

Methodist University

Department of Social Work

Respect Diversity



Student Handbook 2018 - 2019



METHODIST UNIVERSITY

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

SOCIAL WORK PROGRAM

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Social Work Program Student Handbook



“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.”

— **Jane Addams**



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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 profession, and one that is expected to show continued growth during the 21st 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 skills. You will have mastered the competencies and practice behaviors 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. We are committed to educating and training the next generation of exceptional Social Work practitioners. Best wishes to you as you pursue your degree in Social Work.

Sincerely,

Carla A. Fagan

Carla A. Fagan, Ph.D.

Chair, Social Work Department

TABLE OF CONTENTS

Methodist University Mission Statement.....	6
About the Social Work Profession.....	6
Purposes of Social Work.....	7
A Brief History of our Program.....	8
Methodist University Social Work Program Mission Statement.....	9
Conceptual Model: Generalist Social Work Practice.....	9
Goals of Methodist University Social Work Program.....	9
Program Objectives.....	10
Credit for Life and Work Experience Not Given.....	11
Transfer of Credit.....	11
Declaring a Social Work Major.....	11
Formal Admission to the Program.....	12
Denial of Admission or Termination from the Program.....	15
Procedure for Dismissal from the Program.....	15
Grievance and Appeal.....	15
Expectations of Program Majors.....	16
Professional Standards Policy.....	16
Social Work Department Attendance Policy.....	19
Social Work Department Writing Policy.....	20
Requirements for Graduation.....	22
Methodist University Social Work Program Requirements/Course Description.....	24
The Social Work Curriculum.....	26
Introduction to Social Work.....	26

Professional Writing and Critical Thinking	28
Human Behavior and the Social Environment.....	30
Helping Processes	38
Methods of Social Research	42
Diversity	46
Social Welfare Policy and Services.....	48
Practice Methods	55
Field Education	64
Capstone Seminar	71
Evaluation of Performance	78
Social Work Program Grading Scale.....	79
Affirmative Action/Non-discrimination.....	79
Methodist University Statement on Sexual Harassment.....	81
Advisement	85
The Social Work Club.....	87
Phi Alpha-Eta Rho Chapter-National Social Work Honor Society	87
Sigma Omega Chi.....	87
Student Awards.....	88
Graduate Schools and Career Planning and Placement Office	88
North Carolina Child Welfare Education Collaborative	88
Social Work Program Application Criteria	89
Application for Admission to Social Work Program	91
Constitution of the Social Work Club.....	98

By-Laws of the Phi Alpha Honor Society.....	100
Social Work Program Faculty.....	104
CSWE Curriculum Policy Statement	105
NASW Code of Ethics	123
Social Work Courses Offered.....	146
Some Things Potential Social Work Majors Need to Know	150
Faculty Contact Info	153

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 principles 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 practice behaviors, 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 service, 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, and did so 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. Dr. Bonita Belcastro, a Ph.D. in Social Work, assumed the Program Director responsibilities in the fall of 2003. Deborah Murray, MSW, served as Interim Chair during the 2005-2006 academic year. Dr. George Hendricks directed the department for six years. Dr. Carla Fagan currently serves as the department chair. The Program was reaffirmed in 2017 for eight years.

The School Social Work Program has been popular at Methodist University for many years. 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. This program is currently on hold pending re-affirmation of the School Social Work certification by the NC Department of Public Instruction

Methodist University is a participating partner of the North Carolina Child Welfare Education Collaborative. MU is the first private university to be admitted. The Child Welfare course is designed to provide practice knowledge and skills for students preparing for positions in public Child Welfare and other child serving organizations.

Any student can take the Child Welfare course. Students who have been admitted to the Social Work major are eligible to apply to be a Child Welfare Scholar. Students are eligible for all aspects of Child Welfare employment after the course and a field Internship in Child Welfare. BSW students planning to do their four hundred (400) hour field Internship in a Public Child Welfare field placement in a North Carolina County Department of Social Services must complete the Child Welfare course and receive a minimum grade of "B". Additionally, Field Internship in a Public Child Welfare Agency (NCDSS) requires a GPA of 2.5 overall and a 3.0 in the major.

The Social Work Program seeks to prepare students to become 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 generalist practice while combining a strong Liberal Arts education with professional preparation. This is a logical and appropriate outgrowth of the Methodist University mission statement. The Methodist 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 the mastery of measurable practice behaviors that are 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.
5. To understand distributive and restorative justice, human and civil rights, global interconnections of oppression and discrimination.

The 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. Transfer students from Council on Social Work Education accredited Programs are admitted into the Social Work Program in the same manner as other students.

Students requesting Social Work credit from other CSWE 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. A student may request to take a Challenge Exam in SWK 2310-Introduction to Social Work, if they have completed the course in an institution not accredited by CSWE.

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 to MU 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 informing her/his advisor who enters the information into Jenzabar. Students are assigned an advisor in the Social Work Department as soon as the Social Work major is declared. Social Work faculty are available to discuss Social Work as a profession, requirements of the major, and/or career interests.

Once an advisor is assigned, the student and advisor meet at institutionally scheduled intervals during the fall and spring semester to plan a schedule for the following semester. The advisor is available at other times and the student need only schedule an appointment at a mutually convenient time. Social Work Faculty advisors 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 2310), Professional Writing and Critical Thinking (SWK 2400), and Helping Processes (SWK 3150), ENG 1010 and ENG 1020. Admission to the Program is required before a student can enroll in practice courses (SWK 4200 and 4240).

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 4200 and SWK 4240).

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. Students who entered Methodist University in spring 2013 and earlier 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. Students entering in Fall 2013 and after must have achieved a minimum cumulative GPA of 2.25 in core classes and a 2.75 GPA in all Social Work course work completed at Methodist. The 2.5 (2.75) in Social Work includes the following courses: MAT 2200 or PSY 2500, or SOC 2200, PSC 1501, PSY 1010, SOC 1510, SWK 2310, SWK 2400, SWK 3150, PSY 3410, SWK 3000, SWK 3020, SWK 3320, SWK 3500, SWK 3700, SWK 3720, SWK 4200, SWK 4240, SWK 4750, SWK 4800. A

“C” or better is required for all Social Work (SWK) prefix courses and for ENG 1010 and 1020. 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 2310: Introduction to Social Work, SWK 2400: Professional Writing and Critical Thinking and SWK 3150: 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 1010 and ENG 1020/1040, 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 School of Public Affairs secretary. The student must complete background check as described in the admissions material. It is the responsibility of the student to complete this information and submit it to the Secretary of the School of Public Affairs 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, three questions to answer, an application narrative containing a statement of reasons for wishing to enter Social Work, and three recommendations from members of the University faculty who have taught the student in class. 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. Students will also complete a background check. When the application is completed, the student will be notified by letter to meet with the Department’s Admissions Committee. The Committee consists of the four full-time members of the Social Work faculty. 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 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 Committee. Students should follow the Department's grievance and appeal process.

DENIAL OF ADMISSION 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 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 of 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 the 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 (2.25 and 2.75, respectively, for students admitted Fall 2013 and after) 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 (2.25 if admitted Fall 2013 and later).
2. Earn a grade of a “C” or better in all Social Work courses and ENG 1010 and ENG 1020/1040 or their equivalent.
3. Maintain a 2.5 GPA (2.75 if admitted Fall 2013 and later) 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.16 – 18).

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. Adhering 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.

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 emended 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 identity, 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 identity, color, age, creed, ethnic or national origin, political orientation, sexual orientation, disability, and populations-at-risk.
- Unethical professional behavior (e.g. sexual contact with a client)
- Academic dishonesty

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 2000, 3000 & 4000 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 arrival disrupts 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 academic research papers in social work courses. The student must use the APA style as demonstrated in the APA Manual, 6th Edition. Failure to use the APA style will result in points being taken off any research 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 using the APA style 6th Edition.
- **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 or typewriter and not handwritten (except for in-class assignments).

- **Format:** “All APA papers must be double-spaced with a 1 inch left margin at 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).

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 eight years when appropriate.

If you are a Social Work major or a prospective major you are required to purchase the APA Manual, 6th Edition in SWK 2400: Professional Writing and Critical Thinking. It is suggested you purchase the Manual this semester or term. 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 2400) is offered by the Social Work Program.

All research papers must be turned into 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 Davis Memorial Library.

