Social Work Program
Student Handbook

Bloomsburg University of Pennsylvania
Department of Sociology, Social Work & Criminal Justice
Social Work Program
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WELCOME FROM OUR SOCIAL WORK FACULTY!

Welcome to the Bloomsburg University Social Work Program. You are entering an exciting field with countless career possibilities. Social work is one of the fastest-growing and diverse professions in the United States. With its dedication to working with and empowering vulnerable, oppressed, or living in poverty, social work is a unique and rewarding profession.

The Bachelor of Social Work (BSW) degree prepares you for beginning professional generalist social work practice. A generalist approach requires that social workers have a broad foundation of knowledge and skills to assess, analyze, plan, evaluate, and work with clients from diverse backgrounds in various settings and systems. The BSW degree will enable you to work in many different settings such as child welfare, mental health/mental retardation, medical hospitals, probation service, and correctional institutions, neighborhood and community centers, national voluntary agencies, services for the aged, daycare centers, family services, and many others.

During your educational process, you will find that we look forward to helping you reach your goal of earning a Bachelor of Social Work degree. Our program is founded upon social work ethics and leadership behaviors to prepare you to secure employment or enter graduate education upon graduation. We value your growth and development process and encourage you to focus on the following strategies to ensure positive student outcomes:

1. **Be self-aware:** Know yourself and what you need. Allow your journey to include awareness of important self-concepts, including your learning process and strengths and areas needed for improvement. Our profession involves life-long learning, and we expect students to embrace this concept early on!
2. **Collaborate:** Make connections with the faculty and staff in our program and with mentors and students on campus. Recognize the value of working with others and become familiar with the people who can help you achieve your life goals. We encourage you to make connections with faculty in other disciplines and across the campus so that your education encompasses a diverse range of interests and mentors.
3. **Connect to your Advisor:** Your advisor will serve as a mentor and provide you with the needed tools and resources to understand your curricular path. Meet with your assigned advisor early on to get a head start on scheduling strategies for success. Scheduling can feel tedious and complicated at times, so we encourage you to understand this process early on.
4. **Develop Professionalism:** The career you are choosing is founded upon professionalism and ethics, and our program emphasizes behaviors and qualities that are reflective of these values. Quite simply, you are expected to manage your time, be respectful of deadlines, and others. Be proactive and recognize when you need support and guidance. As a social work major, remember that your choices reflect our program, the University, and the profession.
5. **Communicate:** Identify the best forms of communication between you, your mentors, and all parties involved in your educational journey. Make great first impressions and use email, social media, and any forms of technology responsibly.
6. **Practice Self-Care**: Your success in our program and the profession depends on your ability to practice good self-care and identify any barriers to self-care during your education and throughout your career. Our program faculty will work with you to develop meaningful self-care plans as a part of our curriculum, and you will graduate with a clear understanding of how to integrate ongoing self-care in your life.
7. **Do what you love and be happy!** Finally, we encourage you to embrace joy and prioritize happiness. Discover what you love about your learning process. Meet new friends, collaborate, and connect with people, value laughter, and anything that helps you to maintain a healthy balance in your life.

WELCOME - FROM BLOOMSBURG UNIVERSITY SOCIAL WORK STUDENTS & ALUMNI

Greetings future social workers, and welcome to Bloomsburg University's Social Work Program! You have chosen a path with many rewards and many challenges. I am sure that many of you have entered into this major with a hope to make a difference in the lives of many, and that is just what you will do. Social work is a calling in life, which we are drawn to for various reasons. We come from all walks of life and many of us have experienced challenges of our own along the way. Whatever your background may be, we all have one common denominator that joins us together… that is the passion to help other people. Throughout your academic journey you will meet a ton of great people like yourself just waiting to get out there in the world and make a difference.

One word of advice I would like to give anyone joining this major is to plan ahead and understand your options for the future. Social work contains a broad spectrum of fields of practice, with limitless potential. Whatever career path you may chose, be sure to understand what it takes to follow your dreams. For example, there are certain fields of practice, which require you to earn a master's degree and become licensed. Others require specialized certifications. Whatever the case may be, just make sure to do your research and plan ahead so that you know just what you're getting yourself into. Always be sure to know the next move needed to follow your dreams and you will be a successful social worker in no time! Enjoy your new life as a social worker, and welcome to the social work family!

Best Wishes, Michael Regan- Class of 2014

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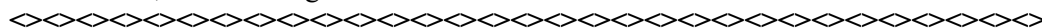
Dear Social Work Major,

It is a great pleasure to welcome you to the family of social work at Bloomsburg University. This rite of passage is much more than an academic endeavor. It is a commitment to a lifestyle of compassion, a pledge to serving social justice and a promise to advocate for the discouraged. Majoring in social work comes with great responsibility. However, being a social work major at BU is also accompanied by great rewards. You are now equipped with an unwavering support system composed of your fellow students and the social work faculty. The people who surround you everyday value and respect others, believe each individual has strengths and have decided to dedicate their lives to helping individuals, families, groups, organizations and communities reach their full potential. You will never be at a loss for motivation to fulfill your goals and will begin to reach for aspirations previously unheard of.

Through my involvement with the social work program at Bloomsburg University I have grown exponentially. Beyond the social work curriculum I have learned time management skills, interpersonal communication techniques and organization tactics. I have also been granted unbelievable opportunities including learning how to do social research, assisting community members in registering for health insurance and participating in events at social service agencies including the Ronald McDonald House in Danville, Diversified Treatment Alternatives, the Danville State Hospital and Snyder County Children and Youth. In each of these experiences I have been embraced by the culture of helping others and reassured that I am capable of being a phenomenal social worker. The social work program at Bloomsburg University has not only taught me how to be a great social worker, but it has shown me the type of person I want to be.

This is only the first step in your journey to become a social worker as you continue become involved. I advise you join the Social Work Club, meet your professors, attend the department events and most importantly, cultivate friendships that will support you even after you leave this campus. Your involvement will provide you with an extraordinary experience as a social work student at Bloomsburg University. Good luck and once again welcome to the family.

Sincerely,
Amber Longacre, Class of 2016
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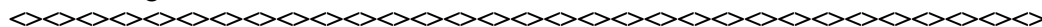
Dear Social Work Major,
Welcome to Bloomsburg University's Social Work Program! We cannot emphasize enough our excitement in your interest to our program. I trust that you will have a successful and rewarding journey in exploring the many options and learning experiences this program has to offer.
The mission of the Social Work Program at Bloomsburg University is to prepare students in the generalist social work practice and focus on critical thinking that is guided by many principles and values that fight for the human rights and integrity of others. During this endeavor, you will gain social work knowledge, values, ethics, and skills to work with clients of all types and sizes. We guide our program with The National Association of Social Workers' Code of Ethics along with well-educated faculty to ensure the Social Work major is right for you. We expect that students offer not only a well standing, academic performance, but a professional demeanor and behavior as well.

The most honest I can be in writing this is saying that social work is not the easiest profession. It takes courage, passion and dedication to work around such hardship and complex matters. It takes heart and it takes skills. Bloomsburg University Social Work Program teaches these skills to the fullest to make it the most rewarding profession, despite it being the hardest. With what I have learned so far, I can offer you a bit of advice. The most important is taking care of you. Along with learning how to help others, learn how to help yourself. Remember that you cannot possibly give to someone when you have nothing to give yourself. Believe in yourself and all that you can do to further this profession. Believe in realistic opportunities and dream big. The second most honest matter I can tell you is this; you CAN do it.

You are never alone in the challenges that may arrive and you will always have a supporting major to enjoy the good times that will come your way. These years go by incredibly fast and I wish you the greatest of luck in your time here at Bloomsburg University.

