



**DEPARTMENT OF SOCIAL WORK**

**STUDENT HANDBOOK**

**2010**

**[www.apsu.edu/socialwork](http://www.apsu.edu/socialwork)**

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**Austin Peay State University**  
**Department of Social Work**

Dear Social Work Student:

As the Chair of the Social Work Program at Austin Peay, it is my pleasure to welcome you into our undergraduate program. Our mission is to develop generalist social workers who are well-prepared to work with individuals, families, small groups, organizations and communities in a diverse society. The program is fully accredited by the Council on Social Work Education. This means our curriculum reflects the highest standards of the profession of social work. I believe you will find that it is both challenging and rewarding.

The theories and skills you will learn are grounded in the values, ethics, and philosophy of a profession committed to empowering people and promoting social and economic justice. Your coursework in human behavior in the social environment, social work practice methods, social welfare policy and services, research as well as your field experience will prepare you for multicultural helping as an entry-level generalist practitioner. You will also have an excellent foundation for pursuing a graduate degree in social work.

We want you to become leaders in the profession and in your community. Leadership is crucial for working toward social and economic justice and empowering people to improve their own lives in a time of shrinking resources. The program is guided by the belief that we must provide opportunities and faculty support to ensure leadership development. We hope you will take advantage of those opportunities inside and outside the classroom. Get involved with student organizations such as the Social Work Club, the Social Work Student Advisory Committee and the Minority Affairs Committee. You are the future!

This handbook has been designed to help you feel more comfortable during your period of “getting settled into” the program. It was prepared by faculty and students for YOU. Your handbook contains information about the Social Work Program, the curriculum, admission to and progression through the program and students’ rights and responsibilities. Please refer to it whenever you have questions about the program.

The faculty and staff look forward to working with you as you prepare for a career in social work. If I can be of any personal assistance in your professional development, please feel free to contact me.

Sincerely,  
Joyce Jarrett Hargrove, M.S.S.W  
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**Austin Peay State University**

**Department of Social Work**

**Social Work Student Handbook for BSW Program**

**Introduction**

The Social Work Program was created in 1976 in order to bring professional social work to the northern middle Tennessee region. In the past 26 years the program has succeeded in providing entry-level social work practitioners not only for the region, but also for the state, nation, and agencies abroad. The program offers students the Bachelor of Science (B.S.) degree with a major in social work. The BSW Social Work Program is fully accredited by the Council on Social Work Education, receiving candidacy status in 1986, initial accreditation in 1989, and reaccreditation in 1993 and 2003.

These programs have grown to become a vital part of the university and to reflect the university's mission. Austin Peay is Tennessee's designated comprehensive liberal arts institution. In ways similar to those of a private institution, Austin Peay nurtures learning and personal growth through small classes, close student/faculty interaction, and personal attention by the support staff. The university respects the voice and value of every member of its learning community. A strong liberal arts core is an essential component in the development of social work students as well as for other students in the university. Students, faculty, and staff from throughout the world enrich the liberal arts experience. This rich variety of thought and life experience fosters a deeper understanding of our own and other cultures. The liberal arts core provides for all students a broad, multicultural foundation in literature, the arts, history, mathematics, and the natural and behavioral sciences. Curricula promote critical thinking, communication and information skills, leadership, and a commitment to lifelong learning. (Undergraduate Bulletin, p. 11)

**Mission**

The mission of the Austin Peay State University Social Work Department is:

To provide an educational experience which opens students' minds and hearts to social work's historical commitment to social betterment, peace and justice. The department is organized around the vision and purposes of social work. It aims to inspire students to be proactive as generalist social workers not only enhancing the problem solving and coping capacities of people and linking them with needed resources but also influencing policy change toward building a more just and equitable future in which access to life sustaining resources and opportunity structures is not thwarted by one's race, gender, ethnicity, sexual orientation, socioeconomic class, age, culture, religion or disability.

It is the program's intent to operate from a philosophy which reflects a strengths-based approach to practice. The program aims to educate generalist practitioners capable of building on the strengths and resources of people and their environments, engaging in advocacy, and using empowerment as a guiding principle in working with diverse individuals, families and groups and advancing social and economic justice. The program is equally intent on utilizing an ecological systems perspective for helping students balance a dual, simultaneous focus on person-in-environment in defining issues and planning interventions in such a way that does not place most of the burden of changing or coping on the person. With and through its graduates,

the program strives to contribute to the uplifting and well-being of people in our respective communities as well as the profession itself. Graduates, who honor diversity, uphold the highest ethical standards as the conscience of social work and practice the creative art of blending social work knowledge, values, and skills from a strengths perspective are seen as crowning accomplishments of the program.

The program's mission embraces not only the heart, and conscience of social work but also the central importance of research-guided knowledge and problem solving in nurturing the science of social work. Educating graduates who value research and use a reasoned approach for assessing, intervening, and evaluating practice outcomes related to planned change forms a significant aspect of the program's mission. In this manner, the program seeks to increase the work force of generalist social workers engaging in accountable, empirically-based practice, knowledge building and sharing of their own practice wisdom to advance the profession.

Briefly, the program's mission is to advance the presence of professional social work and strengthen social work practice in the region and respective communities where graduates choose to work. It is a mission of educating students to translate the purposes of social work into reasoned action, to understand and value diversity, to build on the strengths and resources of people and their environments, engage in advocacy and use empowerment as a guiding principle toward helping individuals, families, organizations and communities change as well as achieve social justice.

### **Goals**

The goals of the program are derived from its mission and the purposes of social work as well as expectations for the structure of baccalaureate social work education. The goals of the program are to:

- prepare students for entry-levels generalist social work with client systems of various types and sizes
- provide an integrated curriculum based on the purposes of social work and the knowledge, values, ethics and skills necessary for entry-level generalist practice
- provide an educational experience that promotes culturally sensitive practice with diverse and oppressed groups and encourages active community participation in advancing social and economic justice
- provide an educational experience that facilitates critical thinking and analysis of social work knowledge and practice
- provide a learning environment that encourages self-reflection, information literacy, lifelong learning and prepares students for professional growth and development

### **Objectives**

The program's intent is to graduate students who are able to:

- practice within the values and ethics of social work and with an understanding and appreciation of diversity
- use communication skills appropriate to interacting with a variety of diverse populations, colleagues, and members of the community
- apply the knowledge and skills of generalist social work including the problem-solving approach and the empowerment and strengths perspective to practice with individuals, families, groups, organizations and communities

- apply knowledge of bio-psycho-social variables that affect individual development and behavior as well as the ecological perspective during exploration, data collection, assessment, planning, and implementation
- apply critical thinking skills within the context of professional practice and use theoretical frameworks to assess individual, interpersonal, and inter-organizational behaviors in families, groups, organizations, and communities
- analyze the impact of social policies on client systems, workers, and agencies and participate in the development and improvement of social policy
- understand the history of social work as a profession and its current structures and issues
- understand the nature of oppression and discrimination and strategies of change that advance social and economic justice
- utilize research-based knowledge, evaluate research studies and apply research findings to practice, including evaluating their own practice interventions and those of other relevant systems
- use supervision appropriate to generalist practice and demonstrate capacity for critical self-reflection and evaluation of performance
- reflect appropriate levels of self-awareness and conscious use of self in professional relationships and acknowledge the importance of lifelong learning to continue their professional growth and development
- function within the structure of organizations and service delivery systems, utilize information technology and with appropriate supervision advocate for organizational change

### **Commitment to Cultural Diversity and Social and Economic Justice**

In compliance with the NASW Code of Ethics and the Council on Social Work Education Curriculum Policy Statement for Baccalaureate Degree Programs, the Social Work Program faculty, staff and students shall:

1. “Act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, mental or physical disability, or socio-economic status” (NASW Code of Ethics, 6.04 (d).
2. “Practice within the values and ethics of the social work profession and within an understanding of, and respect for, the positive value of diversity (CSWE, B5.7.2) and “understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice” (CSWE, B5.74).
3. “Demonstrate respect for and acceptance of the unique characteristics of diverse populations” (CSWE, B5.7.4). (See *NASW Code of Ethics*, Appendix A; CSWE Curriculum Policy Statement, Appendix B). In this regard, the Social Work Program curriculum shall “provide content about populations-at-risk, including people of color, women, and gay, lesbian and transgendered persons . . . emphasizing the impact of discrimination, economic deprivation, and oppression upon these groups . . . In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability” (CSWE, B6.6).