REQUIREMENTS FOR GRADUATION

BACHELOR OF SOCIAL WORK

With Licensure

Student Name _____

Catalogue Year 2018-2019

GENERAL EDUCATION CORE	
INTERDISCIPLINARY STUDIES (1 - 4 SH)	
FYS 1100	-3 _____
IDS 2100	-1 _____
COMPUTER COMPETENCY (0 - 3 SH)	
CSC 1000 *(if required)	-3 _____
(Must be satisfied before completing 60 s. h.)	
COMMUNICATIONS (6 – 12 SH)*	
English Placement Score (<i>transfer students</i>)	_____
ENG 1000 (<i>if required</i>)	-3 _____
ENG 1010	-3 _____
ENG 1020	-3 _____
ENG 2070 (<i>if required</i>)	-3 _____
OCL 1510 *(if required)	-3 _____
GLOBAL PERSPECTIVE ELECTIVE (3 SH)	
Choose one approved course**	-3 _____
HUMANITIES (9 SH)	
Literature (2000 or higher) _____	-3 _____
History _____	-3 _____
Religion _____	-3 _____
FINE ARTS APPRECIATION (3 SH)	
ART, MUS, THE _____	-3 _____
MATHEMATICS (3 – 6 SH)	
MAT 1030 (<i>if required</i>)	-3 _____
MAT 1050 (or higher, except 1060)	-3 _____

NATURAL SCIENCES (6 – 8 SH) any lab science	
_____ (3/4) _____	
_____ (3/4) _____	
SOCIAL SCIENCE (3 SH)	
ECO, PSC, SOC, PSY _____	-3 _____
WELLNESS (2 – 3 SH)	
WEL 1010	-1 _____
WEL 2010 or 2350 or	-1 _____
WEL 2180	-3 _____
LIBRARY COMPETENCY COMPLETED	
(Must be satisfied before completing 60 s.h.)	_____
TOTAL 39 – 58 SH	

SOCIAL WORK	
FOUNDATION CORE (15 S.H.)	
MAT 2220, PSY 2500, OR SOC 2200	-3 _____
PSC 1510	-3 _____
PSY 1010	-3 _____
PSY 3410	-3 _____
SOC 1510	-3 _____
PROFESSIONAL CORE (45 SH)	
SWK 2310	-3 _____
SWK 2400	-3 _____
SWK 3000	-3 _____
SWK 3020	-3 _____
SWK 3150	-3 _____
SWK 3320	-3 _____
SWK 3500	-3 _____
# SWK 3700	-3 _____
SWK 3720	-3 _____
SWK 4200	-3 _____
SWK 4240	-3 _____
SWK 4750	-9 _____
SWK 4800	-3 _____
# Writing enrichment course	
** Minimum 2.75 GPA is required in the Social Work major	
*** Students are recommended to take HIS 2170 or HIS 3820	
LICENSURE IN SCHOOL SOCIAL WORK	
EDU 2500	-3 _____
EDU 4070	-2 _____
SWK 3400	-3 _____
CHILD WELFARE COLLABORATIVE	
SWK 3500	-3 _____
(if needed)	
ADDITIONAL COURSE REQUIREMENTS TO MEET 124 SH	
Electives _____	() _____
GRADUATION REQUIREMENTS	
1 Minimum 124 semester hours.	
2 31 semester hours in residency to include 50% of the major/minor and 24 Semester hours at 300/400 level.	
3 Maintain a minimum overall GPA of 2.25	
4 Satisfactory completion of the English Placement Examination or ENG 207 is a graduation requirement for all transfer students.	
5 Errors contained on this check sheet do not release the student from meeting the graduation requirements as stated in the Academic Catalogue.	

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

* Students who pass a competency test for CSC 1000 and/or OCL 1510 (administered on a pass/fail basis at no charge) will not be required to take the class for which a test is passed. Passing a competency test will not give a student a grade or the equivalent semester hours for taking the respective course(s), but will satisfy the respective general education CSC and/or OCL requirement(s). Students are permitted one single attempt to pass a CSC 1000 and/or OCL 1510 competency test. BUS 2250 may substitute for CSC 1000. OCL 3540 may substitute for OCL 1510.

**The Global Perspective Elective must be a course outside the major, minor or concentration. It can be met by taking a minimum of 3 s.h. from the following:

Foreign Language

Study Abroad

International Internship

ACC 4620 International Accounting (Study-abroad)

ARH 2530 Survey of Art History I

BUS 3310 Fundamentals of International Business

BUS 3330 International Business Experience (Study-abroad)

ECO 4200 Comparative Economic Systems

ECO 4520 International Trade and Finance

ECO 4650 Economic Growth and Development

ENG 2310 World Literature I

ENG 2320 World Literature II

ENG 3440 American Diversity

ENP 3300 International Entrepreneurship

GEO 2520 Regional Geography

HIS 1030 World History I

HIS 1040 World History II

HIS 2150 Barbarian Invasions

HIS 2170 Race, Ethnicity, and Global Perspective

HIS 3010 Modern Asian History

HIS 3050 Islam and the Islamic World

HIS 3250 Modern History

HIS 3310 Topics in Latin American History

HIS 3700 Contemporary World History

HIS 4110 Modern Russia

MKT 4100 Global Marketing

MUS 4190 21^a Century and Non-Western Musical Styles (2 s.h.)

OCL 3600 Intercultural Communication

PSC 2270 Comparative Politics

PSC 3510 International Relations

PSC 4010 European Politics

PSC 4020 Middle East Politics

PSC 4050 Latin American Politics

PSC 4400 International Organizations

PSC 4510 International Political Economy

REL1500 Eastern Religious Traditions

REL1510 Western Religious Traditions

SOC 2530 Global Social Problems

SOC 2560 Cultural Anthropology

THE 3110 Theatre History and Literature I

THE 3120 Theatre History and Literature II

*** One additional course outside the major, minor or concentration from the fine arts, humanities, mathematics, computer science, natural science, foreign languages, and/or social sciences

Errors contained on this check sheet do not release the student from meeting the graduation requirements as stated *In the Academic Catalogue*.

DEPARTMENT OF SOCIAL WORK
REQUIREMENTS/COURSE DESCRIPTIONS
Carla A. Fagan, Ph.D., ACSW, 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: 60 s.h. as follows: SOC 1510, PSY 1010, PSC 1510, a course in statistics, (PSY 2500, SOC 2200, or MATH 2200), PSY 3410, SWK 2310, 2400, 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4240, 4750, and 4800. **Students must have a grade of C or better in all Social Work (SWK) prefix courses.** The following courses should be completed in the freshman and sophomore year: SOC 1510, PSY 1010, PSC 1510, SWK 2310, 3150, 3500, SWK 3320 and statistics (PSY 2500, SOC 2200 or MATH 2200). SWK 2310 is the prerequisite for many Social Work courses. Students who entered Methodist University in Spring 2013 or earlier must complete University core requirements with a GPA of 2.0 or better in all work attempted and maintain a 2.5 in the major. Students who entered Methodist University in Fall 2013 and after must complete University core requirements with a GPA of 2.25 or better in all work attempted and maintain a 2.75 in the major.

Requirements for a minor in Social Work: SWK 2310 and 15 s.h. of other SWK courses. (Please note that SWK 4200, 4240, 4750, and 4800 may be taken only by Social Work majors and may not be taken as part of the minor.

Requirements for licensure in School Social Work: Nine s.h. including SWK 3400, EDU 2510, and EDU 4070, all other requirements for the Social Work major, admission to the Social Work Program and admission to Teacher Education. Admission to Teacher Education must be completed prior to drop/add of the semester prior to the field placement. The field placement must be in a school setting. Students must have a cumulative grade point average of at least 2.75 and a grade of C or better in all social work courses and the student's minor professional sequence.

Requirements for the minor in Gerontology: Eighteen s.h. including GRN 3010 and 3450; SWK 2350; GRN 4500 or 4700; and 6 s.h. from SWK 3020, 3050, 3150, 3800, or SOC 3880.

A student doing a senior level research project or internship in his or her major field may substitute that course for GRN 4500 or 47000 if it focuses on senior adults and meets the approval of the Director of the Gerontology Program.

