her acceptance into membership.
    2. A report certified by the faculty advisor covering the chapter year not later than June 30. The report is to include financial statement, and a list detailing the dates of the meetings held during the year.
  - b. Fulfill such additional duties as may be required by the Executive Committee or by Chapter Constitution, the By-Laws, Resolutions or vote of the Chapter Membership.
- Section 5. A faculty member in the undergraduate or graduate Social Work Program shall serve as the faculty advisor.

## **CHAPTER II**

### **Organization and Procedures**

- Section 1. The Executive Committee shall consist of the President, Vice-

President, Secretary-Treasurer, Chair of the standing committees, Chair of the standing committees, and the faculty advisor.

- Section 2. The Chapter shall meet in official sessions at least once each term of the academic year.
- Section 3. Standing committees may be appointed by the President with the approval of the Executive Committee.
- Section 4. Special committees may be appointed by the President.
- Section 5. The Chapter year shall begin on July 1 and end on June 30.
- Section 6. The Chapter shall maintain adequate and accurate records of its membership, activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.
- Section 7. Qualified persons may be inducted into membership during the fall and spring semesters.
- Section 8. Election of officers will be held during the fall semester of each year.

## CHAPTER III

### Membership

- Section 1. An undergraduate student is eligible for active membership after achieving the following National minimum requirements and meeting local Chapter requirements :
  - a. Declared Social Work as a major, and be admitted to the social work Program.
  - b. Achieved sophomore status.
  - c. Completed 9 semester hours of required Social Work courses.
  - d. Achieved an overall grade point average of 3.0 (on a 4.0 scale).
  - e. Achieved a 3.25 grade point average in required Social Work courses.
- Section 2. A Social Work Program faculty member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.
- Section 3. The Executive Committee with the approval of the membership, may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the field of Social Work. Honorary members shall not be assessed membership dues.
- Section 4. The method of granting membership shall be in accordance with procedures established by the local chapter.
- Section 5. Any member may be expelled from membership for reasons of academic or personal conduct unbecoming a student of Social Work, by a three-fourths vote of the chapter, after a thorough investigation

has been made by the Executive Committee, and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work Program or University is cause for automatic recommendation for expulsion.

## **CHAPTER IV**

### **Dues**

- Section 1. The initiation fee shall be of sufficient amount to include the following:
- a. the initiation fee required by the National society
  - b. the initiation fee required by the local chapter
- Section 2. Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and a three-fourths vote of the chapter membership present.
- Section 3. Special fees, assessments, fines and penalties may be levied by the Executive Committee and a three-fourths vote of the chapter membership present.

## **SOCIAL WORK PROGRAM FACULTY**

### **Full Time Faculty**

#### **Dr. George Hendricks**

Department Chair

Ph.D. Walden University

M.S.W. East Carolina University

B.S.W. East Carolina University

#### **Dr. Carla Ford-Anderson**

Assistant Professor of Social Work

Ph.D. Yeshiva University

M.S.W. Fordham University

B.S. City College-CUNY New York

#### **Dr. Bonita Belcastro**

Dean of the School of Public Affairs

Professor of Social Work

Ph.D., University of Pittsburgh

M.S.W. West Virginia University

B. A. Ohio University

#### **Ms. Mary Deyampert-McCall**

Professor of Social Work

Field Coordinator

M.S.W. University of North Carolina at Chapel Hill  
B.S. Tuskegee University

**Adjunct Faculty**

**Ms. Karen Boone**

M.S.W. Howard University  
B.S.W. Methodist University

**Dr. Ronnie Martin**

Ph. D. University of South Carolina  
M.S.W. East Carolina University  
B.A. East Carolina University

**Ms. Stacey Pendarvis**

M.S.W. East Carolina University  
M.A. in Academic Psychology, East Carolina University  
B.A. in Psychology, University of Florida

**Mr. Greg Perkins**

M. S.W. University of North Carolina at Chapel Hill  
B. S. W. Methodist University

**Ms. Tara Weymouth**

M.S.W. University of North Carolina at Chapel Hill  
B.S.W. Methodist University



**COUNCIL ON SOCIAL WORK EDUCATION**

Copyright © 2008, Council on Social Work Education, Inc. All rights reserved.