Sincerely, Jordan Cunningham, Class of 2016, Social Work Club President, 2014-2016
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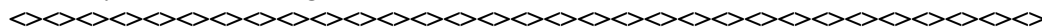
Dear future Social Work Major,
Throughout my time at Bloom, I've learned I have the ability to be on my own and provide for myself, meaning I learned how to conduct myself as an adult. Being in college has taught me so much and I have come into my own identify and I can finally say that I truly know who I am. The social work program has taught me to empower myself, use my voice, and how to keep my eyes open to all possibilities.
Phaje Britton, Class of 2020

**For additional feedback from our social work alumni and to see some of the exciting things that these social workers are doing today, please log onto our social work website at:
https://www.bloomu.edu/social_work

Bloomsburg University's Social Work Program
Student Handbook
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PURPOSE OF THE STUDENT HANDBOOK

The Social Work program has developed this handbook to assist students with developing a program of study, which reflects their individual interests and professional aspirations. The Bloomsburg University *BSW Program Student Handbook* is a ready source of information regarding the social work major, and addresses the most common questions students have while in the program. However, this handbook is **intended to complement advising, not replace it. All social work majors and pre-majors are expected to meet with their assigned academic advisor on a regular basis.**

Students are encouraged to take advantage of the willingness of social work faculty to consult with them regarding educational matters. An ongoing relationship with an advisor among the social work faculty will prove invaluable as you work toward completion of University and Social Work Program requirements.

This handbook does not replace the Bloomsburg University Undergraduate Catalog, *The Pilot*. Students are reminded that they are responsible for referring to that catalog for official information regarding University requirements, policies, and procedures.

OVERVIEW OF BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Bloomsburg University of Pennsylvania Mission Statement
Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

Bloomsburg University of Pennsylvania Value Statement
Bloomsburg University of Pennsylvania students, faculty and staff value:

- Collaboration
- Community
- Critical thinking
- Diversity
- Excellence
- Integrity
- Knowledge
- Opportunity
- Personal and professional growth
- Respect

Bloomsburg University of Pennsylvania Vision Statements
Bloomsburg University aspires to:
- be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence
- anticipate and address the changing needs of the Commonwealth
- be a diverse community that produces positive change
- provide resources to maximize opportunities for success
- be a good steward of our resources and the environment
- develop individuals to be contributing citizens

Bloomsburg University of Pennsylvania Affirmative Action Statement
Bloomsburg University of Pennsylvania is committed to equal educational and employment opportunities for all persons without regard to race, religion, gender, age, national origin, sexual orientation, disability or veteran status. The Social Work Program at Bloomsburg University is an affirmative action/equal opportunity employer.

Bloomsburg University of Pennsylvania Harassment and Discrimination Policy
Central to the mission of Bloomsburg University of Pennsylvania is the establishment and maintenance of an environment in which the dignity and worth of all individuals within the institutional community are respected. Therefore, it is the responsibility of each person on campus to respect the personal dignity of others and to demonstrate a basic spirit that precludes unlawful harassment and discrimination. The University has established this policy to promote an educational and work environment that is free from all forms of harassment and discrimination, whether because of race, color, religion, sex, sexual orientation, gender identity, age, national origin, ancestry, disability, or veteran status or any other characteristic protected by law. The University is committed to freedom of thought, discourse, and speech and the attainment of the highest quality of educational and academic pursuits. Nothing in this policy is meant to infringe upon the First Amendment or other constitutional rights of any individual.

Unlawful harassment or discrimination in any context is unacceptable but of particular concern to an academic community in which students, faculty and staff must rely on bonds of intellectual trust and dependence. Therefore, unlawful harassment or discrimination will not be tolerated. Those inflicting such behavior on others are subject to the full range of institutional disciplinary actions, up to and including separation from the University, also in addition to any legal action that may accompany such acts.

Students, faculty, staff and third-party vendors are permitted to file complaints under this policy against non-students. All complaints of discrimination and harassment against students should be filed with the Dean of Students Office and are subject to PRP 4790 Student Sexual Misconduct Policy and PRP 4802 the Student Code of Conduct. Refer to Part IV.D.b. of this policy on how to file a complaint.

This policy is available on the Bloomsburg University website (http://www.bloomu.edu/policies_procedures) and at: The Department of Equity and Accommodations.

The Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act of 1974, commonly referred to as the Buckley Amendment or FERPA, is designed to protect the confidentiality of student records educational institutions maintain and to give students access to their records to assure accuracy. FERPA affords students certain rights with respect to their education records.

Access to Education Records
You have the right to inspect and review your education records within 45 days of the day BU receives a written request for access, any time after your matriculation. Request for Amendment of Education Records: The right to request amendment of your education records if you believe they're inaccurate or misleading.

For more information, please see the Student Education Records Guidelines on the Bloomsburg University web page. (http://www.bloomu.edu/registrar/FERPA)

Code of Conduct
As an institution of higher learning and a community of persons with a special purpose, Bloomsburg University accepts its obligation to provide its members with an atmosphere which protects and promotes its educational mission and that guarantees its orderly and effective operation. To accomplish these goals, the University must require certain standards of conduct. The University Code of Conduct is available via the Bloomsburg University web page. (http://www.bloomu.edu/pilot/standards)

Academic Grievance Procedure
Procedures for an academic grievance are set at the university level in PRP3592. This procedure is available on the Bloomsburg University website (http://www.bloomu.edu/policies_procedures/3592).

THE PROFESSION OF SOCIAL WORK

Purpose of the Social Work Profession
The *Educational Policy Statement* of the Council on Social Work Education (2015) describes the purpose of social work as follows:
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Council on Social Work Education
The Council on Social Work Education (CSWE) is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States.

History of the Bloomsburg University Social Work Program and the BSW Degree
The Bloomsburg University Social Work Program is currently fully accredited with the Council on Social Work Education and will have a regular accreditation visit in 2023. Students graduate with an accredited Bachelor of Social Work (BSW) degree.

The Social Work Program was granted initial accreditation with the Council on Social Work Education in 1988 and accreditation of the program has remained continuous since that time. The program, designed to prepare students for the beginning level of professional generalist social work practice, graduates approximately 60 majors each year. The curriculum is built on a

liberal arts foundation and provides a core of knowledge essential for beginning professional generalist social work practice.

Graduates go into beginning employment in a variety of agencies and settings, such as child welfare, mental health/mental retardation, medical hospitals, probation service and correctional institutions, neighborhood and community centers, national voluntary agencies, services for the aged, day care centers, and family service. Graduates with a degree in social work are eligible for the second level (Caseworker) examination under Pennsylvania Civil Service regulations as well as the beginning level (Caseworker Trainee) examination. Also, Pennsylvania law requires nursing homes of more than 120 beds to hire social workers with degrees accredited by the Council on Social Work Education. Students are also eligible for membership in numerous professional organizations and graduates can attain the Pennsylvania Provisional Licensed Social Worker credential.

Some students enter graduate schools of social work immediately after graduation; others work for a year or two and then go to graduate school. A number of graduate schools of social work give as much as one full year's advanced standing toward the Master of Social Work (MSW) degree to graduates of programs, which are accredited by the Council on Social Work Education. This means that the MSW can be acquired in about one year or a year and a summer, rather than the customary two years.

Acculturation to the Social Work Profession
Many activities take place during the academic year, which offer opportunities for social work students to experience and feel a part of the social work profession. These activities include participation in the Student Social Work Club, professional meetings, and lectures by visiting speakers, and visits to social agencies and institutions. Students are encouraged to participate in community activities and volunteer in local agencies.

OVERVIEW OF THE SOCIAL WORK PROGRAM AT BLOOMSBURG UNIVERSITY

Social Work Program Mission Statement
The mission of the Social Work Program at Bloomsburg University is to prepare students for baccalaureate level generalist social work practice with a liberal arts foundation and a focus on critical thinking. Opportunities are provided for the student to gain social work knowledge, values, ethics, and skills to work with client systems of all types and sizes. An emphasis is placed on an appreciation for human diversity and a strong commitment to social and economic justice. Students are prepared through courses to engage in the social change process through interface with the regional community.