Writing-Enrichment Course: SWK 3700

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 for students who entered Methodist University in spring 2013 or earlier. Students who entered Methodist University in Fall 2013 and after must have a GPA of 2.25 or better on all completed work
2. A grade of C or better in ENG 1010 and ENG 1020/1040 or by equivalent test scores.
3. Completion of SWK 2310, 3150 and 2400 with a grade of C or better and a GPA of 2.5 or higher within the major for students who entered Methodist University in Spring 2013 or earlier. Includes SWK prefix courses only. Students who entered Methodist University in Fall 2013 and after must have a GPA of 2.75 or better within the major.
4. Completion of a written application to the Social Work Program after the above requirements have been met. Applications are due to the department on either the first Friday in September or the first Friday in February. Application packets can be obtained from the School of Public Affairs secretary.

Candidates are encouraged to apply for admission to the Program in the second semester of their sophomore year. Practice courses can only be taken by students who have been formally admitted to the Program.

Requirements for admission to Field Internship:

1. Acceptance to Field Internship is not automatic.
2. Formal admission to the social work program.
3. Submission of completed written application;
4. Completion of all other graduation requirements or approval of the Field Coordinator.
5. A grade of C or higher in all Social Work (SWK prefix) courses; a GPA of 2.5 or higher within the major; a GPA of 2.0 in all work completed for general education/core requirements at Methodist University for students who entered Methodist University in Spring 2013 or before. Students who entered Methodist University in Fall 2013 or after are required to have an overall GPA of 2.25 and a GPA of 2.75 in social work courses.

CHILD WELFARE COLLABORATIVE

Professor Tracey Hinds, Coordinator

Methodist University is a participating partner of the North Carolina Child Welfare Education Collaborative. As the first private university to be admitted, the Child Welfare course is designed to provide practice knowledge and skills for students preparing for positions in public child welfare and other child serving organizations.

Students who have been admitted to the Social Work major are eligible to take the course and apply as a Child Welfare Scholar for the Collaborative. Students are eligible for all aspects of child welfare employment after the course and a Field Internship in Child Welfare. BSW students planning to do their four hundred (400) hour field internship in a public child welfare field placement in a North Carolina County Department of Social Services must complete the course and receive a minimum grade of b. Additionally, Field Internship in a Public Child Welfare Agency (NCDSS) requires a GPA of 2.5 overall and a 3.0 in the major.

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 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 2310: 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 LEARNING OUTCOMES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social

Component Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
Learning Outcomes	Assignments	Benchmarks

Discussion of professional roles and boundaries using the NASW Code of Ethics	Volunteer Assignment and Paper	85 % of students will receive a B or better
Component Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Learning Outcomes	Assignments	Benchmarks
Discussion on scenarios in the <i>Call to Social Work</i>	Class presentation on <i>The Call to Social Work</i>	85 % of students will receive a B or better

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Learning Outcomes	Assignments	Benchmarks
Student will view the video God Grew Tired of Us and Discuss the issue of Genocide as it relates to the Lost Boys of the Sudan	Students will respond to an essay question on the midterm exam in relation to the video	85% of students will score a B or better on group presentation

SOCIAL WORK 2400: Professional Writing and Critical Thinking

Prerequisite: English 1010

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 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 Objectives/Learning Outcomes:

This course is designed to provide students with the competencies and practice behaviors 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 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates ten core competencies and 41 practice behaviors Social Workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.

Component Behavior 3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		
Learning Outcomes	Assignments	Benchmarks
Make the connection between achieving good writing skills and the successful practice of social work	Chs. 5,7-22, Papers, LTE	80% of students will achieve a B or better

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global

interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Component Behavior 1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>Component Behavior 2: engage in practices that advance social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Understand and embrace the relevance of being a strong advocate for social and economic justice for all people.	Chs. 3,5, Papers, LTE	80% of students will achieve a B or better

Competency 4—Engage in Practice-informed Research and Research-informed Practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<p>Component Behavior 1: use practice experience and theory to inform scientific inquiry and research;</p> <p>Component Behavior 2: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p>		
Learning Outcomes	Assignments	Benchmarks
Understand the impact of research on practice and how practice informs research.	Ch. 3, Papers	80% of students will achieve a B or better

SWK 3000: Human Behavior and the Social Environment I

Prerequisites: SWK 2310, 2400, SOC 1510, & PSY 1010 or by permission of the Department Chair.

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:

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<p>Component Behavior 1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Component Behavior 2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Component Behavior 3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Component Behavior 4: use technology ethically and appropriately to facilitate practice outcomes;</p> <p>Component Behavior 5: use supervision and consultation to guide professional judgment and behavior</p>		
Learning Outcomes	Assignments	Benchmarks
<p>Demonstrate the ability to act professionally in and out of class.</p> <p>Apply knowledge of professional communication by presenting individual work to class effectively.</p>	<p>Participation Credit</p> <p>Paper and presentation of Developmental Stages Assignment.</p>	<p>80 % of students will receive a B or better</p>

Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<p>Component Behavior 1: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Component Behavior 2: present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <p>Component Behavior 3: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>		
Learning Outcomes	Assignments	Benchmarks
A. Recognize at the beginning level the impact of diversity on human relationships	Chapter 1-3, 5, 7,9,13 readings and quizzes.	90% of students will participate in class discussions, readings, and complete in class or take home quizzes.
B. Examine personal attitudes and values regarding human diversity and evaluate their compatibility with the purposes and roles of the social work profession	In class worksheet on ethics and values Transitional Development Paper	85 % of students will receive a B or better.
C. Be aware of the ways in which cultural and other background factors affect perceptions and feelings and the expression of these qualities	Transitional Development Paper	85 % of students will receive a B or better.
D. Examine personal traits, attitudes and	Transitional Development Paper	85 % of students will receive a B or better

values regarding human diversity and evaluate their compatibility with the purpose and values of the social work profession.		
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behavior 1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;		
Component Behavior 2: engage in practices that advance social, economic, and environmental justice.		
Learning Outcomes	Assignments	Benchmarks
Recognize different levels of human development and the impact of basic needs, social and economic justice on the developmental stages in individuals, families and communities.	Chapters 2,4,5,7	85% of students will score a B or better on book review.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-

professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

<p>Component Behavior 1: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <p>Component Behavior 2: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		
Learning Outcomes	Assignments	Benchmarks
<p>Research, analyze, utilize and apply the various theories and knowledge base that apply to the stages of human development and the impact from their social environment. Develop a working knowledge of the biopsychosocial spiritual approach in assessment tool in social work.</p>	<p>Chapters All</p> <p>Developmental Stages infancy to 24 years field observation.</p> <p>Transitional Development Paper</p>	<p>85% of Students will earn at least a grade of B or better on all assignments</p>

SWK 3020: Human Behavior and the Social Environment II

Prerequisite: SWK 3000

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

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to

apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<p>Component Behavior 1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Component Behavior 2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Component Behavior 3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Component Behavior 4: use technology ethically and appropriately to facilitate practice outcomes;</p> <p>Component Behavior 5: use supervision and consultation to guide professional judgment and behavior</p>		
Learning Outcomes	Assignments	Benchmarks
<p>Demonstrate the ability to act professionally in and out of class.</p> <p>Apply knowledge of professional communication by presenting individual work to class effectively.</p>	<p>Participation Credit</p> <p>Paper and presentation of Developmental Stages Assignment.</p>	<p>80 % of students will receive a B or better</p>

Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to

which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<p>Component Behavior 1: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Component Behavior 2: present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <p>Component Behavior 3: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>		
Learning Outcomes	Assignments	Benchmarks
A. Recognize at the beginning level the impact of diversity on human relationships	Chapter 1-3, 5, 7,9,13 readings and quizzes.	90% of students will participate in class discussions, readings, and complete in class or take home quizzes.
B. Examine personal attitudes and values regarding human diversity and evaluate their compatibility with the purposes and roles of the social work profession	In class worksheet on ethics and values Transitional Development Paper	
C. Be aware of the ways in which cultural and other background factors affect perceptions and feelings and the expression of these qualities	Transitional Development Paper	85 % of students will receive a B or better.
D. Examine personal traits, attitudes and values regarding human diversity and evaluate their compatibility with the purpose and values of the social work profession.	Transitional Development Paper	85 % of students will receive a B or better

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of

living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Component Behavior 1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>Component Behavior 2: engage in practices that advance social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Recognize different levels of human development and the impact of basic needs, social and economic justice on the developmental stages in individuals, families and communities.	Chapters 2,4,5,7	85% of students will score a B or better on book review.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

<p>Component Behavior 1: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> <p>Component Behavior 2: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		
Learning Outcomes	Assignments	Benchmarks
Research, analyze, utilize and apply the various theories and knowledge	Chapters All	85% of Students will earn at least a grade of B or better on all assignments