The *NASW Code of Ethics* in Section 1.05 requires that social workers be culturally competent.

### **Section 1.05 Cultural Competence and Social Diversity states:**

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

Please read the NASW *Code of Ethics* in Appendix A, and visit NASW's Web Site to learn more about cultural competence: <http://www.naswdc.org>

### **Nondiscrimination Statement**

Both the University and the Social Work Program are committed to a nondiscriminatory philosophy that extends to all constituents. In its educational activities, all are treated equally regardless of factors such as age, disability, race, sex, sexual orientation, or national origin.

### **Curriculum Design**

#### **Generalist Social Work Practice**

The Social Work Program at Austin Peay State University prepares students for entry-level generalist practice with individuals, families, groups, organizations and communities in the context of a multicultural society. Generalist practice is conceptualized as a holistic approach to practice requiring application of an eclectic knowledge base, professional values and a wide range of skills to target any size system for change. Generalist practice is grounded in a strengths-oriented, ecological systems perspective. This perspective provides an orientation from which the practitioner views client systems in the context of their unique, diverse environments, understands the interactions among individuals and between individuals and other systems, and identifies strengths and resources. Developed from an array of knowledge and theoretical foundations, including the generalist framework and change-oriented process, processes of empowerment, micro, mezzo and macro level practice theories, interventions are flexible and customized for the uniqueness of client systems. Generalist practice embraces a philosophy that maximizes the dignity of and respect for clients, emphasizes client strengths and empowerment, and promotes social and economic justice. Subscribing to this philosophy, generalist practitioners pursue effective and humane social policies and service delivery systems.

### **Organization of the Curriculum**

The social work curriculum is designed to implement the program's mission, goals, objectives and expected outcomes through the provision of sequential and integrated classroom and field experience. In shaping the curriculum the program adheres to the **Curriculum Policy Statement of the Council on Social Work Education. (See Appendix B)** Each component of the curriculum acts to further specify program objectives builds on prior learning content and is linked with other components of the program and to the liberal arts base. The organization and sequencing of the social work curriculum provides students with a systematic, educationally-

directed, sound progression of learning experiences ( from simple to more complex, from general to more specific), building proficiency for entry-level generalist practice. The social work curriculum is designed to implement the program's mission, goals, objectives and expected outcomes through the provision of sequential and integrated classroom and field experience. Each component of the curriculum acts to further specify program objectives, building on prior learning content and is linked with other components of the program and to the liberal arts base. The organization and sequencing of the social work curriculum provides students with a systematic, educationally-directed, sound progression of learning experiences (from simple to more complex, from general to more specific), building proficiency for entry-level generalist practice. The curriculum is organized around presenting a liberal arts perspective and the professional foundation areas as related to expectations for the structure of undergraduate social work education in the Council on Social Work Education Curriculum Policy Statement. The curriculum includes University's Liberal Arts Core requirements, Social Work Identified Requirements from the University's Liberal Arts Core and social work courses. The professional component consists of the social work foundation including human behavior and the social environment, social welfare policy and services, social work practice, research, the field practicum as well as social work electives.

### **Liberal Arts Perspective**

The extensive liberal arts requirements provide social work majors with a broad educational background. It teaches students how to think critically, how to acquire knowledge and influences their way of thinking and communicating on a wider scale. It also provides students with a strong foundation for thinking about people, culture, social institutions and systems, social issues and problems. The liberal arts core of the university provides for all students a broad, multicultural foundation in literature, the arts, history, mathematics, and the natural and behavioral sciences.

“The University does not claim that it will develop educated men or women. It does claim it will provide the opportunity and the favorable conditions for students to construct their own education and to acquire the means of making self-education the rewarding enterprise of a lifetime, enabling them to become effective agents of social change. Given this opportunity at the University, each student should develop, at an appropriate level:

1. Skills of inquiry, abstract and logical thinking, and critical analysis;
  2. Literacy in writing, reading, listening, and speaking;
  3. The ability to understand and use numbers and statistics;
  4. A knowledge of world, national, and regional history;
  5. An understanding of the scientific method;
  6. An awareness of systems of values as bases for fulfilling the responsibilities of citizenship in democratic society;
  7. A sensitivity to the fine arts;
  8. An awareness of the diverse cultures and experiences that define the contemporary world;
  9. An understanding of human behavior and skills necessary for appropriate social interaction; and,
  10. A concentration in a discipline in order to enter a chosen profession, undertake advanced study, or develop an avocation.” (Undergraduate Bulletin, p. 12)
- The liberal arts courses in the University core curriculum are classified into six categories:

communications, health and personal development, history, humanities, science and mathematics, and social science. The focus of courses in these categories is on the acquisition and integration of relevant knowledge; the development of reasoning, literacy, numerical understanding, historical consciousness, scientific knowledge, values, appreciation of the fine arts, multicultural experience and personal development. (Undergraduate Bulletin, pp. 83-84) They ground and complement the social work professional foundation by providing balance and allowing the acquisition of social work knowledge, values, and skills to occur within a broader intellectual context.

### **Professional Foundation**

The professional foundation of the social work curriculum is designed to provide students with the requisite knowledge, values and skills for entry-level generalist practice. Social work courses in the foundation build on the content from the liberal arts by requiring students to apply liberal arts knowledge to social work practice.

The professional foundation is organized into five sequences: **Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research and the Field Practicum.** The sequencing of courses allows students to progress through the curriculum systematically and facilitates students using each learning experience as a building block for subsequent knowledge, value and skill development and integration. Mechanisms are in place to promote prior learning recognition, assessment and integration as students move through the curriculum.

### **No Credit for Life Experience**

Academic credit for life experience and previous work experience is not given in lieu of the field placement or any other required social work course.

### **Social Work Program Core Curriculum Requirements (60 hrs)**

- A. General Education Core  
APSU 1000
- B. Communications (9 hrs)  
ENGL 1010  
ENGL 1020  
COMM 1010
- C. Humanities / fine Arts  
ENGL 2030  
Plus select 2 classes, from different departments  
ART 1030  
MUS 1030  
MUS 2030  
PHIL 1030  
PHIL 2200  
THEA 1030

D. Social and Behavioral Science

PSY 1010  
SOC 2010

E. History

Select 2  
HIST 2010  
HIST 2020  
HIST 2030 (Tennessee History)

F. Human Biology

BIOL 1040/41  
Or  
Human Anatomy and Physiology  
Plus one other science with lab

G. Mathematics (choose 1)

MATH 1010  
MATH 1420  
MATH 1530 (Statistics recommended)  
MATH 1730  
MATH 1810  
MATH 1910

H. Social Work Major:

All are 3 hour classes except where noted:

SW 2110: Introduction to Social Work (prerequisite to all other social work courses)  
SW 3400: Generalist Practice  
SW 3410: Value, Ethics and Diversity  
SW 3420: Human Behavior in the Social Environment  
SW 3450: Human Behavior in the Macro Environment  
SW 3620: Micro Social Work Practice  
SW 3630: Macro Social Work Practice  
SW 3770: Research Methods  
SW 4400: Seminar for Field Instruction (1)  
SW 4430: Social Policy  
SW 4440: Law and Social

.....  
SW 4410: Field Instruction (12)  
SW 4720: Senior Seminar  
SW 4411: Field Instruction Concurrent Seminar  
.....