Definition of Generalist Social Work Practice use in the Social Work Program
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies

ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Social Work Program Goals (connected with CSWE Educational Policy and Accreditation Standards core competencies)
1. Provide a rigorous curriculum that integrates social work values and ethics and serves as the foundation for generalist social work practice with clients, client systems and social programs in multicultural environments. (EP; 2.1.6-2.1.9)
2. Promote civic engagement and a commitment to advocacy to support human rights and social and economic justice. (EP; 2.1.3)
3. Prepare students with an understanding of human development and behavior in the social environment that focuses on both human diversity variables and the interrelationships of individuals, family, groups, organizations, and communities for assessment of strengths and needs in practice situations. (EP; 2.1.2, 2.1.5-2.1.9)
4. Provide field education that enhances the student's ability to develop critical thinking and that integrates theory and practice with specific attention to awareness of diversity, research-informed practice, practice-informed research, self-reflection and life-long learning. (EP; 2.1.1, 2.1.2 & 2.1.4)
5. Provide opportunities for professional development and continued education in the social work profession or related discipline. (EP; 2.1.1)

Social Work Program Core Competencies and Practice Behaviors
The Social Work Program at Bloomsburg University is designed to prepare graduates for generalist practice through the mastery of core competencies, those measurable practice behaviors that are comprised of knowledge, values, and skills. The nine core competencies insure that students will:
- Demonstrate ethical and responsible behavior. (EP; 2.1.1)
- Engage diversity and difference practice. . (EP; 2.1.2)
- Advance Human Rights and Social, Economic and Environmental Justice . (EP; 2.1.3)
- Engage in research-informed practice and practice-informed research. . (EP; 2.1.4)
- Engage in policy practice. (EP; 2.1.5)
- Engage with individuals, families, groups, organizations and communities. . (EP; 2.1.6)
- Assess individuals, families, groups, organizations and communities. . (EP; 2.1.7)
- Intervene with individuals, families, groups, organizations and communities. . (EP; 2.1.8)
- Evaluate practice with individuals, families, groups, organizations and communities. . (EP; 2.1.9)

The program's curriculum is designed to follow the precepts of competency-based education, an outcome performance approach. This approach is designed to integrate and apply competencies necessary for practice with individuals, families, groups, organizations and communities. Each

core competency or objective features specific practice behaviors that are used to operationalize the curriculum and assessment.

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:

a. 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
b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
d. Use technology ethically and appropriately to facilitate practice outcomes
e. Use supervision and consultation to guide professional judgment and behavior
f. Recognize the role and value of leadership in the social work profession and identify the following: personal leadership characteristics, agency culture as it relates to leadership and the impact of leadership on client outcomes.

Competency 2- Engage Diversity and Difference in Practice (EPAS 2.1.2)

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:

a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences
c. 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 (EPAS 2.1.3)

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:

   a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
   b. Engage in practices that advance social, economic, and environmental justice.

Competency 4- Engage in Practice-Informed Research and Research-Informed Practice (EPAS 2.1.4)

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:

   a. Use practice experiences and theory to inform scientific inquiry and research;
   b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5- Engage in Policy Practice (EPAS 2.1.5)

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:

   a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
   b. Assess how social welfare and economic policies impact the delivery of and access to social services
   c. 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:

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

Competency 7- Assess Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.7)

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:

a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
b. 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
c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
d. 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 (EPAS 2.1.8)

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. Social workers:

    a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
    b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
    c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
    d. Negotiate mediate, and advocate with and on behalf of diverse clients and constituencies; and
    e. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.9)

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:

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

SOCIAL WORK PROGRAM CURRICULUM

The social work program curriculum at Bloomsburg University includes both a focus on course content and the academic environment. Our program aims to align course work with the evolving changes within our society while supporting the standards of our accrediting organization, the Council on Social Work Education (CSWE). We accomplish these goals by clearly defining both the explicit (formal) and implicit curriculum that exists within our program and then by evaluating the success of each through program evaluation.

The explicit curriculum consists of the program's formal educational structure and includes the courses required and their content. The implicit curriculum consists of the educational environment in which the explicit curriculum is offered and learning occurs. Implicit curriculum

includes admission policies and procedures, academic advisement, retention and termination policies, student involvement, commitment to culturally competent practices, faculty scholarship and community collaboration.

The program prides itself on giving equal merit to the implicit curriculum as it provides the context within which students are able to achieve professional competence and character as generalist social work practitioners. The program evaluation process for the curriculum can be found on our Program Evaluation link (http://www.bloomu.edu/social-work-evaluation).

Social Work Program Explicit Curriculum

The Social Work Program's formal curriculum is organized in a thoughtful, coherent manner that begins with basic knowledge courses, followed by professional foundation courses that are delivered through a variety of instructional techniques. The curriculum is organized in a way that facilitates competency-based learning beginning with foundation social work and liberal arts content and developing into competencies and demonstrations in the upper level courses. All social work program courses are relevant to the mission, goals, and objectives of the Program and to the purposes, values, and ethics of the Social Work profession.

Liberal Arts Foundation

The BSW is a professional degree grounded in the liberal arts that builds a base of knowledge, skills, and values and culminates in preparation for professional generalist practice in the field of social work. Social Work students are required to meet the requirements of the General Education Program at Bloomsburg University as well as specific requirements for the social work major. Appendix A, "Worksheet for BSW" is a tool to help students, working with their academic advisor, map-out an educational plan and keep track of their progress toward graduation. Appendix B, "Suggested Course Plan for Social Work Majors" demonstrates how a student might move through the major.

The following general education courses are required for students aspiring to major in social work:
- ENGLISH 101 - Composition (3 GEPs toward Communication goal)
- SOC 211 - Principles of Sociology (3 GEPs toward Social Science goal)
- POLISC 120 - U.S. Government (1 GEP toward Cultures & Diversity goal; 2 GEPs toward Citizenship goal)
- PSYCH 101 - General Psychology (3 GEPs toward Social Science goal)
- SOCWORK 133 - Introduction to Social Work and Social Welfare (3 GEPs toward Social Science goal)
- Any Human Biology course (If you take BIOLOGY 101, 3 GEPs toward the Natural Science goal)

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Updated Major Application Process

Students must be accepted into candidacy in the Social Work Major prior to enrolling in any social work major courses (SOCWORK 297, 221, 240, 250, 334, 450, 452, 453). Candidacy for the major includes the following: Completed social work major application (Appendix A), a minimum grade of C in SOCWORK 133, social work faculty interview, evidence of civic engagement and evidence of professionalism and acceptance of and commitment to the NASW Code of Ethics. These components will be reviewed and evaluated by the Social Work Faculty collaboratively and the student will be notified of their candidacy based on the application requirements by the program director. Once accepted into the major, students must maintain a GPA of 2.2. Any student within the major, who earns a GPA below 2.2, will have his/her situation evaluated on a case by case basis and all faculty members will collaborate with the student to make a decision regarding the student's continued inclusion in the social work major.

Core Social Work Courses and Sequencing

Upon acceptance into the major, students will be required to maintain a minimum of a C in all social work core courses. In order to matriculate to the Field Seminar and the 400-480 hour Field Practicum, students must demonstrate academic excellence by maintaining a minimum of a C in all core courses, successfully complete an interview the Field Director and Liaison, and demonstrate evidence of professionalism, civic engagement and a commitment to the NASW Code of Ethics.

Core Courses and Sequencing

Once in the major, students take all of the required core courses:
- SOCWORK 221 Human Behavior in the Social Environment
- SOCWORK 240 Social Work Statistics
- SOCWORK 250 Research Methods for Generalist Social Work Practice
- SOCWORK 334 Social Work Practice with Individuals & Families
- SOCWORK 450 Social Work Practice with Groups & Groups at Risk
- SOCWORK 452 Social Work Practice with Communities & Organizations
- SOCWORK 453 Social Welfare Policy & Services

Each course has an experiential component designed to demonstrate the presence of developing practice behaviors. Prior to practicum, students have had opportunities to develop certain skills in interviewing, problem and resource assessment, relationship building, assessment and evaluation of self, recording, functioning as part of a task group, and carrying out a community project. Therefore, the internship is part of the process in which students test out their skills and knowledge. Integrative Senior Seminar (SOCWORK 498) is the final course in the social work curriculum and is taken concurrently with SOCWORK 497 Social Work Field Education (Internship). This capstone course integrates information from the overall social work curriculum. In preparation for future work, students will continue to read and examine the NASW Code of Ethics in the context of professional practice through discussion of various practice examples. This course processes and integrates theory and practice within the field

education experience and incorporates practice-relevant research and assessment of student's own practice and interventions. An electronic portfolio is utilized to incorporate information from the field education (internship) in the integrative senior seminar class. Additionally self-care and leadership practices are applied throughout the course. Students participate in experiential leadership exercises at the beginning of the course and complete a final outdoor experiential team building exercise to revisit reflections and future professional and personal goals.