<p>base that apply to the stages of human development and the impact from their social environment. Develop a working knowledge of the biopsychosocial spiritual approach in assessment tool in social work.</p>	<p>Developmental Stages infancy to 24 years field observation.</p> <p>Transitional Development Paper</p>	
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SWK 3150: Helping Processes

Prerequisites: None

Course Description and Rationale:

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/LEARNING OUTCOMES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and

effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 1: Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content.		
Learning Outcomes	Assignments	Benchmarks
Demonstrate the ethical practice of social work	Homework, Paper	80% of students will achieve a B or better

Component Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Learning Outcomes	Assignments	Benchmarks
Knowledge that achieving professionalism is an ongoing process	Homework	80% of students will achieve a B or better

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behavior 1: Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. .		
Learning Outcomes	Assignments	Benchmarks
Recognize and own one's biases. Demonstrate cultural competence in one's interactions with people. Become a strong advocate for human rights and social justice	Homework, Paper	80% of students will achieve a B or better.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections

of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behavior 1: Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
Component Behavior 2: Social workers engage in practices that advance social, economic, and environmental justice.		
Learning Outcomes	Assignments	Benchmarks
Articulate and demonstrate distinction between personal and social work values. Increase capacity to resolve ethical dilemmas.	Homework, Paper	80% of students will achieve a B or better.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Component Behavior 2: Social workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Demonstrate ability to engage clients and effectively practice with diverse populations.	Homework, Role Plays	80% of students will achieve a B or better.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Component Behavior 3: Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Demonstrate ability to assess clients and effectively practice with diverse populations.	Homework, Role Plays	80% of students will achieve a B or better.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Component Behavior 4: Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
Component Behavior 5: Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.		
Learning Outcomes	Assignments	Benchmarks
Demonstrate ability to intervene with and effectively practice with diverse populations.	Homework, Role Plays	80% of students will achieve a B or better.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Component Behavior 2: Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Component Behavior 3: Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro level.

Learning Outcomes	Assignments	Benchmarks
Demonstrate ability to evaluate and practice with diverse populations.	Homework, Role Plays	80% of students will achieve a B or better.

SWK 3320: Methods of Social Research

Prerequisites: SOC 2200, JUS 2200, MAT 2200, PSY 2500, or ECO 2160, or by special permission of the department chair. **Cross listed:** JUS 3320 and SOC 3320.

Course Description and Rationale:

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/Learning Outcomes:

This course is designed to provide students with the competencies and practice behaviors 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 primary goal is to learn to utilize research to inform practice and enhance understanding of the social work profession. 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.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates ten core competencies and 41 practice behaviors social workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course. The table below will summarize the competencies, practice behaviors and where each is addressed.

Competency 1: Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

<p>Component Behavior 1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Component Behavior 2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Component Behavior 3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Component Behavior 4: use technology ethically and appropriately to facilitate practice outcomes;</p> <p>Component Behavior 5: use supervision and consultation to guide professional judgment and behavior</p>		
Learning Outcomes	Assignments	Benchmarks
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Ch. 7, Paper	80% of students will achieve a B or better.

make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Chs. 1,8,9, “Ms. Evers’ Boys,” Paper, NIH Training	80% of students will achieve a B or better.
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Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

<p>Component Behavior 1: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Component Behavior 2: present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <p>Component Behavior 3: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies; Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p>		
Learning Outcomes	Assignments	Benchmarks
Recognize and own one’s biases. Demonstrate cultural competence in conducting research.	Chs. 1,2,4,6-8, “Miss Evers’ Boys,” Paper, NIH Training	80% of students will achieve a B or better.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of

human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Component Behavior 1: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p> <p>Component Behavior 2: engage in practices that advance social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Research conducted with an understanding of the impact of oppression and discrimination.	Chs. 1,2,5,9, “Ms. Evers’ Boys,” Paper	80% of students will achieve a B or better.

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<p>Component Behavior 1: use practice experience and theory to inform scientific inquiry and research;</p> <p>Component Behavior 2: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;</p> <p>Component Behavior 3: use and translate research evidence to inform and improve practice, policy, and service delivery</p>		
Learning Outcomes	Assignments	Benchmarks
Efficiently utilize search engines, data bases, and peer-reviewed journal articles in conducting research. Read and understand research articles.	Ch. 4, Paper, Library Session	80% of students will achieve a B or better.
Research topics are informed by practice issues and contribute to the social work knowledge base.	Ch. 2, Paper, NIH Training	80% of students will achieve a B or better.

Human subject research reflects understanding of human behavior and how it is impacted by the social environment.	Chs. 1,3,5-7, Paper	80% of students will achieve a B or better.
Conduct research with respect for and sensitivity to human subjects.	Chs. 1,3,5,6, Paper, NIH Training.	80% of students will achieve a B or better.

SWK 3500: Diversity

Prerequisite: None.

Course Description and Rationale:

This course focuses on social work intervention and skill development needed to serve oppressed groups. The course includes learning about the values, knowledge and skills needed for culturally competent social work practice with diverse under-represented groups.

Course Objectives/Learning Outcomes:

Competency 1- Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. Social workers understand frameworks of ethical-decision making and how to apply principles of critical thinking to those frameworks in practice, research and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professions history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
Learning Outcomes	Assignments	Benchmarks

Appreciation of the Code of Ethics from the standpoint of diversity.	Short answer questions on the midterm exam related to Ethics and diversity	80 % of students will receive a B or better
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Competency 2- Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experience may include oppression, poverty, marginalization, and alienation, as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behaviors:		
1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels		
2. Present themselves as learners and engage clients and constituencies as experts of their own experience		
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Understand the Spectrum of Diversity	Short answer question on midterm	80 % of students will receive a B or better

Competency 3- Advance Human Rights and Social, Economic, and Environmental Justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behaviors:		
1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		
2. Engage in practices that advance social, economic, and environmental justice.		

Learning Outcomes	Assignments	Benchmarks
Examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt that cycle	Group presentation on an at-risk population and consider information most useful for understanding and engaging marginalized groups	80% of students will score a B or better on group presentation

SWK 3700: Social Welfare Policy I

Prerequisites: SWK 2310, 2400, PSC 1510 or permission of the instructor.

Course Description and Rationale:

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/Learning Outcomes:

This course is designed to provide students with the competencies and practice behaviors 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.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates nine core competencies and 31 component behaviors social workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course. The table below will summarize the competencies, practice behaviors, learning outcomes, and where each is addressed.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Learning Outcomes	Assignments	Benchmarks
Knowledge that achieving professionalism is an ongoing process	Homework, Paper	80% of students will achieve a B or better

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. .		
Learning Outcomes	Assignments	Benchmarks
Recognize and own one's biases. Demonstrate cultural competence in one's interactions with people. Become a strong advocate for human rights and social justice	Group Project, Homework	80% of students will achieve a B or better.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Component Behavior 2: Engage in practices that advance social, economic, and environmental justice.		
Learning Outcomes	Assignments	Benchmarks
Articulate and demonstrate distinction between personal and social work values. Increase capacity to resolve ethical dilemmas.	Group Project, Homework, Paper,	80% of students will achieve a B or better.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<p>Component Behavior 1: Use practical experience and theory to inform scientific inquiry and research.</p> <p>Component Behavior 2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>Component Behavior 3: Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>		
Learning Outcomes	Assignments	Benchmarks
Efficiently utilize search engines, data bases, peer-reviewed journal articles in conducting research.	Paper, Homework	80% of students will achieve a B or better.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<p>Component Behavior 1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>Component Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>Component Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Recognize and acknowledge the impact of policy on the social work profession	Paper, Group Project, Homework	80% of students will achieve a B or better.

SWK 3720: Social Welfare Policy II

Prerequisite: Social Work 3700

Course Description and Rationale:

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/Learning Outcomes:

This course is designed to provide students with the competencies and practice behaviors 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.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates ten core competencies and 41 practice behaviors social workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Learning Outcomes	Assignments	Benchmarks
Knowledge that achieving professionalism is an ongoing process	Homework, Paper	80% of students will achieve a B or better

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		
Learning Outcomes	Assignments	Benchmarks
Recognize and own one's biases. Demonstrate cultural competence in one's interactions with people. Become a strong advocate for human rights and social justice	Homework, Paper	80% of students will achieve a B or better.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Component Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Component Behavior 2: Engage in practices that advance social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Articulate and demonstrate distinction between personal and social work values. Increase capacity to resolve ethical dilemmas.	Homework, Paper, Debate	80% of students will achieve a B or better.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

<p>Component Behavior 1: Use practical experience and theory to inform scientific inquiry and research. Component Behavior 2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. Component Behavior 3: Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>		
Learning Outcomes	Assignments	Benchmarks
Efficiently utilize search engines, data bases, peer-reviewed journal articles in conducting research.	Paper, Debate, Homework	80% of students will achieve a B or better.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<p>Component Behavior 1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>Component Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>Component Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Recognize and acknowledge the impact of policy on the social work profession	Paper, Debate, Homework	80% of students will achieve a B or better.