**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.

2

## **1. Program Mission and Goals**

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

#### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

#### **Educational Policy 1.2—Program Context**

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

#### **Accreditation Standard 1.0—Mission and Goals**

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

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

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

<sup>1</sup>These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

3

## **2. Explicit Curriculum**

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the

program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

#### **Educational Policy 2.1—Core Competencies**

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

Programs may add competencies consistent with their missions and goals.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

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

4

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking.

Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

#### **Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

<sup>2</sup>National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, DC: NASW.

<sup>3</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

5

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

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

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

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

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

6

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

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

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

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

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

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

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of

practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

7

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

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

**Educational Policy 2.1.10(b)—Assessment**

Social workers

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

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods

8

in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to

promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

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

#### **Accreditation Standard B2.0—Curriculum**

*The 10 core competencies are used to design the professional curriculum. The program*

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

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

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

<sup>4</sup>Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

9

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

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

#### **Accreditation Standard M2.0—Curriculum**

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

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

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

**M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

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

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

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

#### **Accreditation Standard 2.1—Field Education**

*The program discusses how its field education program*

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

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

**M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

**2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

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

**2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and*

monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

10

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

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

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

### **3. Implicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, <sup>5</sup>Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

11

gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

#### **Accreditation Standard 3.1—Diversity**

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

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

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

#### **Educational Policy 3.2—Student Development**

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

affairs are important for the student's professional development.

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

**Admissions**

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

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

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

**M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

*12*  
*advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

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

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

**Advisement, retention, and termination**

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

**3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

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

**Student participation**

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

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

**Educational Policy 3.3—Faculty**

*Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and*

*teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.*

**Accreditation Standard 3.3—Faculty**

**3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

*13*

*master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

**3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the*

program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** 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.

**3.3.4** 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.

**3.3.5** 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.

**3.3.6** The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

#### **Educational Policy 3.4—Administrative Structure**

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

#### **Accreditation Standard 3.4—Administrative Structure**

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

14

**3.4.2** 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.

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

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

**B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

**B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.

**B3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

**M3.4.4(a)** The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social

work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

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

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

15

**3.4.5** The program identifies the field education director.

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

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

**B3.4.5(c)** The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

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

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

#### **Educational Policy 3.5—Resources**

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

#### **Accreditation Standard 3.5—Resources**

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

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

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

16

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

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

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

#### **4. Assessment**

## **Educational Policy 4.0—Assessment**

*Assessment is an integral component of competency-based education. To evaluate the extent to which the*

*competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.*

### **Accreditation Standard 4.0—Assessment**

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

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

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

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

**4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

## **National Association of Social Workers Code of Ethics**

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

### **Preamble**

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships

- integrity
- competence

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

## **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

## Ethical Principles

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

**Value:** *Service*

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

**Value:** *Social Justice*

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

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

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

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.* Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.* Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and

practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

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

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

## **Ethical Standards**

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

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

## **1. Social Workers' Ethical Responsibilities to Clients**

### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the wellbeing 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

#### **1.06 Conflicts of Interest**

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

#### **1.07 Privacy and Confidentiality**

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances

when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

### **1.09 Sexual Relationships**

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

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

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

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

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.14 Clients Who Lack Decision Making Capacity**

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

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

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

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

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

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

## **2. Social Workers' Ethical Responsibilities to Colleagues**

### **2.01 Respect**

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

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

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

### **2.04 Disputes Involving Colleagues**

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

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

## **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

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

## **2.10 Incompetence of Colleagues**

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for

handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### **3.01 Supervision and Consultation**

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

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

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

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

#### **3.02 Education and Training**

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

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

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

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

#### **3.03 Performance Evaluation**

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

#### **3.04 Client Records**

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

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

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

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

#### **3.05 Billing**

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

### **3.06 Client Transfer**

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

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

### **3.07 Administration**

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

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

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

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

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

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

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

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

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

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

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

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

### **3.10 Labor Management Disputes**

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

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor

strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### **4.01 Competence**

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

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

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

### **4.05 Impairment**

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

### **4.06 Misrepresentation**

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

### **4.07 Solicitations**

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

#### **4.08 Acknowledging Credit**

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### **5.01 Integrity of the Profession**