Social Work Electives (Chose 3)

SW 3430: Elements of Rural Practice  
SW 3440: Crisis Intervention

SW 3460: Community Mental Health Policy and Practice  
SW 3470: Techniques of SW for Groups  
SW 3480: Living with HIV  
SW 3490: SW and Aging  
SW 3500 Youth Gangs and Juvenile Delinquency  
SW 3550 Medical Social Work  
SW 3680: Child Welfare I  
SW 3700: Child Welfare II (prerequisite SW 3680)  
SW 3710 School Social Work  
SW 4020 Human Sexuality  
SW 4030 Child & Adolescent Mental Health  
SW 4035: SW with Children and Families  
SW 4040: Family Violence  
SW 4045: Spirituality and Social Work  
SW 4900: Selected Topics

## **SOCIAL WORK COURSE DESCRIPTIONS**

### **SW 2110 Introduction to Social Work (3)**

Definition of social work, the social work role, and social work outcome for the individual, group, organization, community, and institution in society. Introduction to and exploration of the generalist framework, problem-solving model, values, diversity, and their development in the 20th century as defined by critical thinkers in the profession.

### **SW 3400 Generalist Social Work Practice (3)**

*Prerequisite: SW 2110, 3410, 3420 and admission to the Social Work Program*

Exploration of each phase of the generalist framework from a strengths-oriented, ecological perspective, with emphasis on core practice skills and skill development for carrying out entry-level, direct generalist practice. A grade of “C” or higher is required in this course in order to take SW 3620 or SW 3630. This is a web-enhanced course.

### **SW 3410 Values, Ethics, and Diversity (3)**

*Prerequisite or Concurrent enrollment: SW 2110*

Web course emphasizes developing heightened awareness of personal, professional, and societal values that inform decisions. It focuses on a process for ethical decision making, particularly in handling ethical dilemmas. Additionally, it explores the nature of cultural competence and diversity sensitivity.

### **SW 3420 Human Behavior in the Social Environment (3)**

*Prerequisite or Concurrent enrollment: SW 2110, PSY 1010, SOC 2010, BIOL 1040, BIOL 1041*

Ecological and social systems theory for integrating concepts and knowledge about human behavior through the entire life span, behavioral science at the individual, family, group, organizational, community, and societal levels. Content on race, gender, and sexual orientation.

**SW 3430 Elements of Rural Practice (3)**

Web course examinations of the distinctive nature of rural, generalist practice, historical development, special skills, knowledge, attitudes, and values which are particularly relevant for practice in nonurban settings, as well as current issues facing rural practitioners.

**SW 3440 Crisis Intervention (3)**

*Prerequisite: SW 2110*

Exploration of crisis intervention models, processes, strategies, and skills with particular attention to HIV/AIDS, suicide, sexual assault, and family violence.

**SW 3450 Human Behavior in the Macro Social Environment (3)**

*Prerequisite or Concurrent enrollment: SW 3400*

Applying the systems framework for creating and organizing knowledge of human behavior and the social environment on the macro-scale. Exploration of the family, the group, the organization, and the community; investigation of societal dynamics surrounding ethnic, oppressed minority, and gay and lesbian communities; the connection among the biological, economic, political, social, and ethical systems; and the generalist social work problem solving model.

**SW 3460 Community Mental Health: Policy and Practice (3)**

Survey of current social work methods for working with the severe and persistently mentally ill, incorporating an explanation of the DSM IV and the diagnostic process. Exploration of the consumer movement and its impact on services and treatment methods, as well as a focus on advocacy for specific populations such as the homeless, alcohol and drug dependent, women, gays and lesbians, people of color, and other oppressed groups in their struggle for adequate treatment. Review of the history of work with the “insane,” including the development of legal rights and precedents, and a survey of current societal biases that affect the development of a program for insuring mental health for all in society.

**SW 3470 Techniques of Social Work for Groups (3)**

A hands-on experience in leading groups of people who are faced with the need for rehabilitation, skills-training, and emotional development based on social work methods. Exploration of the ways in which people behave in groups, think about groups, and achieve life satisfaction through participating in a group. Investigation of the different group leader styles appropriate for oppressed groups such as women, gays and lesbians, people of color, and the mentally ill.

**SW 3480 Living with HIV (3)**

Explores psychosocial issues related to providing quality care to persons with HIV/AIDS. Includes basic knowledge for assessment and intervention including assessing risk behavior, risk reduction, resource linkage, and appropriate skills for serving the vulnerable client. This is a web-based course.

**SW 3490 Social Work and Aging (3)**

This course offers an empowerment-oriented approach to social work practice with the elderly. It explores problems such as health, mental health, and financial and housing needs for this at risk group. The roles and responsibilities of the SW practitioner are clearly identified.

**SW 3500 Youth Gangs and Juvenile Delinquency (3)**

This course promotes critical analysis of the history of youth gangs, societal response to gangs, and how youth gangs and juvenile delinquency are inter-connected. Additionally, this course explores the theories of gang involvement, juvenile delinquency, prevention and intervention with an emphasis on a family systems approach.

**SW 3550 Medical Social Work (3)**

This course integrates a study of the history of health care, policy creation and service delivery in the U.S. The course utilizes a biopsychosocial perspective to study the interrelatedness of systems and the influence of diverse cultures. Practice skills are focused on chronic illness and working with caregivers and health care teams.

**SW 3620 Micro Social Work Practice (3)**

*Prerequisite: SW 3400 with a minimum grade of "C"*

Exploration of a systematic-eclectic framework for integrating a variety of theoretical perspectives for entry-level, direct generalist practice with individuals, families, and small groups. Includes selected theoretical models of social casework, family treatment, empowerment, social group work, and crisis intervention, as well as the ecosystems perspective. A minimum grade of "C" is required in this course. This is a web-enhanced course.

**SW 3630 Macro Social Work Practice (3)**

*Prerequisite: SW 3400 with a minimum grade of "C"*

Exploration of methods of social work for working with women and oppressed communities such as gays and lesbians and people of color through group work, advocacy, community organization, and community development. Students learn how to apply a macro-practice method in order to solve a macro-practice problem which they identify in a real life setting. Students are guided through an out-of-class experience in which they interview members of a community, define and analyze a problem, explore possible solutions, and then propose a specific macro-practice solution. A minimum grade of "C" is required for the course.

**SW 3680 Child Welfare I (3)**

This course is designed to instill knowledge and commitment to the principles of practice in the Tennessee Public Child Welfare arena. Study content specifically provides information on the characteristics of the populations served and social issues addressed by the Tennessee Department of Children's Services (DCS).

**SW 3700 Child Welfare II (3)**

*Prerequisite: SW 3680*

This is the second course in the Child Welfare Certification Program which develops the skills and treatment interventions related to social work with abused/neglected children and their

families. Students will have several opportunities to develop their own skills through a variety of teaching methods.

**SW 3710 School Social Work (3)**

*Prerequisite: SW 2110, SW 3400*

Overview of significant issues children and adolescents bring to school. Offers tools and strategies for understanding and working within the constraints of the school environment. Covers treatment strategies that enable social workers to assist children and adolescents who have issues related to violence and trauma, parental absence, alcohol and drug abuse as well as death and loss.