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┌─────────────────────┐         ┌──────────────────────────────────────────┐
│                     │         │ **Application for candidacy for major**    │
│                     │         │ 1. Completed application                   │
│   SOCWORK 133       │ ──────▶ │ 2.  Minimum grade of C in SOCWORK 133      │
│                     │         │ 3. Faculty Interview                       │
│                     │         │ 4. Evidence of civic engagement            │
│                     │         │ 5. Evidence of professionalism and ethics  │
└─────────────────────┘         └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐         ┌──────────────────────────────────────────┐
│   SOCWORK 221       │         │                                            │
│   SOCWORK 297       │ ──────▶ │      Pre-requisite is acceptance into      │
│   SOCWORK 240       │         │      major. Preferred sequence of courses  │
│   SOCWORK 250       │         │                                            │
└─────────────────────┘         └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐         ┌──────────────────────────────────────────┐
│                     │         │  Pre-requisite is acceptance into major    │
│   SOCWORK 334       │ ──────▶ │  and SOCWORK 221 and 297. SOCWORK 240      │
│                     │         │  AND 250 can be taken concurrently with    │
│                     │         │  334.                                      │
└─────────────────────┘         └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐         ┌──────────────────────────────────────────┐
│   SOCWORK 450       │         │  Pre-requisite is acceptance into major    │
│   SOCWORK 452       │ ──────▶ │  and SOCWORK 133, 221, 250, 297 and 334.   │
│   SOCWORK 453       │         │                                            │
└─────────────────────┘         └──────────────────────────────────────────┘
          │
          ▼
┌─────────────────────┐         ┌──────────────────────────────────────────┐
│                     │         │ **Pre-requisites include (133, 221, 297,   │
│                     │         │ 250, 240, 334, 450, 452, 453)**            │
│ FIELD EDUCATION     │         │ **Application for candidacy for Field      │
│ SOCWORK 497         │ ──────▶ │ Education**                                │
│ SOCWORK 498         │         │ 1. Completed application                   │
│                     │         │ 2.  Minimum grade of C in core courses     │
│                     │         │ 3. Field Director/Liaison Interview        │
│                     │         │ 4. Minimum GPA of 2.2                      │
│                     │         │ 5. Evidence of civic engagement            │
│                     │         │ 6. Evidence of professionalism and ethics  │
└─────────────────────┘         └──────────────────────────────────────────┘
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Appendix C provides descriptions of required social work courses and available social work electives. The following diagram demonstrates the important relationship between the 9 core competencies, social work course content and how this relationship contributes to a successful experience in the field and seminar:

Engage, assess, intervene, evaluate: SW221-453

Policy; SW133-453

Professional Identity and Ethics SW133-453

Field Education SW497 & SW498

Research; SW 221-453

Diversity; SW133-453

Social and Economic Justice; SW 221-453
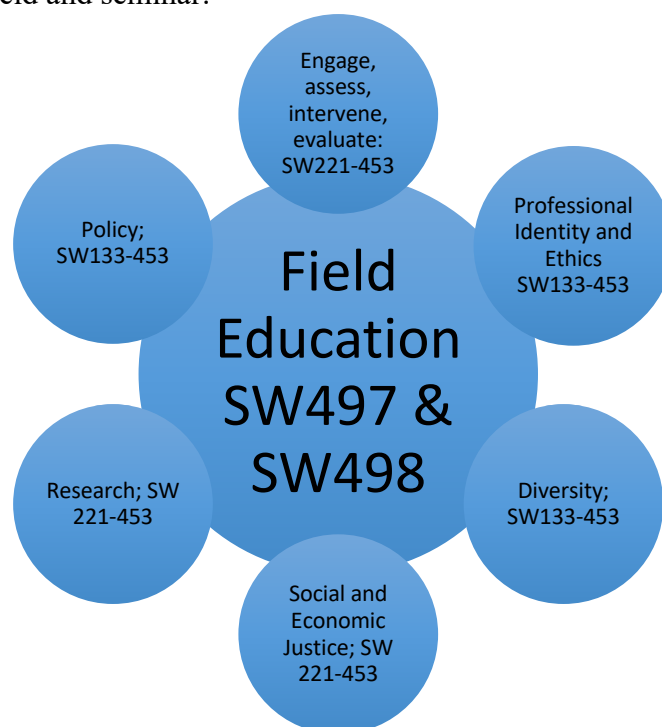
Fieldwork Component of Social Work Major

The BSW program is designed to utilize generalist practice to prepare social work students for entry-level social work practice. Field Education is an essential component of the BSW curriculum. Paired with the academic learning from various social work courses, the field education internship along with the senior integrative seminar class assists students to integrate academic classroom learning with real life agency experiences. Identified as the "signature pedagogy" of social work (CSWE, 2015, p.8), field education serves as the primary conduit in which all social work curriculum content is integrated. This integration of learning supports the transition from student to the beginning level social work practitioner.

Field education is a collaborative partnership between Bloomsburg University Social Work Program, the student, and the field internship agency. Students are carefully matched with a field education internship that meets both their educational needs and their interests. BSW student interns may observe, participate in, or conduct interviews/ assessments with clients or client systems, develop and implement treatment goals/plans, provide case management services, conduct collateral interviews, attend staff/ treatment team meetings, participate in committees, assist in research, program development, evaluations, special projects or grant writing. The specific types of tasks will vary based on the type of agency and the availability of opportunities.

Each BSW student intern is required to complete a block internship placement of at least 400 hours prior to graduation. This internship is most commonly completed in the last semester of classes prior to graduation.

Social Work faculty will consider the readiness of the student to commence Field Education (SOCWORK497). This will occur on an ongoing basis with particular focus during the semester before the student is scheduled to enter the field. The following criteria will need to be met by the student in order to proceed to acquire an agency internship field placement.

1) Successful completion of the 80 Hour Introductory Practice Experience as evidenced by:
   • Demonstrated potential in applying expected program personal and professional standards (Code of Ethics) in the practice situation.
   • Ability to assume responsibility for one's own learning and to use collaborative supervisory consultation
   • Demonstrated use of the problem solving process (critical thinking)
   • Ability to manage human change and growth process for self and others

2) Successful completion of all social work prerequisite courses:
   SOCWORK 133 Introduction to Social Work & Social Welfare
   SOCWORK 221 Human Behavior in the Social Environment
   SOCWORK 240 Social Work Statistics
   SOCWORK 250 Research Methods for Generalist Social Work Practice
   SOCWORK 297 Introductory Practice Experience in Social Work
   SOCWORK 334 Social Work Practice with Individuals and Families
   SOCWORK 450 Social Work Practice with Groups and Groups at Risk
   SOCWORK 452 Social Work Practice with Organizations and Communities
   SOCWORK 453 Social Welfare Policy and Services

3) Successful academic accomplishments as evidenced by:
   • demonstrated academic integrity
   • demonstrated use of the problem solving process (critical thinking) throughout all social work curriculums
   • maintaining at least a 2.2 GPA

Students may intern in a variety of social service agencies that meet a broad range of needs of a variety of populations of clients/ client systems. Students may work with individuals, families, groups, organizations or communities. Under the mentorship of a social work professional, student interns will utilize social work knowledge, values and skills in order to provide basic social work services to those in need. More information about the fieldwork component is available in the program Field Manual accessible via the Social Work Program's web page (http://www.bloomu.edu/social_work).

Fulfillment of Academic and Fieldwork Credits
All students must fulfill all academic and fieldwork requirements of the Bloomsburg University Social Work Program. Other related fieldwork/internship and or life experiences will not be substituted for the required 400 hours of internship.

Bloomsburg University Social Work Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practice or of courses**.**

Social Work Program Implicit Curriculum
Pre-Social Work Major
Admission to the Social Work Program at Bloomsburg University generally takes place during the second semester of the sophomore year or during the fall of the junior year. Prior to formal admission to the program, when students request social work as a major, the University Registrar's office assigns the student a pre-social work advisement major code. When the student is formally admitted into the Social Work Program they are assigned the BSW major code. This difference in major codes helps students clearly understand that admission to the Social Work Program requires a formalized application process.