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### **5.02 Evaluation and Research**

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

**DEPARTMENT OF SOCIAL WORK  
REQUIREMENTS/COURSE DESCRIPTIONS**  
George Hendricks, Department Chair

The Social Work Program is accredited by the Council on Social Work Education, and is a professional Program designed to prepare students for entry-level generalist practice with individuals, families and groups, organizations and communities, with particular emphasis on needs of minority and under-served populations in the Cape Fear Valley region.

Admission to the Program is not automatic and students must apply and be accepted into the Program to complete the major. Admission to the major does not guarantee entry into the Senior Field Internship. Applications must be made to the Field, which is restricted only to individuals whose prior academic and personal performance indicate they are suited to a career devoted to working with others. No credit is given for life experience and all courses must be completed. This major can be completed only through enrollment in the classes during the day. Students may elect either the B.A. or B.S. core.

### **Type of degree awarded: BSW**

**Requirements for the major in Social Work:** 66 s.h. as follows: SOC 151, PSY 101, PSC 151, a course in statistics, (*i.e.* PSY 250, SOC 220, or MATH 220) CSC 100, PSY 341, SWK 231, 235, 240, 300, 302, 315, 332, 350, 370, 372, 420, 424, 475, and 480. **Students must have a grade of C or better in all Social Work courses and an overall 2.5 GPA in Social Work courses.** The following courses should be completed in the freshman and sophomore year: SOC 151, PSY 101, PSC 151, CSC 100, SWK 231, 235, 315, 350, SWK 332 and statistics (PSY 250, SOC 220 or MATH 220). SWK 231 is the prerequisite for all Social Work courses except SWK 315 and 332. Students must complete University core requirements with a GPA of 2.0 or better in all work attempted.

**Requirements for a minor in Social Work:** SWK 231 and 15 s.h. of other SWK courses. (Please note that SWK 420, 424, 475, and 480 may be taken only by Social Work majors and may not be taken as part of the minor.)

**Requirements for the minor in Gerontology with certification:** 18 s.h. including GRN 301 and 350; SWK 235; GRN 450 or 470; and 6 s.h. from one of the following tracks;  
Health Care (BHC 200, BHC 430, SOC 305, SOC 388);  
Social Work (SWK 300, SWK 315, SWK 380, SOC 305, SOC 388)

A student doing a senior level research project or internship in his or her major field may substitute that course for GRN 450 or 470 if it focuses on senior adults and meets the approval of the Director of the Gerontology Program.

Writing-Enrichment Course: SWK 240

**Requirements for admission to the Social Work Program:** Students must be approved by the Admissions and Academic Standards Committee based on the following criteria:

1. A grade point average of 2.0 or better on all work completed
2. Completion of the general education/core requirements for the B.A. or B.S. degree before entering the Social Work Program is recommended. Fifty percent of the general education/core requirements must be completed before application to the Program can be made.
3. A grade of C or better in ENG 101 and ENG 102 or by tests.
4. Completion of SWK 231, 235, 315 and 240 with a grade of C or better and a GPA of 2.5 or higher within the major.
5. Completion of a written application to the Social Work Program after the above requirements are met and acceptance by the Admissions and Academic Standards Committee of the Department.

Candidates are encouraged to apply for admission to the Program in the fall semester of their junior year.

### **Requirements for admission to Field Internship:**

1. Submission of completed written application;
2. Completion of all prerequisites to SWK 475;
3. A grade of C+ or higher in all Social Work courses; a GPA of 2.0 in all work completed for general education/core requirements at Methodist University.
4. Acceptance by the Admissions and Academic Standards Committee of the Department; approval of the Coordinator of Field Instruction and acceptance by the assigned agency. Acceptance to Field Internship is not automatic.

## **SOCIAL WORK COURSES**

### **231 Introduction to Social Work**

3 s.h.

Introduction to social problems and social service systems designed to impact upon those problems. Introduction to Social Work as a profession, its ethics, values, knowledge base, skills base, history and fields of practice.