**SW 3770 Research Methods (3)**

*Prerequisite or concurrent enrollment: SW 3400*

Exploration of the scientific method through research design, hypothesis testing, and data analysis. In a hands-on process, the student is guided through formulating a research question, collecting data to answer the question, and analyzing the data for its scientific importance and its importance for social work. The importance of research for providing a knowledge base for the solution of social problems affecting oppressed groups such as women, gays and lesbians, people of color is emphasized in addition to the emphasis on values and ethics required for work with human subjects.

**SW 4020 Human Sexuality (3)**

Designed to prepare social workers and other professionals whose careers involve working with people having problems of human sexuality, and to increase students' awareness, factual knowledge, and understanding of human sexuality, involves explicit films and topics some students may find offensive.

**SW 4030 Child and Adolescent Mental Health (3)**

This class prepares social work students to understand the children's mental health system. Any social worker providing services to children will need to be familiar with psychiatric terminology, diagnosis, medication, and the interventions provided to assist children with mental health needs.

**SW 4035 Social Work with Children and Families (3)**

This class explores the range of social work practice settings that help children and their families, and child and family assessment. It looks at a range of problems affecting children and their families, and specific intervention techniques to help.

**SW 4040 Social Work and Family Violence (3)**

This class explores the range of violence affecting families (e.g., child maltreatment, intimate partner violence, elder abuse) and prepares students to understand how violence affects families and how to intervene in families where abuse has occurred.

**SW 4045 Spirituality and SW (3)**

This course examines how social work interventions are affected by the spiritual beliefs of clients, and how social workers can be more effective by including their clients' spirituality in the biopsychosocial assessment and intervention.

**SW 4400 Seminar for Field Instruction (1)**

*Prerequisites: 2110, 3400, 3410, 3420, 3450, 3620, 3630, 3770, 4430, 4440; must earn a minimum grade of "C" in SW 3400, SW 3620, SW 3630*

Overview of approved social service agencies, preparation for interviews in selected sites, and facilitates the development of a student placement profile, which includes application to the field practicum, resume, agency profile, and evidence of insurance coverage as required by CSWE. Students also meet individually with the field coordinator twice during the course. Grading on a pass/fail basis.

**SW 4410 Field Instruction (12)**

*Prerequisites: SW 2110, 3410, 3420, 3450, 3770, 4020, 4400, 4430; must earn a minimum grade of "C" in SW 3400, 3620, and 3630*

Educationally supervised practice activities with individuals, families, groups, organizations, and communities in an approved social service agency for thirty-two (32) hours per week over the course of the semester. Grading on a pass/fail basis.

**SW 4411 Field Instruction Concurrent Seminar (3)**

*Corequisite: SW 4410*

Integrative learning application of theoretical knowledge and social values, and skill development through direct practice activities in an approved social service agency. Includes processing learning experiences in the field agency and connecting them with theoretical perspectives on social work practice.

**SW 4430 Social Policy (3)**

Exploration of the process by which problems and issues in society are turned into rules, regulations, and laws. Focus on the transition from private troubles to public issues in such areas as divorce, mental illness, welfare, and child abuse, and the response of society to the needs of oppressed groups such as single parents, the elderly, women, gays and lesbians, and people of color. The role of social work and social workers in society is investigated, as well as the history of social welfare in the United States and the role of institutions in the delivery of services to people in need.

**SW 4440 Law and Social Work (3)**

*Prerequisite: SW 3400 with a grade of "C" or higher*

The course explores the legal environment of social work, the legal system, and legal concepts. The course is taught in a lecture format focusing on ethics, confidentiality, and national, state, regional level laws.

**SW 4720 Senior Seminar (3)**

*Prerequisites: social work major, SW 4410 or concurrent with SW 4410*

The course is designed to be the “capstone” or final synthesis and integration course for the social work major. Self-directed, independent learning is a cornerstone of the course. Prior learning recognition, assessment, and integration through construction and evaluation of a social work portfolio is the major dynamic of the course. A minimum grade of “C” is required. This is a web-based course.

**SW 4900 Selected Topics in Social Work (3)**

Specially selected topics of current or continuing social significance, from social work perspectives.

**SW 499A, B, C Directed Individual Study (1, 2, 3)**

*Prerequisites: junior standing and permission of supervising faculty required*

Specialized individual study under the direction of a faculty member with emphasis on core practice skills and skills development for carrying out entry level, direct generalist practice. A grade of "C" or higher is required in this course in order to take SW 3620. This is a web-enhanced course.

### Course Sequencing Requirements

Prerequisite/co requisite courses are required for numerous foundation social work courses. They are indicated in the COURSE DESCRIPTION section of the handbook and in the **Undergraduate Bulletin**. Students are expected to have acquired the prerequisite knowledge and skills prior to entering each course. Prerequisites/co requisites have been chosen over time through consideration and review of the necessary knowledge and skills for successfully completing each social work course. Social work courses are sequenced and students are expected to follow a progression plan or a sequencing of courses that prescribes when they can take a given course.

### Suggested Program of Study

Fall/Freshman		13 Hours	Spring/Freshman		16 Hours
APSU	1000	(1)	English	1020	(3)
English	1010	(3)	History	2020	(3)
History	2010	(3)	Biology	1010/1011	(4)
Psychology	1010	(3)	Sociology	2010	(3)
Social Work 2110		(3)	Humanities Elective		(3)
Fall/Sophomore		16 Hours	Spring/Sophomore		15 Hours
Comm	1010	(3)	Math	1530	(3)
English	2030	(3)	Electives		(12)
Biology	1040/1041	(4)			
Humanities Elective		(3)			
Elective		(3)			
Fall/Junior		15 Hours	Spring/Junior		15 Hours
Social Work	3410	(3)	Social Work	3400	(3)
Social Work	3420	(3)	Social Work	3450	(3)
Social Work Elective		(3)	Social Work	3770	(3)
Electives		(6)	Social Work	4430	(3)
			SW Elective		(3)
Fall/Senior		13 Hours	Spring/Senior		18 Hours
Social Work	3620	(3)	Social Work	4410	(12)
Social Work	3630	(3)	Social Work	4411	(3)
Social Work	4400	(1)	Social Work 4720		(3)
Social Work	4440	(3)			
Social Elective		(3)			

### **Application Process for the BSW Program**

1. Students complete a formal application form (see Appendix E) which includes a personal statement. The application includes: 1) basic biographical data; 2) social work-related employment and volunteer experience; 3) self-evaluation of the student's interest, readiness, and suitability for a career in social work; and, 3) a signed statement that the student has **read the Code of Ethics of the National Association of Social Workers and agrees to follow it.** ( See *Code of Ethics*, Appendix A) The self-evaluation serves to demonstrate competency in written communication and commitment to the goals and purposes of social work.

Student applications for admission are reviewed by a committee of full-time faculty members in order to determine if the applicant meets admission requirements. All information obtained through this process remains confidential and is kept in a locked file cabinet. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.

2. Students are notified in writing by the faculty committee of the decision on their admission to the program.

There are **two possible outcomes of this admission process:**

- **Acceptance to the program**
- **Denial with notification of specific reasons for non-acceptance based on failure to meet suitability requirements**

In the case of **denial**, the student is notified in writing and make speak with either their advisor or the Chair of the Department. The Chair reviews suitability requirements and identifies areas of concern. These **suitability requirements** include:

- consistent attendance and the ability to meet deadlines
- demonstration of appropriate interpersonal relationship and communication skills, including communicating acceptance, empathy, warmth, respect, genuineness, and positive valuing of diversity
- emotional stability evidenced by adequate coping capacity, emotional control and growing self-awareness of strengths and limitations
- commitment to the mission of social work and acquisition of the professional knowledge, value and skill base
- freedom from untreated chemical dependency and/or unresolved emotional issues which result in impaired functioning

### **Transfer Credit Policy**

Students transferring to Austin Peay State University meet with the Program Director for transcript evaluation to determine if any credit may be awarded for previous social work courses and liberal arts requirements.