Admission to the BSW Major
Rationale
Social work is unique among majors in the College of Liberal Arts. It represents professional and personal preparation to work in a field that demonstrates a caring and concern for others through practice based on knowledge, values, ethics, and skills that define social work. The faculty has a responsibility to prepare and motivate students to become competent entry-level generalist social work practitioners. During the admission and retention process students are expected to identify areas of self and academic growth necessary to successfully complete the mission, goals, and objectives of the program.

The goals of the admission and retention process are to have students and faculty identify the values and ethics that are necessary to be considered a generalist social work professional at the undergraduate level. The faculty has the responsibility for monitoring the student's motivation, commitment, capacity, and limitations for social work practice. The intent of the monitoring process is to preserve the mission, goals, and objectives of the social work program.
The screening, selection, and retention process is designed with the objective of having students and faculty mutually assess the student's readiness and commitment to be a social work major. This process acknowledges the importance of producing graduates who are able to meet the challenges within the profession. In addition, this process supports the commitment of the student to ongoing self-reflection and professional development.

Screening and Selection Procedures
The following are admission criteria for all students entering the social work program:
- Student demonstrates commitment, motivation, and capacity to successfully complete social work program requirements. This is assessed through successful completion (C or above) of the courses Introduction to Social Work (SOCWORK133).

- Student has submitted the required written application including the written rationale for selecting the social work major and demonstration of professionalism, civic engagement and a commitment to the NASW Code of Ethics.
- Student has had a formal interview with the director of the program to discuss personal and professional ethics and values that are the foundation of the social work profession. This interview will include a review of program policies and procedures outlined in the Student Handbook.
- Students accepted into the social work program are notified in writing by the social work program director. Students complete a permission form allowing the social work program director to transfer them into the social work program.
- Students who are not accepted into the social work program may re-apply. Due to the program's enrollment cap, there is limited space available to interested students. When all other admission criteria are equal, including student GPA, students with the greatest number of earned credits will be admitted first.

Credit for Prior Course Work

Students who transfer from other colleges or from other majors at Bloomsburg may be formally accepted into the social work program by following the Screening and Selection Procedures outlined above. The student transcripts will be evaluated by the social work program director. Preserving the integrity of the program's mission, goals, and competencies is of primary importance in assessing the student's transcript. Every effort will be made not to duplicate coursework. The determination about acceptance of general education courses is made by the Registrar's office.

Transfer Credits

It is the responsibility of admitted students to request transfer credit. The new transfer course equivalency form must be completed prior to going to the Office of the Registrar to complete the Prior Approval Form. The Prior Approval Form must be submitted to the Office of the Registrar no later than the Friday of the first week of classes of the term in which the student matriculates. All requests are reviewed for relevance of the course(s) to social work, grade(s) earned, and the date of completion. The Office of the Registrar, in conjunction with the Dean's office, determines whether undergraduate social work credit taken at another school of social work is to be transferred as "elective" credit or as the equivalent of a particular required Bloomsburg University Course.

Policies and procedures concerning the transfer of academic credits will follow the PRP 3343-Evaluation of Transfer Credits University Policy. This policy provides detailed information regarding procedures for transferring credits for transfer students and enrolled students and can be found on the University website at link: https://www.bloomu.edu/policies_procedures/3343 and provides detailed information for transfer students, enrolled students, Advanced Placement Examinations, CLEP examinations, credit for military experience and the formal appeals process regarding the transfer of credits.

Other important policies to consider regarding transfer of credits include PRP 3604 and PRP 3343. Both of these policies can be found at link: https://bloomu.edu/registrar-transfer-credits and detail the following:

[1]PRP 3604 states that students earning a first baccalaureate degree will take at least 30 of their last 45 credits at Bloomsburg University, no more credits are required than the 30 credits. All first baccalaureate students will take at least 50% of credits required for the Major from a PASSHE university.

PRP 3343 states that College level courses completed with a grade of C (2.0/4.0) or above from a two-year or four-year institution, accredited by one of the regional accrediting agencies, are usually transferred for a degree student. With the exception of courses covered by the State System of Higher Education Academic Passport Policy, courses taken with a grade of less than C (2.0/4.0) will not transfer to Bloomsburg University. Transfer credit will be deleted if the student subsequently registers for courses which substantially duplicate the content of courses accepted for transfer.

Bloomsburg University Social Work Program does not give academic credit for life experience or previous work experience, in whole or in part, in lieu of the field practice or of courses

Professional and Personal Evaluative Standards
The following professional and personal standards and indicators are used for evaluation of student performance.
Performance Standards:
- Plans and organizes work effectively.
- Consistently turns in assignments complete and on time.
- Makes arrangements for his/her special needs.
- Attends class regularly.

Indicators of Concern:
- Poor organizational skills.
- Repeated requests for extensions on assignments and exams.
- Turning in assignments late or incomplete.
- Multiple absences from class beyond guidelines in class syllabus.
- Multiple absences from field placement.

Conduct/Behavior Standards:
- Demonstrates ability to work cooperatively with others.
- Actively participates in class discussion groups/role plays.
- Shows respect for others' opinions.
- Is open to feedback from peers/faculty.
- Demonstrates a willingness to understand diversity in people regarding race, color, gender/gender identification, age, creed, ethnic, or national origin, disability, political orientation, sexual orientation, and populations at risk.

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[1]

- Conducts him/herself according to the NASW Code of Ethics. (Inclusive of relationships with clients, colleagues, practice instructor, internship director, faculty, and peers)

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 class early.
- Consistently late for field placement.
- Disrupts class process with inappropriate behavior.
- 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.
- Unwilling/unable to develop an understanding of people different from oneself.
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, and disability.
- Physical acting out directed at clients, faculty, staff or fellow students.
- Unethical professional behavior. (Based on NASW Code of Ethics)
- Academic misconduct based on university policy.

Emotional Self-Control and Self-Understanding Standards:
(Unresolved personal issues that may interfere with the student's ability to effectively work with client systems.)
- Appears to be able to handle discussion of uncomfortable topics.
- Deals appropriately in class with issues, which arouse emotions.
- Demonstrates an awareness of one's own personal limits.
- 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 personal issues that interfere with client interaction.
- Appears unable/unwilling to control emotional reactions.
- Demonstrated alcohol/drug abuse, and or mental health issues in the class and or field placement.
- 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 Standards:
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 write effectively in records.

- Shows command of the English language.
- Abides by University standards.
- Demonstrates use of critical thinking skills.

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:
- Written works are frequently vague, shows difficulty in expressing ideas clearly and concisely.
- Student has many errors in the area of spelling, punctuation, structure, etc., and does not make effort to show improvement.
- Plagiarized the work of others.
- 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.

Procedures for Terminating Enrollment in the Social Work Program
Accreditation standards mandate that social work programs have policies and practices for terminating a student's enrollment for both academic and nonacademic reasons. Bloomsburg University Social Work Program prepares students for generalist social work practice. The faculty is charged with integrating the standards of the profession throughout the program. Students and the client systems that they serve will benefit from the faculty purposefully teaching and evaluating performance, conduct/behavior, self-awareness, and the communication skills of the students.

The purpose of the Student Progress Review Process (SPRP) is to assist students who have difficulty with the personal and/or professional integration of the standards of the profession, knowledge and skills of social work, values and ethics as identified in the **NASW Code of Ethics.**

Student Progress Review Process
The program's Student Progress Review Process (SPRP) is designed to ensure personal and professional behavior congruent with Bloomsburg University's Social Work Program Mission, Goals, and Competencies. If a student is struggling in a course, with their grade dropping below a C, it is expected that the student will discuss this with both the faculty member teaching the course and the student's academic advisor. Additionally, each semester, around midterm, faculty meets to discuss any student concerns related to grades and classroom/out of class behaviors. Any student in the program for whom a faculty member has identified professional developmental concerns, the following procedures will be followed.