This course is a **prerequisite** to all other Social Work courses except SWK 315 and SWK 332. This course is offered every semester.

**Prerequisite:** None

### **SWK 235 Human/Biological Systems for Social Work Majors**

3 s.h.

This course is designed to provide an understanding of the human body and the impact major diseases have upon the individual and the systems with which he or she interacts. These diseases include cardiovascular diseases, cancer, cerebrovascular diseases, pulmonary diseases, diabetes, diseases of the liver, and HIV/AIDS. The course will also examine communities and their health status in the United States as a part of the global community. Epidemics, environmental threats, health care, underserved populations in community health, and community health priorities and issues for the 21<sup>st</sup> century will be explored.

**Prerequisite:** SWK 231. This course is offered every semester.

### **SWK 240 Professional Writing and Critical Thinking**

3 s.h.

This course introduces students to the American Psychological Association (APA) style of writing. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas and intellectual properties of others will be explored in this course. The course will examine the concept of plagiarism. The course will address the importance of the use of the Internet and the information it provides in writing professional papers. The course will also offer suggestions for using computer technology at various stages of the research process. The course will develop strong writing skills necessary for professional papers, case documentation, report writing, and agency correspondence. This course is offered every semester.

**Prerequisite:** ENG 101. This course is offered every semester.

### **SWK 300 Human Behavior and the Social Environment I**

3 s.h.

Various theoretical perspectives regarding the bio-psycho-social development of the individual and the family from pre-natal through early adolescence.

**Prerequisites:** SWK 231, SWK 235, SWK 240, SOC 151, and PSY 101. This course is offered every fall semester.

**SWK 302 Human Behavior and the Social Environment II** 3 s.h.

This course continues exploration of development of the individual and family from middle adulthood through later years.

**Prerequisite:** SWK 300. This course is offered every spring semester.

**SWK 304 Family Social Work** 3 s.h.

Introduction to the family as a social system, patterns of family communication and interaction, and the concept of intervention with the family.

**Prerequisite:** SWK 231. This course is offered as needed.

**SWK 305 Substance Abuse and Chemical Dependency** 3s.h.

This course will allow students to fully understand the dynamics associated with the provision of services to those who are abusing or are addicted to alcohol or other drugs. This course will provide students the knowledge to work effectively with those who abuse substances and with the issues that are associated with addiction. The course will also examine other addictions such as gambling and eating disorders.

**Prerequisite:** None. This course is offered as needed.

**SWK 315 Helping Processes** 3 s.h.

An introduction to the giving and taking of help, the communication process, the helping relationship, the problem-solving model, and various intervention concepts and theories. This is a pre-practice course open to all majors.

**Prerequisite:** None. This course is offered every semester.

**SWK 332 Methods of Social Research** 3 s.h.

The scientific method, research design, including single systems design and Program evaluation, data-gathering techniques, and data analysis. The student will develop and conduct an original research project.

**Prerequisite:** Statistics. This course is offered every fall semester.

**SWK 340 School Social Work** 3 s.h.

This course focuses on major issues in education and historical, philosophical and political influences of school Social Work practice. A variety of Social Work skills, interventions, and theories applicable to the delivery of School Social Work services are discussed.

**Prerequisite:** SWK 231. This course is offered during the summer term.

**SWK 350 Human Diversity and Populations-At-Risk** 3 s.h.

This course focuses on the dynamics and consequences of discrimination, economic deprivation, and oppression of people of color, women, gays, and lesbian persons, people with physical disabilities,

Hispanics, Asian-Americans, Native Americans, military families, rural populations, and other populations at risk. The history of diverse groups and populations will be explored and the many myths, stereotypes, and prejudices that surround these groups will be discussed.

**Prerequisite: SWK 231.** This course is offered every fall semester.

**SWK 370 Social Welfare Policy and Services I** 3 s.h.

Key historical, political, economic and ideological events in relation to the social welfare system in the United States with an introduction of current welfare policies and Programs.