SWK 4200: Practice Methods I

Prerequisites: SWK 2310, SWK 2400, SWK 3000, SWK 3150, SWK 3320, SWK 3500, SWK 3700 or permission of the Department Chair and admission to the Social Work Program.

Course Description and Rationale:

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/Learning Outcomes:

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice

Component Behavior: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior		
Learning Outcomes	Assignments	Benchmarks
Advocate for client access to the services of social work	Chapters 1-3 Class discussions,	85 % of students will receive a B or better on midterm and final exam (social work interview)
Practice personal reflection and self-correction to assure continual professional development	Class discussions, individual presentations-shadowing presentation, case study presentation	100% of students present each day will participate in classroom discussions.
Demonstrate professional demeanor in behavior, appearance, and communication	35hours of social work shadowing/observation	100% of students will complete 35hours of shadowing and present to class on experience. 85% of students will receive a grade of “B” or better on shadowing experience presentation

Apply the NASW Code of Ethics to ethical dilemmas when working with individuals, families and groups.	Chapter 1-13 Role play ethical dilemmas and discuss which ethics violation is being addressed Essay questions on ethical dilemmas on midterm examination	85% of students will receive a B or better on ethical reasoning exam.
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Competency 2: Engage Diversity and Difference in Practice
 Competency Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behaviors: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
Learning Outcomes	Assignments	Benchmarks
Understand personal strengths and weakness in context of how personal values, bias, and diversity influence social work practice with individuals, families, groups and organizations Describe how cultural differences influences ethical practice.	Chapters 2-4 Diversity Research paper End of chapter case studies homework	100% of students present in class will participate in class discussion. 85 % of students will receive a B or better on Diversity Research Paper and End of Chapters Homework.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Component Behavior: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.		
Learning Outcomes	Assignments	Benchmarks
Integrate use of basic, and advance social work skills in the engagement phase of social work practice with individuals, groups, families, organizations and communities evident by ability to:	Chapters 1,3, 8 10, 12 In Class role plays, you tube videos of the engagement, assessment, intervention and evaluation processes, worksheets on empathy, and other interpersonal skills. Case Study Assignment	100% of students present in class will participate in class discussion. 100% of students present in class during discussion time will participate in discussions and role plays.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and

constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Component Behavior: collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Substantively and affectively prepare for action, employ empathy and other interpersonal skills and develop a mutually agreed-on focus of work and desired outcomes.	In Class role plays, you tube videos of the engagement, assessment, intervention and evaluation processes, worksheets on empathy, and other interpersonal skills.	100% of students present in class during discussion time will participate in discussions and role plays.
Engage clients in assessment phase to successfully gather information for appropriate interpretation of client(s), needs, strengths and limitations while being able to select the method of intervention that is best practice intervention for this client.	Case Study Assignment Midterm and Final Exams- Professional interview with real client.	80% of students will receive a grade of B or better on the midterm and final exams.
	Chapters 4,6, 8, 10, 12	100% of students present in class will participate in class discussion.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

<p>Component Behavior: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		
Learning Outcomes	Assignments	Benchmarks
<p>Substantively and affectively prepare for action, employ empathy and other interpersonal skills and develop a mutually agreed-on focus of work and desired outcomes.</p> <p>Facilitate the intervention phase with client(s) by encouraging action steps by and with client (s) to achieve organizational goals.</p> <p>(C)Implement the preventative steps in the intervention phase that will encourage client (s) success based on strengths, limitations and goals and remain available to help client(s) resolve personal, professional, conflicts and disputes.</p>	<p>In Class role plays, you tube videos of the engagement, assessment, intervention and evaluation processes, worksheets on empathy, and other interpersonal skills.</p> <p>Case Study Assignment</p> <p>Midterm and Final Exams- Professional interview with real client.</p> <p>Case Study Assignment</p> <p>Chapters 5, 7, 9, 11, 13</p>	<p>100% of students present in class during discussion time will participate in discussions and role plays.</p> <p>80% of students will receive a grade of B or better on the midterm and final exams.</p> <p>80% of students will receive a grade of B or better on the case study assignment.</p> <p>100% of students present in class will participate in class discussion.</p>

SWK 4240: Practice Methods II

Prerequisites: SWK 2310, SWK 2400, SWK 3000, SWK 3150, SWK 3320, SWK 3500, SWK 3700, or permission of the Department Chair and admission to the Social Work Program.

Course Description and Rationale:

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/Learning Outcomes:

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice

Component Behavior: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate		
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Learning Outcomes	Assignments	Benchmarks
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Students will engage in personal reflection to help assure ongoing professional development.	Chapter 2	100% of students will participate in class discussions
Apply the NASW Code of Ethics to ethical dilemmas in organizations and understand ethical behavior within organizational context as it relates to making organizational changes	Chapter 4 Ethics case examples worksheet and role plays	100% of students will participate in class chapter take home quiz and role plays about how to address ethical dilemmas.

Competency 2: Engage Diversity and Difference in Practice Competency Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behaviors: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
Learning Outcomes	Assignments	Benchmarks
A. Recognize at the beginning level the impact of diversity on human relationships in organizational change. B. Recognize and manage organizational values to ensure social work values guide practice	Chapters 2-4 Community Change Observation Paper and Presentation.	100% of students’ present will participate in class discussion and complete chapter take quiz 85 % of students will receive a B or better

<p>C. Be aware of the ways in which cultural and other background factors affect perceptions and feelings and the expression of these qualities</p> <p>D. Examine personal traits, attitudes and values regarding human diversity and evaluate their compatibility with the purpose and values of the social work profession.</p>		
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<p>Component Behavior: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
<p>Understand the professional roles of social workers in neighborhoods and communities.</p> <p>Identify how community factors such as social, stratification, economic and political systems, power, privilege, may affect human rights and social and economic justice</p>	<p>Chapter 6-9</p> <p>Agency Analysis Paper and Presentation</p>	<p>100% of students' present will participate in class discussion and complete chapter take quiz</p> <p>85% of students will score a B or better on group presentation</p>

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 intervention 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 4750: Field Education

Prerequisites: Senior class standing, admission to the Social Work Program, SWK 2310, SWK 2400, SWK 3000, SWK 3020, SWK 3150, SWK 3320, SWK 3500, SWK 3700, SWK 3720, SWK 4200, SWK 4240, SOC 1510, PSY 1010, PSY 3410, PSC 1510, CSC 1000, acceptance by field agency, and approval of the Field Coordinator

Course Description and Rationale:

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

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates nine core competencies and 31 component behaviors social workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course. The below will summarize the competencies, practice behaviors, learning outcomes, and where each is addressed.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

Component Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

Component Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Component Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes; and
Component Behavior 5: Use supervision and consultation to guide professional judgment and behavior

Learning Outcomes	Assignments	Benchmarks
Recognize knowledge in social work as lifelong learning that require continual assessment, supervision and consultation.	Classroom discussion Readings-NASW Code of Ethics Attend and Participate in workshops Professional Portfolio Complete and turn in Field logs, time sheets and agendas on time and filled out correctly. Use technology in presentations Complete Confidentiality Contract, Learning Contract Correlation of SWK 4800 Course work	80% of students will achieve a B or better

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Component Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

Component Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Recognize, understand and own one's biases and how they impact professional judgement Demonstrate cultural competency and how it impacts communication and impact one's practice. Understand that client is the expert	Classroom discussions Readings Harvard Implicit Bias Study Assessment Field Logs Weekly Agenda Midterm & Final Self Evaluation Correlation of SWK 4800 Course work	80% of students will achieve a B or better

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Component Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and Component Behavior 2: Engage in practices that advance social, economic, and environmental justice.		
Learning Outcomes	Assignments	Benchmarks
Articulate and demonstrate distinction between personal and professional values. Increase capacity to resolve ethical dilemmas.	Classroom discussions Readings Journal Reading reflections Child Advocacy Center Workshops	80% of students will achieve a B or better