A conference between the faculty member and the student is held. The faculty member will notify student of procedures including notice about the presentation of concerns to other faculty and the student's right to attend, participate in, and bring an advocate to the SPRP session or to

submit a written response to be considered in the discussion. After the review of the information by the faculty committee, the student (and the student's advocate if they bring one) may be asked to leave the room during deliberations. Written minutes which identify the faculty course of action will be completed and maintained.

Recommendations of the faculty will identify the following possible directives:
1. Written contract, which designates the criteria for needed personal and/or professional change. Student's faculty advisor will facilitate this process.
2. Faculty group will prepare a rationale for dismissal. A typed mailed copy will be sent to the student within five working days. The mailing address will be provided by the student or taken from the most current listing available. The student's advisor will coordinate this process.
3. Concerns may be unfounded; student will be notified immediately (in writing) of this decision.

Appeal Process
A student can appeal with a written statement to the social work program director within 10 days of the letter of notification from the committee. The statement must specify reasons for disagreement with the committee's decision and rationale for considering a different decision. The committee will then convene within 10 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the committee with the option of being accompanied by an advocate. The committee will render, in writing, a follow up decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the department chairperson. The student may also appeal the department decision with the Dean of Liberal Arts.
This appeal process uses the framework of the University's grievance procedure as its model. (Student Non-Academic Grievance Policy PRP 4862)

Social Work Program Writing Expectations
The Social Work Program requires that all writing assignments (research papers, reports, article summaries, etc.) adhere to the APA style as outlined in the Publication Manual of the American Psychological Association. Students are encouraged to make use of the University Writing Center.

Grading Criteria for BSW Papers
All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association in the most recent edition of the Publication Manual. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program.

Effective practice of generalist social work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented and for the clarity of that presentation.

Academic and Career Advising
All Social Work majors are assigned to a member of the full-time Social Work faculty at the time of entry into the Program. The Social Work faculty represents a diverse educational and practice background and demonstrates a strong commitment to student advising and career planning. The Social Work faculty is concerned about the individual personal and educational needs of each student.

Career Planning and Employment Services
In addition to the advisement support of the Social Work faculty, Bloomsburg University has a Career Development and Placement Center that provides extensive services to students.
The Social Work faculty, through contacts with alumni, professional associations, and agencies utilized as part of our field placement program, has developed an informal job listing service. Notices of agency openings as well as information relative to Civil Service positions are posted on the bulletin board on the second floor of the McCormick Center for Human services.

Combining Majors, Minors, and Concentrations
It is possible to combine the Social Work major with another major, minor, and/or concentration within the University curriculum. Many Social Work majors take Gerontology, and/or Family, Children and Youth concentrations. Because of the diversity of the University's curriculum, it is possible to individualize the student's academic program. Minors in aging studies & gerontology, ethnic studies, and gender studies are now available and encouraged by Social Work faculty. A current list of available minors and concentrations is available on the Bloomsburg University web page (http://www.bloomu.edu/catalog/current/minors.php).

Graduate School Information
Information about CSWE accredited Master of Social Work programs is available on the program bulletin board located on the second floor of McCormick Center for Human Services. A collection of updated graduate school social work (MSW) information and catalogs is available in the Office of the Director of the Program. Andruss Library also maintains a collection of graduate school catalogs.

Social Work Program Bulletin Board
The bulletin board on the second floor of the McCormick Center for Human Services contains Civil Service announcements, information about job openings, current affairs concerning social workers, and other Program, Department, and University announcements, along with information about MSW programs.

Student Opportunities
Social Work Club
Mission Statement:
The Social Work Club is dedicated to providing educational experiences and service opportunities to promote professional growth, community service, and connections between Social Work students, the Social Work Program, Bloomsburg University and its community.

Social Work Club Purpose:
- To promote awareness of and interest in the Social Work profession
- To uphold and practice the NASW Code of Ethics
- To encourage participation in activities related to Social Work practice
- To promote shared learning, peer support and exposure to the Social Work profession
- To serve as an information and resource guide for members
- To promote community awareness and service
- To encourage and provide a resource for students to have an input into the curriculum and instruction of the Social Work program at Bloomsburg University of Pennsylvania

The Student Social Work Club is a campus organization open to all Social Work majors and pre-majors. The club meets regularly and provides opportunities for students to socialize and become involved in the professional community outside the school. The organization is involved in a wide variety of campus and community activities. The Student Social Work Club is active and aids in maintaining a sense of unity and purpose among the students. A social work faculty member is assigned to act as an advisor.

Social work students are notified of club activities through E-mail and BOLT (the university online learning environment). Many activities take place during the school year which offer opportunities for social work students to experience and feel a part of the social work profession.

Phi Alpha Honor Society   (Psi Alpha Honor Society http://www.phialpha.org/)
In 1960, undergraduate social work students at Michigan State University became interested in a national social work honor society and discovered other schools that had their own social work honor societies. With these schools, they created Phi Alpha, a national social work honor society. In 1995, social work students formed a chapter at Bloomsburg University. The honor society functions as a way to recognize those students in the major who have achieved academic excellence and holds an annual banquet to induct and recognize new members.
Below you will find the criteria for membership as well as the national purpose of Phi Alpha. Each year the social work faculty reviews student records to assess qualification. Qualified students are then notified and invited to join. National dues are $20.00 and give the student a lifetime membership to Phi Alpha.

Purpose: "Through Knowledge – the challenge to serve"
The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. (From national pamphlet)

Criteria:
1. Junior status (60+ credits)
2. Eighteen (40-42) credits completed from required social work courses which include:
   SOCWORK133 Introduction to Social Work and Social Welfare
   SOCWORK297 Introductory Practice Experience in Social Work
   SOCWORK221 Human Behavior in the Social Environment
   SOCWORK 240 Social Work Statistics

SOCWORK250 Research Methods for Generalist Social Work Practice
SOCWORK334 Social Work Practice with Individuals and Families
SOCWORK450 Social Work Practice with Groups and Groups at Risk
SOCWORK452 Social Work Practice with Organizations and Communities
SOCWORK453 Social Welfare Policy and Services
SOCWORK497 Social Work Field Education
SOCWORK498 Integrative Senior Seminar in Social Work
3. Overall GPA of 3.0
4. Social Work GPA (in above courses) of 3.25

Professional Social Work Organizations
   Online Resources for Professional Social Work Organizations
   National Association of Social Workers (www.naswdc.org)
   International Association for Social Work with Groups (http://iaswg.org/)
   Association for Community Organization & Social Administration (www.acosa.org/joomla/)
   Association of Oncology Social Work (http://www.aosw.org/)
   National Association of Forensic Social Work (http://www.nofsw.org/)
   School Social Work Association of America (http://www.sswaa.org/)
   Society for Social Work Leadership in Healthcare (http://www.sswlhc.org/)
   National Rural Social Work Caucus (http://www.ruralsocialwork.org/starter.cfm)
   Social Welfare Action Alliance (https://socialwelfareactionalliance.org/)
   North American Association of Christians in Social Work
   (http://www.nacsw.org/index.shtml)
   National Association of Puerto Rican and Hispanic Social Workers (http://www.naprhsw.org/)
   National Association of Black Social Workers (http://www.nabsw.org/mserver/)

Other Opportunities for Student Involvement
Students are involved in program policy through their impact on the program's policy formulation and change. This takes place through individuals or groups of students who offer recommendations on present policy or proposed policy changes as they pertain to student affairs. Additional student rights include evaluating present agencies used for fieldwork placement and the pre-professional introductory practice experience, and recommending other agencies for future use in this capacity. Students are invited to participate in the interviewing of faculty candidates.