**Prerequisites: SWK 231, SWK 240 and PSC 151.** This course is offered every fall semester.

**SWK 372 Social Welfare Policy and Services II** 3 s.h.

Current social welfare policy of the U. S. approaches to social welfare in other Western nations, and values reflected in policy options are explored and analyzed. The impact of social welfare policy upon Social Work practice is studied.

**Prerequisite: SWK 370.** This course is offered every spring semester.

**SWK 375 Child Welfare** 3 s.h.

Policies, Programs, and issues relating to the child welfare system are examined, including protective services, out-of-home placements, adoption, day care, and public school Programs.

**Prerequisite: SWK 231.** This course is offered as needed.

**SWK 380 Social Work with Older Adults** 3 s.h.

This course provides foundation knowledge and skills for working with older individuals, their families, and the community. Skills in helping such as interviewing, assessment and planning, intervention and evaluation, are presented and practiced as applicable to older adults. Systems providing services to older adults such as income maintenance, health care, nutrition, housing, mental health, social and institutional care are presented. Students learn strategies to act as advocates and change agents on behalf of older adults.

**Prerequisites: SWK 231 and GRN 301**

**SWK 385-395 Special Topics in Social Work** 3 s.h.

A subject in Social Work not covered in depth in the regular curriculum. Topics vary. Can be repeated for credit with a different topic.

**Prerequisite: SWK 231.** This course is offered as needed.

**SWK 420 Practice Methods I** 3 s.h.

Introduction to Social Work practice methods, including development of skills in interviewing, assessment, planning, intervention, and evaluation of practice.

**Prerequisites: SWK 231, 235, 300, 315, 332, 350, 370, and admission to the Social Work Program.** This course is offered every semester.

**SWK 424 Practice Methods II**

3 s.h.

Practice methodology for work with individuals, families, groups, organizations and communities. Emphasis on macro level practice.

**Prerequisites:** SWK 231, 235, 300, 315, 332, 350, 370, and admission to the Social Work Program. This course is offered every semester.

**SWK 420 and SWK 424: Students who do not receive a grade of C or better may repeat the course one time only. Refer to *the Methodist University Social Work Program Field Education Handbook for exceptions and requirements of students enrolled in Field Education***

**SWK 475 Field Education**

12 s.h.

The student is placed in an approved social welfare agency for supervised learning experience of no less than 400 contact hours. Requires a weekly seminar.

**Prerequisites:** senior class standing, admission to the Social Work Program, approval of Field Coordinator, acceptance by agency, SWK 231, 235, 240, 300, 302, 315, 332, 350, 370, 372, 420, 424, SOC 151, PSY 101, PSC 151, CSC 100, PSY 341 and a course in statistics. Field Education is offered every semester.

**SWK 480 – Social Work Capstone Seminar**

The Capstone Seminar provides a mechanism for integrating the liberal arts perspective and social work course content with the concurrent Field Experience. This course helps students to embrace social work values and conduct themselves according to the National Association of Social Workers (NASW) code of Ethics as they prepare for generalist social work practice. Further the course will enable the student to continue to acquire social work skills, abilities and knowledge and use these in a person-in-environment perspective.

**SWK 499 Independent Study In Social Work**

1-3 s.h.

An opportunity for a well-qualified, upper-division student to engage in special research in their major. Requires approval by the faculty adviser, the supervising professor, and the Department Head and approval by the Vice President of Academic Affairs. Credit to be determined.

**SOME THINGS POTENTIAL SOCIAL WORK MAJORS NEED TO KNOW:**

The Social Work Department at Methodist University is a professional Program which is accredited, nationally by the Council on Social Work Education. Because of our accreditation, students must take all Social Work courses in sequence. **Students will not be permitted to take Social Work courses without the required pre-requisites.** Please see the Pre-Requisite List for details.

After you have taken four Social Work classes, you are eligible to apply for Admission to the Social Work Department to be accepted into the **Social Work Program**. This is different from most majors on campus in which you are automatically accepted. The Application process will require some advance planning on your part. Application packets are available from the Program Secretary in the Trustees building in Room T-305/308.