	Guardian Ad Litem Workshops Ethics Workshops, Financial Social Work webinar & other NASW workshops Correlation of SWK 4800 Course work	
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Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks
Effectively use search engines to gather evidence based, scholarly peer review journals in conducting and analyzing research	Classroom discussions Readings Goal Attainment Scaling Assignment Correlation of SWK 4800 Course work	80% of students will achieve a B or better

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks

Demonstrate and understanding of how policies impact individuals, groups, communities and families.	Classroom discussion Readings Correlation of SWK 4800 Course work Policy Research Paper and Presentation	80% of students will achieve a B or better
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks
Demonstrate and understand the use of theory in human development to effectively work with various theories of human development.	Classroom discussions Readings Logs Inter-professional simulations Correlation of SWK 4800 Course work	80% of students will achieve a B or better

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand

how their personal experiences and affective reactions may affect their assessment and decision-making.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks
Demonstrate knowledge in effective client centered data collection, analyzation, and intervention	Classroom discussion Readings, Biopsychosocial assessment assignment Correlation of SWK 4800 Course work	80% of students will achieve a B or better

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks
Demonstrate value and effective implementation of effective client centered evidence based, interdisciplinary intervention(s)	Classroom discussions Readings Logs Attend Inter-professional Simulations Community agencies visits.	80% of students will achieve a B or better

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Component Behavior		
Learning Outcomes	Assignments	Benchmarks
Demonstrate the value of ongoing client centered evaluation(s), and intervention(s) to achieve effective outcomes	Classroom discussions Readings Logs, Agendas, Field Supervision meetings, Midterm and Final Evaluations,	80% of students will achieve a B or better

SWK 4800 Capstone Seminar

PREREQUISITES: Senior class standing, admission to the Social Work Program, approval of the Field Coordinator, acceptance by field agency, SWK 2310, SWK 2400, SWK 3000, SWK 3020, SWK 3150, SWK 3320, SWK 3500, SWK 3700, SWK 3720, SWK 4200, SWK 4240, SOC 1510, PSY 1010, PSY 3410, PSC 1510, CSC 1000.

The Capstone seminar is taken concurrently with SWK 4750.

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 1510, PSC 1510, PSY 1010, PSY 3410, CSC 1000, SOC 2200, OCL 1510, and ENG 1010.

COURSE OBJECTIVES AND CORRESPONDING COURSE OUTCOME MEASURES

Social Work is an applied field of study. Intellectual knowledge is combined with learning how to do social work. Your participation in class activities and discussion is essential to its success and is not optional.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) enumerates nine core competencies and 31 component behaviors social workers must demonstrate that they have mastered. The following competencies and practice behaviors are addressed in this course. The table below will summarize the competencies, practice behaviors, learning outcomes, and where each is addressed. After completing this course, the student will be able to demonstrate the mastery of the following nine (9) core competencies necessary to engage in generalist social work practice:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and

how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Component Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		
Learning Outcomes	Assignments	Benchmarks
Knowledge in ability to recognize the need for ongoing personal and professional development	Read and discuss NASW Code of Ethics	80% of students will achieve a B or better
	Complete Ethic Value issues and Individual Cultural Paper	80% of students will achieve a B or better
Component Behavior 2: Use self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		
Learning Outcomes	Assignments	Benchmarks
Ability to recognize knowledge in achieving professionalism is on going	Reflective classroom discussions	80% of students will achieve a B or better
Component Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		
Learning Outcomes	Assignments	Benchmarks
Articulate and demonstrate the need for professional writing and I professional presentation.	Attend Capstone Café workshops and complete reading assignments.	80% of students will achieve a B or better
	Present Agency Analysis Paper, Policy Paper, Case Study Paper and	

	Evaluative Research Paper	
Component Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes		
Learning Outcomes	Assignments	Benchmarks
Recognize and apply ethical use of technology when doing research and working with clients and presenting clients information in a professional setting.	Case Study & Evaluative Research paper and Presentation	80% of students will achieve a B or better

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Component Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;		
Learning Outcomes	Assignments	Benchmarks
Recognize and own one’s biases Demonstrate cultural competency and how it impacts communication and impact one’s practice.	Classroom discussion Readings	80% of students will achieve a B or better
Component Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and		
Learning Outcomes	Assignments	Benchmarks
Understand that client is the expert	Classroom discussion Readings Case Study Paper and Presentation	80% of students will achieve a B or better

	Evaluative Research Paper and Presentation	
Component Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
Learning Outcomes	Assignments	Benchmarks
Understand and demonstrate knowledge of one's personal biases and how they can impact professional judgement.	Classroom discussions; Case Study Paper and Presentation; Evaluative Research Paper and Presentation; Ethics Value Issue & individual Cultural Competence Paper and Presentation	80% of students will achieve a B or better

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Component Behavior 1: Use practice experience and theory to inform scientific inquiry and research.		
Component Behavior 2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and		
Component Behavior 3: Use and translate research evidence to inform and improve practice, policy, and service delivery.		
Learning Outcomes	Assignments	Benchmarks
Effectively use search engines to gather evidence based, scholarly peer review journals in conducting and analyzing research	Classroom discussions Readings Case Study Paper and Presentation	80% of students will achieve a B or better

	Evaluative Research Paper and Presentation	
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Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

<p>Component Behavior 1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> <p>Component Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services;</p> <p>Component Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>		
Learning Outcomes	Assignments	Benchmarks
Demonstrate and understanding of how policies impact individuals, groups, communities and families.	Classroom discussions Readings Policy Analysis Paper and Presentation	80% of students will achieve a B or better

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to

facilitate engagement with clients, constituencies, and other professionals as appropriate.

<p>Component Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>Component Behavior 2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		
Learning Outcomes	Assignments	Benchmarks
Demonstrate and understand the use of theory in human development to effectively work with various theories of human development.	Classroom discussions Case Study Paper and Presentation Policy Report and Presentation Evaluative Research Paper and Presentation	80% of students will achieve a B or better

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Learning Outcomes	Assignments	Benchmarks
Demonstrate knowledge in effective client centered data collection, analyzation, and intervention	Classroom discussions Reading Case Study Paper and Presentation Evaluative Research Paper and Presentation	80% of students will achieve a B or better

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

<p>Competency Behavior 1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; Competency Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; Competency Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and Competency Behavior 4: Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		
Learning Outcomes	Assignments	Benchmarks
Demonstrate value and effective implementation of effective client centered evidence based, interdisciplinary intervention(s)	Classroom discussion Readings Case Study Paper and Presentation Evaluative Research Paper and Presentation	80% of students will achieve a B or better

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

<p>Competency Behavior 1: Select and use appropriate methods for evaluation of outcomes</p> <p>Competency Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>Competency Behavior 3: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>Competency Behavior 4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>		
Learning Outcomes	Assignments	Benchmarks
Demonstrate the value of ongoing client centered evaluation(s), and intervention(s) to achieve effective outcomes	Classroom discussions Readings Case Study Paper and Presentation Evaluative Research Paper and Presentation	80% of students will achieve a B or better

EVALUATION OF PERFORMANCE

Current 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 admitted to MU in Fall 2013 or after must maintain an overall GPA of 2.25. Current students must have a cumulative 2.5 GPA in Social Work to graduate from Methodist University. Students admitted to MU in Fall 2013 or after must maintain a GPA of 2.75 in Social Work. 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	73 – 76	C
90 – 92	A-	70 – 72	C-
87 -79	B+	67 -69	D+
83 – 86	B	63 – 66	D
80 – 82	B-	60 -62	D-
77 – 79	C+	59 & below	F

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.

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. 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 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:

Student	Employee
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 same information available on pp. 21-23 of this Student Handbook. 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.
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 may decide 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 2310). Helping Processes (SWK 3150) 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 4200. Students in this course complete 35 hours 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, along with grievance and appeal procedures, 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 universities 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 may be 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) achieve sophomore status; 3) complete a minimum of twelve semester hours of required Social Work courses; 4) achieve an overall grade point average of 3.0; and 5) 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 2012. The award was established in honor of Deborah Murray, a former Social Work faculty member. 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 in 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 the 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 works 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.

NORTH CAROLINA CHILD WELFARE EDUCATION COLLABORATIVE:

Methodist University is a participating partner of the North Carolina Child Welfare Education Collaborative. As the first Private University to be admitted, the child Welfare Course is

designed to provide practice knowledge and skills for students preparing for positions in public Child Welfare and other child serving organizations.