CHILD WELFARE EDUCATION FOR BACCALAUREATES (CWEB)

CWEB provides exciting opportunities interested in working in child welfare agencies in Pennsylvania upon graduation. Eligible students for this program must follow academic and work requirements formulated by state, federal and university policies including a contractual agreement to accept employment in a public child welfare agency in Pennsylvania post-graduation. Students who comply with these guidelines receive substantial financial support (monthly fellowship of $600) for 8 months and the necessary skills for professional growth and advancement in their field. Students who complete the full 975-hour internship will also receive an additional fellowship award and will be exempt from the Pennsylvania Civil Service examination. Students interested in the CWEB program should contact the Field

Education Coordinator during the first semester of his/her junior year for additional information and application materials. Additional information can be found at https://www.socialwork.pitt.edu/researchtraining/child-welfare-programs/child-welfare-education-baccalaureates and https://www.socialwork.pitt.edu/researchtraining/child-welfare-programs/cweb-faq and on the social work website at: http://www.bloomu.edu/social-work-child-welfare

Requirements:
1. Official acceptance as a social work major at one of the approved schools with status of at least a junior;
2. Recommendation from the social work faculty of the school in which the applicant is enrolled;
3. Current resume;
4. Valid US Driver's License;
5. Academic transcripts (Minimum 2.5 GPA);
6. Completed personal statement of interest; and a
7. Completed CWEB application available online at: https://www.cwerp.pitt.edu/app.htm

Financial Reimbursements:
Persons admitted to the CWEB program for full-time study will receive full tuition and fees (PA State rate) for two semesters during their senior year at the school where enrolled, a fellowship of $600.00 per month for 8 months; a $640.00 bonus for less than 975 hours of internship and a $2200.00 bonus for 975 hours of internship and a book allowance for child welfare book of $100.00 (one child welfare course is required). Bonuses are paid only after graduation and verification of hours completed and public agency hire is received by the CWEB Coordinator. Additional information can be found in the CWEB Handbook at https://www.socialwork.pitt.edu/sites/default/files/publication-images/cweb_student_handbook_2019-2020_final.pdf

Social Work Course Checklist (See Department for an updated checklist)

Bloomsburg University Application for Candidacy in the Social Work Major

Students must be accepted into candidacy in the Social Work Major prior to enrolling in any social work major courses (SOCWORK 297, 221, 240, 250, 334, 450, 452, 453). Candidacy for the major includes the following: Completed social work major application, a minimum grade of C in SOCWORK 133, social work faculty interview, evidence of civic engagement and evidence of professionalism and acceptance of and commitment to the NASW Code of Ethics. These components will be reviewed and evaluated by the Social Work Faculty collaboratively and the student will be notified of their candidacy based on the application requirements by the program director.

Please complete the information below and attach typed responses for the essay questions. (Be sure to write legibly or type your name and contact information)

NAME	LAST	FIRST	MIDDLE/MAIDEN
COLLEGE ADDRESS			
COLLEGE PHONE NUMBER			
EMAIL			
CURRENT COMPLETED CREDITS			

Please attach a typed response to each of the following questions:

Briefly describe t your interest in Social Work and include the following:
- ➢ Personal strengths and limitations
- ➢ Attitudes and feelings you would like to strengthen or change
- ➢ Social Work knowledge and skills

Describe evidence of professional commitment and participation. Provide specific examples of commitment. Examples may be volunteer experience, involvement with the Social Work Club, involvement in honor societies, participation in other campus or community organizations, or participation in prior coursework that speaks to an interest in Social Work-related concerns.

Describe what the NASW Code of Ethics means personally and include the following:
- ➢ How personal values fit with the values espoused by the Code
- ➢ Specific examples of how the Code of Ethics has been accepted and committed to (for example confidentiality, professionalism or boundaries)
- ➢ If applicable, describe any prior arrest or conviction that may negatively impact the federal and state background clearances required for some field placements.

Suggested Course Plan for Social Work Majors

FIRST YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
COURSES		**CREDITS**	**COURSES**		**CREDITS**
	University Seminar	1	SOC211	Principles of Sociology	3
ENGLISH101	Composition I	3	BIOLOGYxxx	Any Human Biology Course	3
SOCWORK133	Intro to Social Work & Social Welfare	3	PSYCH101	Intro to Psychology	3
POLISCI120	US Government	3	SOCWORK 240	Social Work Statistics	3
xxx	Course for General Education Requirements	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements	3			
		16			15

SECOND YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
COURSES		**CREDITS**	**COURSES**		**CREDITS**
SOCWORK221	Human Behavior in the Social Environment	3	SOCWORK297	Intro Practice Experience in Social Work	3
PSYCH210	Life Span Psychology	3	xxx	Course for General Education Requirements or Elective	3
EXERSCIxxx	PhysEd/Health (for General Education requirements)	2	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3			

		17			15

THIRD YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
COURSES		**CREDITS**	**COURSES**		**CREDITS**
SOCWORK250	Research Methods for Generalist Social Work Practice	3	SOCWORK450	Social Work Practice with Groups & Groups at Risk	3
SOCWORK334	Social Work Practice with Individuals and Families	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3	xxx	Course for General Education Requirements or Elective	3
xxx	Course for General Education Requirements or Elective	3	xxx	Course for General Education Requirements or Elective	3
		15			15

FOURTH YEAR					
FIRST SEMESTER			**SECOND SEMESTER**		
COURSES		**CREDITS**	**COURSES**		**CREDITS**
SOCWORK452	Social Work Practice with Communities & Organizations	3	SOCWORK497	Social Work Field Education	10
SOCWORK453	Social Welfare Policy & Services	3	SOCWORK498	Integrative Senior Seminar in Social Work	3
xxx	Course for General Education Requirements or Elective	3			
xxx	Course for General Education Requirements or Elective	3			
xxx	Course for General Education Requirements or Elective	3			
		15			13

Social Work Program Course Descriptions

SOCWORK 133 Introduction to Social Work and Social Welfare (3) – Provides a survey of the social work profession and an introduction to social welfare in the United States. Includes content on ideologies, historic perspectives, values, generalist social work practice and various social welfare fields. Emphasizes appreciation of human diversity and a commitment to social and economic justice. Prerequisites: none. EPAS Competencies central to this course are 2.1.1, 2.1.2, and 2.1.3 and 2.1.6.

SOCWORK 221 Human Behavior in the Social Environment (3) -Provides an understanding of how economic, environmental, and social forces interface with biological, cultural, psychological, and social characteristics of human beings alone and in families, groups, communities, and organizations. It explores the cultures, historical experience, and demographics of various oppressed groups in the United States over the life span. It presents both traditional and alternative theoretical approaches that are referenced throughout the semester. The course utilizes knowledge from a required course that emphasizes behavior over the life span: Life Span Psychology. Prerequisites: SOCWORK 133. EPAS Competencies central to this course are 2.1.1, 2.1.2, 2.1.3, 2.1.6-2.1.8.

SOCWORK 240 Social Work Statistics (3)- Introduces students to a range of statistical procedures in social work research. Students will create and manage data sets, learn how to use statistical software, and interpret statistical information in social work journals. The course is required for social work majors but is open to others that have an interest in social work research and evaluation. Prerequisites: SOCWORK 133. EPAS Competencies central to this course are 2.1.4, 2.1.07 and 2.1.09.

SOCWORK 250 Research Methods for Generalist Social Work Practice (3) - Identifies a variety of social research processes and methods, including single subject research, qualitative and quantitative methodologies, and program evaluation. Emphasizes understanding and applying social work values to research, on methods for evaluation of one's own practice, and the interface of research with successful social work practice. Prerequisites: social work major status (other majors by instructor permission only). EPAS Competencies central to this course are 2.1.1, 2.1.3, 2.1.4, and 2.1.10.

SOCWORK 297 Introductory Practice Experience in Social Work (3) - Initiates the preparation of the baccalaureate generalist social worker with a foundation of social work knowledge, values, ethics, and skills. The beginning integration of ecological systems theory and strengths perspective into generalist social work practice occurs in this course. An emphasis is placed on the student developing an appreciation for human diversity in agency and community settings and the value of civic engagement. The course will additionally focus on social work roles, ethics and core competencies and practice behaviors, literature reviews and self-reflection through the development of a portfolio that will be used throughout the major courses. This class will typically be taught every semester. Prerequisites: 133 (grade of C or better) and acceptance into the major. Competencies central to this course are 2.1.1- 2.1.9.