**Steps in the Admission Process:**

- You need to submit 3 references:
  - 1 reference from your SWK 231 (Intro course) instructor
  - 2 references from other faculty members
- An application form turned into the Program secretary in Room T – 305/308
- You will need to schedule an interview when the list is posted in our classroom
- You must have the appropriate GPA

Please see your Program Handbook if you have any questions.

Once accepted into the Social Work Program, you will be provided with an advisor who is a full-time member in the Social Work Department. Please take advantage of this, as many students do get confused with our requirements. On occasion there are important changes as well. Also, if you are taking any day classes, you must see your assigned advisor to register. If you are not sure who your Advisor is, please check with the Registrar's Office for that information.

STUDENTS NEED TO BE AWARE OF THE FACT THAT THEY MUST MAKE A **"C"** OR BETTER IN ALL SOCIAL WORK CLASSES IN ORDER TO GRADUATE. A **CUMMULATIVE GPA OF "2.5"** IS REQUIRED FOR GRADUATION IN THE SOCIAL WORK MAJOR.

Once a student completes each Social Work course, including both practice courses, with a grade of "C" or better, you will be eligible for a Field Placement. **Please be aware that Practice 1 (SWK 420) has a 30 hour pre-field requirement.** Field Placement is not automatic and requires:

- 1) An application
- 2) An interview with the Field Coordinator (Ms. Mary Deyampert-McCall)
- 3) A current Resume

Students must apply for their Field Placement the semester before they wish to graduate (usually when you are enrolled in the last two practice courses). The deadline for Field Placement is always the first Friday of September in the Fall Semester and the first Friday of February in the Spring semester. Please consult your Program Handbook for details.

If the deadline is missed, you will not be allowed to apply for the Field Placement for the next semester. Placement interests will be considered but are not guaranteed. Each student must be supervised by either a BSW or a MSW with at least one year of experience. All placements require 400 clock hours, mostly daytime hours. Occasionally, a student can do something in the evening or a weekend which will count toward Field hours. But, on a regular basis, **there are no quality evening/weekend placements that will be approved for your Field Education! PLEASE PLAN ACCORDINGLY.**

You will receive a Field Manual when you have your Field interview. You will also be required to join the National Association of Social Workers (NASW) in order to purchase your Malpractice insurance prior to your Field Placement. The charge for both is generally under \$70.00.

The Social Work Club meetings are held from 11:00 am – 11:50 am on selected Mondays in the Trustee's building, Room T – 310. The schedule is posted in room T – 310 at the beginning of each semester. Please try to attend and become active when at all possible. The two Social Work Awards given each April are partially dependent upon your service to the club.

As a Social Work major, you are also eligible for admission to the National Social Work Honor Society, Phi Alpha. To be considered for Phi Alpha, a student must:

- Be a declared Social Work major

- Be admitted to the Social Work Program
- Achieve Sophomore status
- Complete a minimum of twelve (12) semester hours of required Social Work courses
- Achieve an overall grade point average (GPA) of 3.0
- Achieve a 3.25 grade point average (GPA) in required Social Work courses

**For further information about Phi Alpha Honor Society, please check your Program Manual.**

Dr. Bonnie Belcastro  
 Dean, School of Public Affairs  
 (910) 630-7059  
[bbelcastro@methodist.edu](mailto:bbelcastro@methodist.edu)

Dr. Carla Ford-Anderson  
 Phi Alpha Advisor  
 (910) 630-7699  
[cfordanderson@methodist.edu](mailto:cfordanderson@methodist.edu)

Dr. George Hendricks  
 Chair, Social Work Department  
 (910) 630-7056  
[ghendricks@methodist.edu](mailto:ghendricks@methodist.edu)

Mary Deyampert-McCall, MSW  
 Field Coordinator  
 Social Work Club Advisor  
 (910) 630-7394  
[mdeyampert@methodist.edu](mailto:mdeyampert@methodist.edu)

**We are delighted that you are interested in our Program! Please check the Bulletin Board in our Social Work Classroom, T – 310, on a regular basis for reminders of deadlines, new guidelines, upcoming speakers, etc.**

**And again, when you are “IN DOUBT” please feel free to ask one of your instructors in the major or consult the Program Manual.**