The Program Director on a case-by-case basis, examines each course, possibly requesting a catalog description and/or course syllabi to determine if the content meets requirements for substitution. For a practice course to be substituted, the course taken must have been taught by an instructor holding a masters degree in social work with two years practice experience. The course must have been taken in an accredited social work program.

### **Progression Through the Program Policy**

To monitor a student's progress through the curriculum, the program requires an initial and full progression procedure. Initial progression occurs upon completion of the fall semester of the second year. Full progression occurs upon completion of the second year. The following identifies progression criteria for social work students:

#### **Initial Progression**

1. Completion of liberal arts prerequisites/co requisites and admission to the program.
2. Cumulative grade point average of 2.0 or above.
3. Continued demonstration of suitability for the program.

#### **Initial Progression**

Students should apply for admission to the program after completion of at least two (2) of the following Social Work courses: Social Work 2110 Introduction to Social Work, SW 3410 Values, Ethics and Diversity, and 3420-Human Behavior in the Social Environment. Upon successful completion of SW 3400-Generalist and review by full-time faculty at the end of Spring Semester, students are ready to move to full progression.

#### **Full Progression**

1. Successful completion of SW 3400-Generalist with a grade of "C" or above.
2. Cumulative grade point average of 2.0 or above.
3. Favorable review by full-time faculty of the student's progress as determined by student's grades, attendance and demonstrated commitment and interest in social work. SW 3400-Generalist, taken in spring semester of the second year, is the gateway course to full progression. It is a prerequisite for SW 3620-Micro Social Work Practice, SW 3630-Macro Social Work Practice, SW 3450-Human Behavior in the Macro Environment, and SW 3770-Research Methods.

As students move into full progression, courses become increasingly demanding and challenging. Students are required to integrate and build on the liberal arts foundation as well as apply and integrate content across the professional foundation areas. Students further elaborate the generalist framework, change-oriented process, ecological systems perspective, strengths oriented approach, empowerment perspective and build a more complex theoretical framework for micro, mezzo, and macro level intervention with systems of various sizes and diversity.

### **Students with Disabilities**

APSU and the social work program welcome students with disabilities and are committed to meeting their needs. Potential or currently enrolled students with disabilities are required to provide current documentation to substantiate a need for appropriate accommodations. For more information, students should contact the Office of Disability Services at (931) 221-6230 Voice or (931) 221-6278 TTY.

### **Class Attendance**

Social work is a professional program in which class interaction is essential to the learning process. **Attendance also demonstrates responsibility and commitment to the program and the profession.**

The Social Work Department requires that students participate in class. **Any student who does not attend and participate in a minimum of 70% of class sessions will not receive a passing grade, regardless of test or assignment scores.** Students who are present in class but who are not participating will be marked as absent. Not participating includes, but is not limited to, napping, visiting with other students, surfing the Web or checking email, and doing assignments for other classes.

Faculty members inform students in writing of their attendance policies in course syllabi.

The University requires faculty to routinely report students who have never attended class (“FN”— Failure, Never Attended) or whose absence will result in a failing grade (“FA”— Failure, Absence Related).

### **Incomplete Grades**

Students may request a grade of “incomplete” for a course when illness or other extenuating circumstances beyond the student’s control interferes with completion of course requirements. The incomplete grade indicates that a student was passing the course but was unable to complete a course requirement such as a term paper, project, outside reading assignments, or an examination. It also indicates that the student consulted with and received consent from the instructor to complete the work for which the “incomplete” was granted. The “incomplete” grade is not to be used to do additional work to raise a deficient grade or to repeat the course. If at the end of the following year, the “incomplete” grade is not removed, it automatically reverts to an “F.”

### **Course Withdrawal**

Withdrawal from courses or from the program must comply with procedures established by the University. Students must formally withdraw from a class. Discontinuing class attendance without officially dropping the course or withdrawing from the University is considered an unofficial withdrawal, and the student retains financial obligation. Failure to file a notification on the approved form in the Office of the Registrar results in the grade of “F”, “FA”, or “FN”

### **Field Education**

The field practicum is offered both fall and spring semesters. Students who have been admitted to the program are eligible for admission to the field practicum upon **successful completion of SW 4400-Seminar for Field Instruction and all courses in:**

- the social work practice sequence
- the human behavior and social environment sequence
- the social welfare policy and services sequence
- research methods

The field practicum is a transforming experience for students. It is an exciting time of integrating and applying the knowledge, values, and skills of social work and developing the competencies necessary for entry-level generalist practice. Students move from “knowing” and “understanding” to actual “doing!” Field instruction engages students in experiencing, testing out, applying and integrating knowledge from all foundation areas in the social work curriculum, and honing skills for implementing the generalist framework and change-oriented process.

The field practicum consists of 400 clock hours of guided, educationally-oriented practice in a social work agency or organization for an entire semester. Students practice eight (8) hours per day, four days a week. To promote integration of classroom learning and field instruction, students have an abbreviated day once a week to attend a three (3) hour seminar on campus.

In the field, students are representatives of the social work profession, the university, the social work program and their assigned agency or organization. As such, they are accountable not only to the social work program but most significantly to the agency, the community and their clients.

Maintaining professional conduct and practicing within the values and ethics of social work are absolute requirements. Failure to comply with standards of professional conduct and the NASW *Code of Ethics* can result in termination from the field practicum.

### **Requirements for the Field Practicum**

Students must submit a formal application as well as the most recent compilation of their social work field packet to the Field Practicum Coordinator. This occurs upon completion of SW 4400 Seminar for Field Instruction. In order to be admitted to the field practicum, all students must have:

1. been admitted to the social work program;
2. maintained at least a minimum overall GPA of 2.0;
3. completed all pre/co requisites in the liberal arts foundation
4. completed all courses in the human behavior and social environment sequence, the social work practice sequence, the social welfare policy and services sequence, and research methods;

5. proof of membership in NASW and liability insurance through the NASW Insurance Trust at the end of the semester prior to field instruction. All applications for the field practicum and student social work portfolios are reviewed by the Field Practicum Coordinator. The Field Practicum Coordinator interviews applicants, focusing on learning needs, strengths, and interests as well as the availability of agency placements. Issues of concern that may have been identified during students' progression in the program are revisited and addressed. Interviews also cover students' goals and potential agency options. Upon review of applications and portfolios and interviews with students, the Field Practicum Coordinator negotiates placements with students and arranges for agency contacts. Students then meet with prospective field instructors to discuss placement, mutual expectations, and learning opportunities. Final placement decisions are made by the Field Practicum Coordinator in consultation with students and field instructors.

### **Criteria for Eligibility to Enter Field Practicum**

To be eligible for the practicum, a student must have been formally accepted as a social work major and must have completed all foundation and practice courses except SW 4720 Senior Seminar. In practice courses, students must have received a "C" or above. No other courses are taken during the practicum experience except under extenuating circumstances when permission may be granted by the program director. Eligibility for the practicum does not automatically guarantee acceptance into the Field Practicum. The student must go through the orientation to the field process before approval is granted. This process involves evaluating the student's suitability and readiness for the practicum experience and focuses on assisting each student in determining interest, preference and capacities for the field practicum.

**Students are **NOT** permitted to begin field instruction until liability insurance is in effect.**

Because the field practicum is offered in both fall and spring semesters, there may be times when some students who wish to do their placement in fall may have to wait until spring.