SOCWORK 334 Social Work Practice with Individuals & Families (3) – Examines the knowledge, values, ethics, and skills that comprise the core of professional generalist social

work practice with client systems of various sizes. The focus includes the philosophical foundation of social work, self-awareness, values and ethics of the helping person, and the nature of professional relationship/client-worker partnership in the context of practice and human diverse populations. The complexity of social work practice from a systems/ecological perspective that is strengths based is presented. Students also acquire knowledge about the stages, activities and skills of problem solving practice, engagement, assessment, intervention, evaluation, and termination. Content on human behavior social environment, policy, and research is integrated in the course. Prerequisites: social work major status (other majors by instructor permission only). EPAS Competencies central to this course are 2.1.1 , 2.1.2, 2.1.3, 2.1.6 and 2.1.7.

SOCWORK 450 Social Work Practice with Small Groups and Groups at Risk (3) –Focuses on developing group facilitators who possess an understanding of group theory and group dynamics as well as effective leadership skills. The content encompasses both task and treatment groups utilizing a strengths based framework. Social work group facilitation is taught utilizing empirically-based theories and interventions, teaching students to engage, assess, intervene, and evaluate with small groups. Opportunities to apply social work knowledge, values, ethics, and skills to practice settings and situations with small groups will be provided. Students learn to use research evidence to inform their practice and evaluate the effectiveness of group interventions. An emphasis is placed on understanding, affirming, respecting, and working with groups with diverse backgrounds. Prerequisites: social work major status (other majors by instructor permission only). EPAS Competencies central to this course are 2.1.1.-2.1.9.

SOCWORK 452 Social Work Practice with Communities and Organizations (3) - Examines the theories, research, interventions, and skills utilized in community and organizational practice. An historical view of social work practice at those levels is presented along with an overview of the ethics and values, including social and economic justice, that characterize the profession. Systems thinking approaches along with other theoretical approaches to organization and community practice are discussed with an emphasis on their application to a variety of oppressed and disadvantaged populations and multiple levels of intervention. Students learn how to use research evidence to inform their practice and evaluate the effectiveness of macro level interventions. Opportunities to apply social work knowledge, values, ethics, and skills to practice settings and situations with organizations and communities will be provided Prerequisites: social work major status (other majors by instructor permission only). EPAS Competencies central to this course are 2.1.1- 2.1.9.

SOCWORK 453 Social Welfare Policy and Services (3) - This course examines various aspects of social welfare policy and services. The focus of this course includes the history, politics, economics, culture, and ethics of social policy as it relates to the social work profession and the social service delivery system. Utilizing critical thinking skills, students will engage in policy analysis to explore the reciprocal interconnectedness of policy, the social service delivery system and social work practice. Based on the information obtained through the exploration of a social issue, concern, policy or need, students will formulate a policy proposal and develop a method by which to advocate for the social well-being of others through their policy creation. Additionally, students will be asked to consider how to evaluate the implementation and

outcome of their proposed policy. Prerequisites: 334; EPAS Competencies central to this course are 2.1.1- 2.1.9

SOCWORK 497 Social Work Field Education (10-12) - The social work field education internship is the culminating experience in the social work program and is taken concurrently with Integrative Senior Seminar under direct supervision of a professional social worker. In field education, students will engage in tasks and assignments that reflect a higher level of mastery of knowledge and increased independence in functioning in a chosen social service agency. Students in this course will focus on projects and tasks to facilitate professional and personal growth. Assignments will focus on critical thinking tasks and goal plans in conjunction with the final senior seminar class and will aim to assist students with strengthening professional identify and social work generalist practitioner skills. Students will engage in experiential learning, credentialed supervision, conferences, agency meetings and other learning opportunities available in the assigned fieldwork setting. Field based assignments will help students to become proficient in the established social work competencies by developing professional practice behaviors that consist of activities, knowledge and skills. Students will acquire and develop skills and practice behaviors that exhibit proficiency with each of the social work CSWE competencies. This class will be taught every semester. Co-requisite: SOCWORK 498. Prerequisites: 133; 221; 250; 297; 334; 450; 452; 453. Restricted to social work majors, with formal program approval. EPAS Competencies central to this course are 2.1.1- 2.1.9

LINKAGE WITH OTHER COURSES
The Social Work Field Education Internship is the culminating experience in the social work program and is taken concurrently with Integrative Senior Seminar Course. Content from the entire social work curriculum is explored through this integrative seminar course.

SOCWORK 498 Integrative Senior Seminar in Social Work (3) - Integrative Senior Seminar is the final course in the social work curriculum and is taken concurrently with SOCWORK 497 Social Work Field Education (Internship). This capstone course integrates information from the overall social work curriculum. In preparation for future work, students will continue to read and examine the NASW Code of Ethics in the context of professional practice through discussion of various practice examples. This course processes and integrates theory and practice within the field education experience and incorporates practice-relevant research and assessment of student's own practice and interventions. An electronic portfolio is utilized to incorporate information from the field education (internship) in the integrative senior seminar class. Additionally self-care and leadership practices are applied throughout the course. Students participate in experiential leadership exercises at the beginning of the course and complete a final outdoor experiential team building exercise to revisit reflections and future professional and personal goals. This course is taught for 3-6 hours in a seminar format weekly or bi-weekly at the instructor's discretion. Co-requisite: SOCWORK497. Prerequisites: 133; 221; 250; 297; 334; 450; 452; 453. Restricted to social work majors, with formal program approval. EPAS Competencies central to this course are 2.1.1- 2.1.9

NASW Code of Ethics

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in

this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

Value: *Social Justice*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
Social workers treat each person in a caring and respectful fashion, mindful of individual differences

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the 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. Retrieved from
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics
July 20, 2020. **(Ethics regarding use of technology included)**

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. 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 websites 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 clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) 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 physicalcontact 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 the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' 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 in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

Educational Policy and Accreditation Standards

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

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

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

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

1. Program Mission and Goals
Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).
Educational Policy 1.1—**Values**
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,[2] human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.
Educational Policy 1.2—**Program Context**
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

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[2] These six value elements reflect the National Association of Social Workers *Code of Ethics*.
National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

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

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

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.9(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1 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:

a. 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

b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

d. Use technology ethically and appropriately to facilitate practice outcomes

e. Use supervision and consultation to guide professional judgment and behavior.

Educational Policy 2- Engage Diversity and Difference in Practice (EPAS 2.1.2)
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:

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

Educational Policy 3- Advance Human Rights and Social, Economic and Environmental Justice (EPAS 2.1.3)
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:

   c. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
   d. Engage in practices that advance social, economic, and environmental justice.

Educational Policy 4- Engage in Practice-Informed Research and Research-Informed Practice (EPAS 2.1.4)
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:

   a. Use practice experiences and theory to inform scientific inquiry and research;
   b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
   c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Educational Policy 5- Engage in Policy Practice (EPAS 2.1.5)
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:

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

Educational Policy 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:

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

Educational Policy 7- Assess Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.7)
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:

e. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
f. 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
g. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
h. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Educational Policy 8- Intervene with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.8)
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. Social workers:

f. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
g. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
h. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
i. Negotiate mediate, and advocate with and on behalf of diverse clients and constituencies; and
j. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Educational Policy 9- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS 2.1.9)
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:

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

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

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

Accreditation Standard B2.0—Curriculum
The 10 core competencies are used to design the professional curriculum. The program
B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
4 Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. Daedelus, 52-59.
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education
The program discusses how its field education program
2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.
B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

3. Implicit Curriculum
Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity
The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions
B3.2.1 The program identifies the criteria it uses for admission.
3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
3.2.3 BSW graduates entering MSW programs – Not Applicable
3.2.4 The program describes its policies and procedures concerning the transfer of credits.
3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it

informs applicants and other constituents of this policy.

Advisement, retention, and termination
3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.
Student participation
3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.
3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.
Accreditation Standard 3.3—Faculty
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.
3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.
B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

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

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.
B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWEaccredited program and a doctoral degree, preferably in social work.
B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.
B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.
3.4.5 The program identifies the field education director.
3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.
B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

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

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

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

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

Student Acknowledgement and Acceptance
of Policies and Procedures

Print, sign, and submit this form with your application to the Social Work Major

I _____ (print name) have read this handbook. I understand and agree to the policies and procedures outlined here as a condition of my participation in the BSW Program.

_____
Student Signature   Date