Students who have been admitted to the Social Work major are eligible to take the course and apply as a Child Welfare Scholar. Students are eligible for all aspects of Child Welfare employment after the course and a field Internship in Child Welfare BSW students planning to do their four hundred (400) hour field Internship in a Public Child Welfare field placement in a North Carolina County department of Social Services must complete the course and receive a minimum grade of "B". Additionally, Field Internship in a Public Child Welfare Agency (NCDSS) requires a GPA of 2.5 overall and a 3.0 in the major.

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 Social Works with a minimum GPA of 2.0 (2.25 for those accepted to MU in Fall 2013 or after).
3. Completion of English 1010 and English 1020/1040 with a grade C or above.
4. Completion of Social Work 2310, 2400, 3150 with a grade of "C" or better and overall 2.5 GPA in Social Work courses (2.75 for those admitted to MU in Fall 2013 or after). Social Work courses include: MAT 2200 or PSY 2500, or SOC 2200, PSC 1510, PSY 1010, SOC 1510, SWK 2310, SWK 2400, SWK 3150, PSY 3410, SWK 3000, SWK 3020, SWK 3320, SWK 3500, SWK 3700, SWK 3720, SWK 4200, SWK 4240, SWK 4750, SWK 4800. A "C" or better is required for all SWK prefix classes.
5. Three recommendations for admission to the Program from faculty members who are familiar with student's work.
6. Completion of narrative regarding reasons for choosing Social Work as a profession.
7. Completion of a background check.
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 _____

17. **Social Service Work Experience:** What work experiences, if any, have you had that relate to social work? Be specific. (Use additional paper if necessary).

18. **Volunteer or Community experience:** What volunteer activities or community experiences have you had that relate to social work? Be specific. (Use additional paper if necessary).

19. **Family and/or work involvement:** What life experiences have you had that relate to social work? Be specific. (Use additional paper if necessary).

PERSONAL STATEMENT

Instructions:

Please address the following six (6) questions in a personal statement that is typed and double-spaced. There is no preferred number of pages. Attach the statement to this application. Your statement should be a serious reflection on your thoughts and feelings about being a social work major. It will be considered carefully, by the social work faculty, as part of the application and admissions process.

- 1. Define social work as a profession.**
- 2. Why do you want to be a Social Work major? What personal (family, friends), academic, work, volunteer, and/or community experiences influenced this decision?**
- 3. What do you see as major social problems in our society? Why do you think these problems exist and how can social work contribute to their alleviation? What social problems have you faced and how have you resolved them?**
- 4. What qualities, attributes, and skills do you possess that could be used to solve problems?**
- 5. What particular strengths do you bring to the social work profession? What limitations do you perceive you have? How do you plan to develop your strengths and improve your limitations?**
- 6. Do you have any personal problems (such as substance abuse or mental health issues) that would affect your ability to be a social worker? Have you taken steps to address these concerns? If not, how might you plan to address them?**

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.

I hereby affirm that I will abide by the NASW Code of Ethics. ____ (initial)

Signature

Date

**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

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



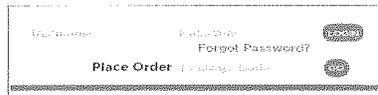
Methodist University - Social Work
Instructions for Order Placement

Welcome to CertifiedProfile!

When you place your initial order, you will be prompted to create your secure CertifiedProfile account. From within your CertifiedProfile, you will be able to:

- ✓ View your order results
- ✓ Upload and store important documents and records
- ✓ Manage the requirements specific to your program
- ✓ Place additional orders as needed
- ✓ Complete tasks as directed to meet deadlines

to place your order, go to www.certifiedprofile.com



In the "Place Order" field, enter the following package code specific to your school and program:

MU28 – Background Check ONLY Package

During order placement you will be asked for personal identifying information needed for security or compliance purposes. Supplying accurate and comprehensive information is important to the speed in which your order is completed.

The email address you use when placing your order will become your username for your CertifiedProfile and will be the primary form of communication for alerts and messages. Payment methods include: MasterCard, Visa, debit card, electronic check, money order, and installment payment.

TO-DO LISTS

You can respond to any active alerts or To-Do List items now, or return later by logging into your CertifiedProfile. You will receive alerts if information is needed to process your order. Access your CertifiedProfile anytime to view order status and completed results. Authorized users at your school will have access to view your compliance status from a separate CertifiedBackground portal.

Your CertifiedProfile Service Desk is available to assist you via phone, chat and email
Monday-Friday 8am-8pm & Sunday 10am- 6:30pm EST
888-914-7279 or cp servicedesk@certifiedprofile.com

RECOMMENDATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM

Name of Applicant: _____

Name of Recommender: _____

Address of Recommender: _____

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

Signature Date

TO THE RECOMMENDER:

Thank you for your willingness to provide information to the Methodist University Social Work Program. 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. Upon completion, please place this form in a sealed envelope and send directly to: The Social Work Department, Secretary, Methodist University, 5400 Ramsey Street, Trustees 206, Fayetteville, NC 28311.

Please fill out the checklist on the reverse side of this sheet **and** then expand on your evaluation by **responding to the following questions:**

- In what capacity and/or how long have you known the applicant?
- Please indicate your knowledge of the applicant's abilities that relate to social work such as: interpersonal skills, ability to communicate, orally and in writing, leadership qualities, emotional maturity, ability to empathize, personal ethics and aptitude for a social work career.
- If you have personal knowledge of any experience the applicant has had in the broad areas of social service, indicate the nature of the experience and your assessment of the applicant's performance (use additional paper if necessary).

Please rate the applicant on a scale of 1 to 5 (lowest to highest) in each of the categories below. Please circle your ranking.

	<u>LOW</u>			<u>HIGH</u>		
1. Intellectual	1	2	3	4	5	N/A
2. Analytical	1	2	3	4	5	N/A
3. Able to express ideals and feelings:						
a. verbally	1	2	3	4	5	N/A
b. in writing	1	2	3	4	5	N/A
4. Able to respect and work with differences in people: (race, class, culture, ethnicity, sexual orientation, religion/spiritual beliefs, gender, value system)	1	2	3	4	5	N/A
5. Concerned and committed to working toward solving social problems.	1	2	3	4	5	N/A
6. Mature and emotionally stable	1	2	3	4	5	N/A
7. Able to initiate and follow through	1	2	3	4	5	N/A
8. Ability to identify personal strengths, limitations, motivations, especially as related to a decision to work with people	1	2	3	4	5	N/A
9. Responsible	1	2	3	4	5	N/A
10. Recognition of the essential worth and dignity of all human beings.	1	2	3	4	5	N/A
11. Ability to relate to people with warmth and empathy, communicating feelings appropriately.	1	2	3	4	5	N/A
12. Ability to ensure that one's own personal, religious, sexual and political preferences are not imposed on a client.	1	2	3	4	5	N/A
13. Openness to change in oneself and others.	1	2	3	4	5	N/A
14. Other: _____	1	2	3	4	5	N/A

Summary Evaluation

_____ I strongly recommend this applicant for admission and feel that he/she has the capability to perform at a superior level.

_____ I recommend this applicant for admission and feel his/her performance should be comparable to that of most students.

_____ I feel that the applicant's qualifications are marginal, but if admitted, the applicant would greatly benefit from study in the program.

_____ I do not recommend this applicant for admission to the Methodist University Social Work Program.

Signed: _____ Date: _____

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 Rules of Order shall be followed at all meetings.

Article VI

Funds

Section 1. Club membership dues are \$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 RHO 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, 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.
 - b. Achieved sophomore status.
 - c. Completed nine 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.