An updated list of placements is available in Clement hall in the basement on the Field Education Bulletin Board, or available from the Director of Field Education. For more information on Field Education please refer to the **Field Practicum Handbook is available from the Director of Field Education.**

### **Student Participation and Development in Extracurricular Activities**

Faculty actively encourage students to become members of professional organizations, university committees and organizations as well as to organize themselves in order to voice concerns, participate in policy formation, and enhance their professional development and leadership skills. Faculty members act as mentors and advisors for a number of student organizations.

### **National Association of Social Workers (NASW)**

NASW is the national organization through which social workers stay connected with each other and stay informed on state-of-the-art practice approaches and ideas, as well as other resources to help them reach their full potential in the profession. Graduates of the social work program have recently organized a local chapter of NASW and often provide assistance to the program. Faculty and local chapter members promote NASW and engage students in becoming members. Membership is a requirement for students entering the field practicum. Students may join NASW at one-quarter of the regular dues and after graduation are offered a transitional membership rate for two years. Membership includes subscription to the journal *Social Work*, published by NASW. Students in the program are expected to adhere to the NASW *Code of Ethics* (see Appendix A)

### **Social Work Club**

The Social Work Club serves as a significant “collective voice” for students and provides numerous opportunities for professional growth and development. The club plays a major role in addressing students’ concerns and facilitating communication of those concerns to the Program Director and full-time faculty. Social Work Club officers are elected annually by the membership. Dues to join are minimal. Fundraising activities are the primary source of revenue for various projects the club undertakes. The Social Work Club does exist to serve persons in need and to promote the personal as well as support to all social work majors and opportunities to engage in social activities. The club takes special field trips, for example, to Chicago to visit Hull House and the University Of Chicago School Of Social Work. The club also invites social work professionals, representatives from social work graduate schools, and community leaders to give presentations. Peer support is organized by second year students through a buddy system to help other students in preparing for tests and written assignments. Involvement in the club’s activities fosters important skills for social work practice, especially communication and

relationship-building skills. The Social Work Club has received the University's Student Affairs *Outstanding Community Service of the Year Award*. The club engages in numerous community activities from organizing Christmas baskets for low income families, collecting nice work apparel for low income mothers going from welfare to work, to volunteering at various social service agencies. A number of club members have helped moms going from welfare to work get enrolled in the university, providing coaching and support to help them be successful. **(Social Work Club Bylaws can be found in Appendix C)**

### **Phi Alpha Honor Society-National Honor Society for Social Work Students**

Phi Alpha Honor Society is a national honor society for social work students. The purposes of Phi Alpha are to provide a closer bond among social work students and promote humanitarian goals and ideas. Phi Alpha embraces high standards of social work education and invites for membership only those students who have attained excellence in scholarship and service.

The APSU Chapter of Phi Alpha, Zeta Psi, was chartered in 1996. Officers are elected each spring by the chapter membership. Current members review students in the program each year and select new members based on high standards of scholarship and service. The chapter also honors community social workers who have made significant contributions during its award ceremony each spring. Social work students who have a GPA of 3.25 in the major and a cumulative GPA of 3.0 are eligible for membership.

### **Social Work Student Advisory Committee**

The Social Work Student Advisory Committee was formed by a group of social work majors in 1998. The Committee is designed as a formal mechanism for students to provide input for program development and operation, including curriculum design and course sequencing and other matters directly impacting learning and student life. The committee fosters critical thinking and skill development in communication, leadership, advocacy, negotiation and mediation.

The committee operates under a set of recently revised bylaws. There are three elected officers: including a moderator, co-moderator and recorder. Membership is open to any social work major. The committee is comprised of no more than eight (8) students who reflect the wide diversity of social work majors. Members are chosen by the existing membership or members can be self appointed with approval of the existing committee. Committee members are given the option of remaining on the committee until they graduate or voluntarily relinquish their position. The president of the Social Work Club and a representative from the Minority Affairs Committee, are strongly encouraged to be on the committee. The committee has provided significant leadership in curriculum matters, resulting in changes of course sequencing and content. Required courses have been offered more frequently, and in the summer, the senior seminar has been moved in its semester order, and the field placement procedure has been reviewed to increase timelier placement of students. Additionally, the committee working with a social work practitioner from the community has been actively involved in revising the student handbook and providing input in the self-study process for reaccreditation.

### **Social Work Student Minority Affairs Committee**

The Social Work Student Minority Affairs Committee was formed in spring, 2001. Its inception came out of a desire on students' part for increased participation of students and faculty in multicultural activities and diversity awareness. The committee is led by a panel of

officers elected by social work majors in the spring of each academic year. The committee hosts an annual Black History Month luncheon with an invited speaker and a variety of ethnic foods. Also, the committee arranges for guest speakers during the academic year as a way of fostering wide discussion of multicultural issues. The committee is working on a questionnaire to identify issues where more awareness is needed.

### **Awards**

The social work faculty chooses outstanding graduates each year who are recognized during University Academic Awards Day ceremonies. The students receive an engraved plaque. The recipient's name is also engraved on a permanent plaque displayed by the social work program. The outstanding graduate must have a minimum overall GPA of at least 3.0 and demonstrate leadership qualities as well as community involvement.

### **Scholarships**

The Joseph A. Richardson Social Work Scholarship is awarded each year at the end of Spring semester. The scholarship is offered in memory of Joseph A. Richardson, a former graduate of the program who was highly regarded and exceptional in his commitment and dedication to social work. The scholarship recognizes students who exhibit similar commitment, dedication and hard work. The amount of the scholarship varies from year to year since it is funded by contributions from social work faculty and alumni.

Criteria for applying for the scholarship include:

- applicant must be a social work major
- applicant must have an overall GPA of at least 3.0
- applicant must have taken SW 2110 and SW 3420

Considerations for awarding scholarship follow the following formula:

- 50 % based on GPA
- 30 % based on financial need
- 20 % based on involvement on and off campus

### **Communication between staff, faculty and students**

There are several means of communication among faculty, students, and administrators: mailboxes, bulletin boards, email, the APSU Home Page and the Social Work Home Page.

#### **Mailboxes**

Students who wish to communicate with faculty who are not available at a given time may place information in the **faculty mailboxes** located in Cemet 140. Students are expected to have an assigned on-campus post office box for receiving official university and program communications. Students are encouraged to check their boxes regularly.

#### **Bulletin Boards**

There are several prominent bulletin boards in the hallway outside Clement room 133. Recognitions and information about service projects, fundraisers, and campus activities are located here. One of the bulletin boards is for general use by social work students and faculty. Plans are to have the general use bulletin board become more dedicated to sharing information

from faculty and the Social Work Student Advisory Committee. A variety of information would be shared including activities of the advisory committee, announcements, upcoming conferences and workshops, class schedules, new courses, and other pertinent information for social work students.

**Students are expected to check the bulletin boards regularly.**

### **Email**

Email is a significant means of communication between students and faculty. Faculty members frequently require assignments to be turned in using email attachments. Students are expected to maintain a campus email account and to check it regularly for official university and program communications. Students may use their home email utility in communicating with faculty, but are still responsible for checking their official university email account. Students registering for web based and web-enhanced courses will automatically be registered under their campus email account. Students are expected to notify faculty of changes in their email address.

### **APSU Home Page, and Social Work Home Page**

The university web site is a significant source of updated information for students. Faculty encourages students to visit this site regularly. The social work home page is also very important to students. Students find updated information about the program as well as professional issues. The APSU Home Page is found at <http://www.apsu.edu>, and the Social Work Home Page is found at: <http://www.apsu.edu/socialwork>.

### **Change of Address**

Students are expected to take responsibility for making sure the Social Work Program has an up-to-date home address and phone number on file. Any change of address or phone number is to be provided to the Program Director or student's faculty advisor as soon as possible.

### **Handling Problems**

Students are encouraged to deal with concerns and problems before they become severe. The following steps are recommended:

#### **Concerns Related to Classroom Instruction:**

1. Students should first talk with their instructor and attempt to resolve the issue.
2. If this does not produce satisfactory resolution, the student meets with the Chair of the Social Work Department.
3. If the concern is not resolved through meeting with the Chair, students are encouraged to meet with the Dean of the college.

#### **Concerns Related to the Field Practicum:**

1. Students should first talk with their Field Instructor and attempt to resolve the issue.
2. If the issue is not resolved with the Field Instructor, students are encouraged to meet with the Field Practicum Coordinator.
3. The Field Practicum Coordinator arranges a meeting of all concerned parties to resolve the issue.
4. If a resolution is not reached during this meeting, students are encouraged to meet with the Dean of the college.

**Concerns not related to the Field Practicum or Classroom Instruction:**

1. Students should first meet with their faculty advisor to resolve the issue.
2. If the issue is not resolved, students are encouraged to meet with the Chair of the Social Work Department for resolving the issue.
3. If the issue is not resolved with the Chair, students are encouraged to meet with the Dean of the college.

**University Grievance Policy**

Instructions regarding the grievance procedure are available in the Office of the Vice President for Student Affairs and are published in the University Student Handbook and Planner. The purpose of the **University's Non-Academic Grievance Policy** is to hear students' grievances and complaints about the action and performance of University personnel in nonacademic matters, to determine the validity of the grievance or complaint, and to recommend resolution.

1. A student who has a grievance or complaint concerning a faculty member first should discuss the matter with the faculty member.
2. If the difference cannot be resolved, the student may file an appeal in writing to the chair of the academic department in which the faculty member is located.
3. If the grievance is not satisfactorily resolved with the department chair, the student may file an appeal with the dean of the college in which the academic department is located.
4. If the grievance is not satisfactorily resolved with the college dean, the student may file an appeal to the Vice President for Academic Affairs. The vice president will forward the appeal to the Academic Grievance Committee.
5. The Academic Grievance Committee will conduct a hearing, during which all sides of the grievance are discussed. After the hearing, the Committee will meet to make a decision concerning the student's appeal. The student will be notified in writing of the decision. An appeal of a committee decision may be made to the Vice President for Academic Affairs.

**Grade Appeal**

Students may appeal course grades with their instructor within one calendar year from the date the grade was submitted to the Office of the Registrar. Once a degree has been posted to the transcript, the academic record is deemed complete and changes will not be made of grades prior to the posted degree. The University Academic Grievance Policy is outlined in the section above and appears in the University Student Handbook and Planner.

**University Harassment Philosophy**

The University and the Social Work Program seek to provide an environment conducive to learning and working and are prepared to act against any sexual, racial, or other forms of harassment. Sexual and racial harassment are forms of discrimination prohibited by federal law. Students are encouraged to contact the Affirmative Action Officer at 221-6295 for more information and instructions on how to report incidents of harassment.

**University Policy on Smoking, Alcohol Use and Other Illicit Drugs**

The University prohibits the use of tobacco products in university buildings and vehicles during all hours even when classes are not in session. The University strictly prohibits the use,

possession or distribution of alcohol and other illicit drugs on campus. It is expected that APSU students, faculty, and staff who use or possess alcoholic beverages will do so as legally prescribed by the laws of the state of Tennessee, within the regulations of Austin Peay State University and live in a manner that does not disrupt the lives of others. (Student Handbook, 2009)

## **Termination Policy**

### **Professional and Ethical Conduct**

Students enrolled in the Social Work Program are expected to engage in ethical conduct toward students, staff, faculty, and clients. The NASW Code of Ethics and the Austin Peay State University Code of Student Conduct serve as guidelines and standards for professional conduct both on-and off-campus. Full text of the *NASW Code of Ethics* is available on the Social Work Program Home Page at <http://www.apsu.edu/socialwork>. The University Code of Student Conduct is available in the Student Handbook and Planner provided to each student by the University. Acts that would constitute unethical behavior, professional misconduct, or violations of law, whether committed in Program-related activities or not, are grounds for disciplinary action, including termination from the program.

**The Social Work Program, through its faculty and appropriate committees, reserves the discretionary right to terminate any student from the program for reasons including but not limited to the following:**

- 1. failure to maintain appropriate personal conduct and professional standards;**
- 2. violations of the *NASW Code of Ethics*;**
- 3. academic cheating, lying, or plagiarism;**
- 4. failure to meet or maintain GPA requirements of the university and the Social Work program;**
- 5. unresolved personal issues that, in the professional judgment of the social work faculty, could lead to impaired functioning as a social worker;**
- 6. psychiatric illness that, in the professional judgment of the social work faculty, could lead to impaired functioning as a social worker;**
- 7. evidence of untreated chemical dependence documented as occurring during the course of study;**
- 8. inappropriate behavior and/or inability to develop appropriate interpersonal skills necessary for effective social work practice;**
- 9. documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission. Students are hereby notified that any information obtained in this process is subject to the Family Educational Rights and Privacy Act 10 USC Sec 1232g.**

### **Criteria for Probation and Suspension for Academic Performance**

Probation and suspension regulations of the University are outlined in the *Undergraduate Bulletin, 2001-03* under “Academic Status and Retention” (p. 42) Students who do not meet

University academic requirements and/or the progression policy of the Social Work Program (described in an earlier section) are placed on academic probation or suspension. Students must consult their faculty advisor for assistance in dealing with deficiencies. Any reinstatement must comply with University regulations and have approval of the faculty advisor, the program director, and dean of the college.

### **Criteria for Termination from the Program**

Students in the program are evaluated at various intervals, including each of the progression points and may be dismissed from the program on the basis of inappropriate personal and/or professional behavior.

#### **1. Inappropriate Behavior**

Students enrolled in the program are evaluated on their ability to engage in interpersonal relationships and communication which reflect empathy, warmth, acceptance, respect, genuineness and positive valuing of diversity. Students are also evaluated on emotional stability and capacity to engage in helping processes. Inappropriate behavior that could interfere with performing professional responsibilities and potentially threaten the wellbeing of clients and others, including violent behavior, behavior indicating untreated chemical dependency, emotional problems or mental illness are reasons for formal assessment and possible termination from the program.

#### **2. Unethical Conduct**

Upon admission to the program, students sign a statement that they have read and are bound by adherence to the NASW Code of Ethics. Violations of the Code of Ethics are evaluated and may result in termination from the program. 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.**

#### **3. Alleged Law Violations**

Students enrolled in the program who are charged with a felony or misdemeanor involving bodily harm to another are immediately evaluated by all faculty and may not be allowed to enroll or continue in certain courses (i.e. field practicum) until an official ruling is made. If the student is convicted of either a felony or misdemeanor involving bodily harm to another, a subsequent evaluation occurs by all faculty regarding continued enrollment status in the program.

### **Student Performance Review Committee**

This committee is called on to review the academic status of students who exhibit learning difficulties and/or behavioral difficulties. The committee makes decisions regarding students' continuation in the program. Committee members sign a confidentiality agreement and review relevant materials to any situation whereby a student meets one or more of the criteria for review. The committee is chaired by the Program Director with two full-time faculty members serving on the committee. The faculty advisor of the student being reviewed serves as an ex-officio member of the Committee. The Committee has authority to make decisions regarding any student's continuation or termination from the program. The Committee can stipulate conditions

to be met for continuation in the program. If a student is dissatisfied with a decision handed down by the Committee, the student may request a hearing before the dean of the college.