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COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation

Commission on Educational Policy

2015

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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Introduction..... 107

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards..... 108

Competency-Based Education..... 108

Social Work Competencies..... 109

Competency 1: Demonstrate Ethical and Professional Behavior..... 110

Competency 2: Engage Diversity and Difference in Practice 110

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice..... 110

Competency 4: Engage In Practice-informed Research and Research-informed Practice..... 111

Competency 5: Engage in Policy Practice..... 111

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities..... 111

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities..... 112

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities..... 112

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities..... 112

Program Mission and Goals..... 113

Educational Policy 1.0—Program Mission and Goals..... 113

Values..... 113

Program Context..... 113

Accreditation Standard 1.0—
Program Mission and Goals.....10

Educational Policy 2.2—Signature Pedagogy:
Field Education.....12

Accreditation Standard 2.2—Field Education.....13

Implicit Curriculum..... 14

Educational Policy 3.0—Diversity.....14

Accreditation Standard 3.0—Diversity.....14

Educational Policy 3.1—Student Development.....14

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation.....14

Admissions.....14

Advisement, retention, and termination.....15

Student participation.....15

Educational Policy 3.2—Faculty.....15

Accreditation Standard 3.2—Faculty.....15

Educational Policy 3.3—Administrative and Governance Structure.....16

Accreditation Standard 3.3—Administrative Structure.....16

Educational Policy 3.4—Resources.....17

Accreditation Standard 3.4—Resources.....17

Assessment..... 19

Educational Policy 4.0—Assessment of Student Learning Outcomes.....19

Accreditation Standard 4.0—Assessment.....19

Appendix: 2015 EPAS Glossary..... 20

Educational Policy Terms.....20

Accreditation Standards Terms.....22

Explicit Curriculum..... 11

Educational Policy 2.0—Generalist Practice.....11

Accreditation Standard B2.0—Generalist Practice.....11

Accreditation Standard M2.0—Generalist Practice.....11

Educational Policy M2.1—Specialized Practice.....12

Accreditation Standard M2.1—Specialized Practice.....12

contents

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org. July 2015

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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes. 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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of

educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values,

skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

SOCIAL WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

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



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

Explicit Curriculum

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for

generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

EXPLICIT CURRICULUM

Educational Policy M2.1—Specialized Practice

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

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

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

Implicit Curriculum

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program 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 3.0—Diversity

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

Educational Policy 3.1—Student Development

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

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

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

Admissions

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

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

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

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

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

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

Advisement, retention, and termination

- 3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

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

** This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

IMPLICIT CURRICULUM

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

- 3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
 - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
 - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
 - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
 - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
 - M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

- 3.3.5** The program identifies the field education director.
- 3.3.5(a)** The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
 - B3.3.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.
 - M3.3.5(b)** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.
 - B3.3.5(c)** The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
 - M3.3.5(c)** The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

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

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning

outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

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

Accreditation Standard 4.0—Assessment

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

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

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Holistic competence

Clients and constituencies

Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (*Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015*).

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area

of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

APPENDIX: 2015 EPAS GLOSSARY

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1) •

Multiple refers to a minimum of at least two dimensions.

- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.

Code of Ethics of the National Association of Social Workers OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

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Preamble

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

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

organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

Purpose of the *NASW Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

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.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this *Code*, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers

seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent

with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with their 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness 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 ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) 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.

(v) 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.

(w) 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 client. 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 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 verbal, written, and electronic 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 ability.

(c) Social workers should cooperate with social work colleagues and

with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW

National Ethics Committee, 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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.
- (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, including dual relationships that may arise while using social networking sites or other electronic media. 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 electronic and paper 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 relevant laws, agency policies, and 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 ability.

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 these 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' well-being, 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) 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.

(m) 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.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) 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.

(p) 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.

(q) 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 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 ability.

SOCIAL WORK COURSES OFFERED

2310 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 requires a service learning component and is a prerequisite to all other social work courses except SWK 2400, 3050, 3100, 3150, 3500, 3320 and 3750. This course is offered every semester.

SWK 2400 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 1010. This course is offered every semester.

SWK 3000 Human Behavior and the Social Environment I

3 s.h.

Systems theory and the ecological perspective applied to the bio-psycho-social development of the individual and the family from the pre-natal stage through early adolescence.

Prerequisites: SWK 2310, SWK 2400, SOC 1510, and PSY 1010 or permission of the department chair. This course is offered every fall semester.

SWK 3020 Human Behavior and the Social Environment II

3 s.h.

This course applies systems theory and the ecological perspective to the development of the individual and family from middle adulthood through later years.

Prerequisite: SWK 3000. This course is offered every spring semester.

SWK 3040 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 2310. This course is offered as needed.

SWK 3050 Death and Dying

3 s.h.

Personal and societal reaction to death with emphasis on euthanasia and suicide and the experience of the dying individual in relation to self, family, and care-providing institutions. Cross listed as GRN 3050 and SOC 3050. This course is offered as needed.

SWK 3100 Substance Abuse and Chemical Dependency

3 s.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 is designed to introduce students to methods of intervention for treating 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 3150 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 3320 Methods of Social Research

3 s.h.

This course covers the scientific method, research design, including an introduction to quantitative and qualitative data-gathering techniques, and data analysis. The student will develop and conduct an original research project.

Prerequisite: Statistics or permission of the department chair. This course is offered every fall semester.

SWK 3400 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 2310. This course is offered as needed.

SWK 3500 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.

This course is offered every semester.

SWK 3700 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 to current welfare policies and Programs.

Writing enrichment course

Prerequisites: SWK 2310, SWK 2400 and PSC 1510 or permission of the department chair. This course is offered every fall semester.

SWK 3720 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 3700. This course is offered every spring semester.

SWK 3750 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.

This course is offered as needed.

SWK 3800 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 2310 and GRN 3010. This course is offered as needed.

SWK 3850-3950 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 2310. This course is offered as needed.

SWK 4200 Practice Methods I 3 s.h.

Introduction to Social Work practice methods with micro and mezzo client populations. It includes the development of skills in interviewing, assessment, planning, intervention, termination, and evaluation of practice. This course requires a service learning component.

Prerequisites: SWK 2310, 2400, 3000, 3150, 3320, 3500, 3700, or permission of the department chair and admission to the Social Work Program. This course is offered every semester.

SWK 4240 Practice Methods II 3 s.h.

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 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.

Prerequisites: SWK 2310, 2400, 3000, 3150, 3320, 3500, 3700, or permission of the department chair and admission to the Social Work Program. This course is offered every semester.

SWK 4200 and SWK 4240: 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 4750 Field Education 9 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 2310, 2400, 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4204, SOC 1510, PSY 1010, PSC 1510, PSY 3410 and a course in statistics. Field Education is offered every semester.

SWK 4800 – Social Work Capstone Seminar 3 s.h.

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.

Prerequisites: senior class standing, admission to the Social Work Program, approval of Field Coordinator, acceptance by agency, SWK 2310, 2400, 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4204, SOC 1510, PSY 1010, PSC 1510, PSY 3410 and a course in statistics. Capstone Seminar is offered every semester.

SWK 4990 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.

After you have taken SWK 2310, 2400, 3150, 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 School of Public Affairs Secretary in the Trustees building in Room T-206.

Steps in the Admission Process:

- You need to submit three references
 - One reference can be from an MU staff member or faculty member who knows you well.
 - Two references must be from faculty members who have taught you.
- An application form turned into the School of Public Affairs secretary in Room T – 206
- You will need to schedule an interview when the SPA Secretary contacts you.
- You must have the appropriate GPA

Please see your Student 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 (SWK PREFIX) IN ORDER TO GRADUATE. A **CUMULATIVE GPA OF "2.5"** IN SOCIAL WORK IS REQUIRED FOR GRADUATION IN THE SOCIAL WORK MAJOR (**2.75** for those admitted in Fall 2013 and after).

Once a student completes each Social Work course, including both practice courses, with a grade of "C" or better, she/he will be eligible for a Field Placement. **Please be aware that Practice 1 (SWK 4200) has a 35 hour pre-field requirement.** Field Placement is not automatic and requires:

- 1) An application
- 2) An interview with the Field Coordinator
- 3) A current resume
- 4) Membership in NASW
- 5) Malpractice insurance

Students must apply for their Field Placement the semester before they wish to graduate (usually when they are enrolled in the last two practice courses). The deadline for the Field Placement application 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 \$75.00.

The Social Work Club meetings are held from 11:00 am – 11:50 am on selected Mondays in the Trustee's building, Room T – 270. The schedule is posted in room T – 270 at the beginning of each semester. Please try to attend and become active when at all possible.

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:

- Declare Social Work as your major
- Achieve sophomore status
- Complete a minimum of nine 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



FACULTY CONTACT INFORMATION

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We are delighted that you are interested in our Program! Please check the Bulletin Board outside our Social Work Classroom, T-270, on a regular basis for reminders of deadlines, new guidelines, upcoming speakers, etc.

And again, when you are “IN DOUBT” please feel free to speak with one of your Social Work professors. Our mission is to help you succeed!!

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.”

----John Wesley