**Students are hereby notified that any information obtained in this process is subject to the Family Educational Rights and Privacy Act 10 USC Sec 1232g.**

### **Academic Suspension-Procedure for Review**

Review regarding academic suspension includes the following procedures:

1. Faculty advisors conduct on-course tracking at the end of each semester prior to preregistration for the next semester. Advisors make note of advisees who have not maintained a cumulative 2.0 grade point average or who have not complied with other progression policies. This information is shared with the Chair of the Social Work Department.

2. The Chair informs the student in writing ten (10) days in advance that he or she must appear before the Student Performance Review Committee. The committee will make a decision regarding the student's continuation in the program and provide written notification within two (2) days, including any conditions which must be met.

3. The student has ten (10) days to appeal the Committee's decision by meeting with the Chair of the Social Work Department.

4. If the student is dissatisfied with the Chair's decision, the student has ten (10) days to appeal to the dean of the college.

5. If the student is dissatisfied with the final decision, the student has thirty (30) days to file a written appeal with the Vice President for Academic Affairs.

### **Unprofessional Conduct-Procedures for Review**

Procedures for review regarding unprofessional conduct include the following:

1. Violations are to be reported immediately to the Program Director.

2. The Program Director informs the student that he/she is to be reviewed by the Committee, including the reason and the date of the hearing.

3. The student is notified ten (10) days in advance of the hearing.

4. The student is informed of his/her right to appear before the Committee and to submit letters of support to the Committee Chair.

5. When the review is complete, the Program Director submits the Committee's decision to the student in writing within two (2) days.

6. If the student is dissatisfied with the Committee's decision, he/she has ten (10) days to appeal to the dean of the college.

7. If the student is dissatisfied with the final decision, the student has thirty (30) days to appeal to the University. A copy of the University's Non-Academic Grievance policy is available in the Office of the Vice President for Student Affairs. (See the current University Student Handbook and Planner for the current academic year for the appeal process).

### **Graduation from the BSW PROGRAM**

#### **Application for Degree**

Formal written application for the degree, including the On Course Tracking Exit, must be filled out with the Office of the Registrar no later than the term prior to expected graduation. Refer to the University Calendar in the Undergraduate Bulletin for specific dates. Applications

for the degree are not accepted if a student does not have a minimum cumulative 2.0 GPA. All applicants for the degree are required to notify the Office of the Registrar in writing as to whether the applicant will or will not participate in Commencement. Candidates currently enrolled in courses that are completed prior to graduation exercises or have only one course to complete in the summer term can participate in May Commencement. Candidates may choose to graduate following degree requirements of the Bulletin current during their time of admission to the social work program or any subsequent Bulletin. A student may not elect to graduate under a Bulletin more than six years old. The On Course Tracking Exit is a final review of coursework at APSU and any evaluated transfer work. This review is mailed to all degree applicants during the semester prior to the semester of expected graduation. The On Course Tracking Exit must be signed by the student and his/her advisor and returned to the Office of the Registrar. Refer to the University Calendar in the Bulletin for specific dates. All grades of "Incomplete" must be removed by the end of the semester in which the candidate expects to graduate.

### **Employment Opportunities**

Having a bachelor's degree in social work is the minimum requirement for entry into the profession. A master's degree in social work or related field may be the standard for many positions. Licensing as an independent practitioner requires a master's degree in social work. Advancement to many positions such as supervisor, program manager, assistant director, etc. also require the master's degree.

Employment for social workers is expected grow much faster than the average for all occupations through 2016. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas. Employment of social workers is expected to increase by 22 percent during the 2006-16 decade, which is much faster than the average for all occupations.

The elderly population is increasing rapidly, creating greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers. Social workers also will be needed to help the large baby-boom generation deal with depression and mental health concerns stemming from midlife, career, or other personal and professional difficulties. In addition, continuing concern about crime, juvenile delinquency, and services for the mentally ill, the mentally retarded, the physically disabled, AIDS patients, and individuals and families in crisis will spur demand for social workers. Many job openings also will stem from the need to replace social workers who leave the occupation.

The *Occupational Outlook Handbook* reports that social worker employment in home healthcare services is growing, in part because hospitals are releasing patients earlier than in the past. However, the expanding senior population is an even larger factor. Social workers with backgrounds in gerontology are finding work in the growing numbers of assisted-living and senior-living communities. The *Handbook* also notes that employment of substance abuse social workers will also continue to grow over the projection period. Substance abusers are increasingly being placed in treatment programs instead of being sentenced to prison. As this trend grows, demand will increase for treatment programs and social workers to assist abusers on the road to recovery. According to the *Handbook*, employment of school social workers is expected to grow due to expanded efforts to respond to rising student enrollments. Continued emphasis on integrating disabled children into the general school population will lead to more

jobs. Opportunities for social workers in private practice will expand, but this growth will be inhibited to a certain degree by funding cutbacks and by restrictions that managed care organizations place on services. The growing popularity of employee assistance programs also is expected to spur some demand for private practitioners, some of whom provide social work services to corporations on a contractual basis.

As to earnings, the *Occupational Outlook Handbook* provides an array of information.

- Median annual earnings of child, family, and school social workers were \$31,470 in 2000. The middle 50 percent earned between \$24,910 and \$40,170. The lowest 10 percent earned less than \$20,120, and the top 10 percent earned more than \$50,280.
- Median annual earnings of medical and public health social workers were \$34,790 in 2000. The middle 50 percent earned between \$27,800 and \$43,450. The lowest 10 percent earned less than \$22,490, and the top 10 percent earned more than \$53,160.
- Median annual earnings of mental health and substance abuse workers were \$30,170 in 2000. The middle 50 percent earned between \$23,840 and \$39,190. The lowest 10 percent earned less than \$19,300, and the top 10 percent earned more than \$48,750.

Be sure to visit the *Occupational Outlook Handbook* website for more information:

<http://www.bls.gov/oco/ocos060.htm>

Two other sites provide significant assistance in locating social work positions. NASW JobLink provides job listings, new job alerts and posting of resumes. You can access JobLink from NASW's website: <http://www.naswdc.org> *The New Social Worker: The Magazine for Social Work Students and Recent Graduates* focuses on career development and practical professional information for social workers and social work students. *The New Social Worker Online* is the Web companion to the print magazine. It includes social work job listings and a social work career page among other helpful sections: <http://www.socialworker.com>.

## Advisement

Advisement, both academic and professional, is essential in social work education. Advisement is required of all social work majors throughout their period of study. Advisors are assigned by the Chair of the department to students to ensure equitable distribution among faculty. Academic advisement is designed to enable students to schedule core curriculum requirements as well as liberal arts prerequisites/co requisites and professional foundation courses in the appropriate sequence.

Faculty advisors guide students in determining the number of course hours per semester most appropriate to individual needs. Also, students are assisted in selecting elective courses consistent with their career objectives. Academic advisement takes place after midterm each semester as students prepare to for preregistration for the following semester. Professional advisement is designed to engage students in a continuing process of assessing their suitability and capacity for professional social work practice. Advisors facilitate exploration of students' interests, aptitudes, motivation and commitment to pursue social work as a career. Advisors also apprise students of changing employment patterns and career opportunities in social work; and, provide guidance and information on the possibilities of graduate study.

Any member of the social work faculty is available to assist majors with post-graduate planning. The formal advisement process takes place within the program in three stages:

1. Pre-admission advisement
2. Admission advisement
3. Post-admission advisement

### **Pre-Admission Advisement**

This process begins with the identification of the student as a prospective social work major. Students may self-identify upon admission to the university or later in their course of study. Students may also transfer from another university. Students who transfer or who self-identify with an interest in social work meet with a social work faculty advisor. Transfer students must meet with the Chair of the department who determines which courses will transfer into the major. Description of pre-professional foundation courses, program and university liberal arts core requirements, a timeline for taking courses and basic professional guidance are emphasized. The professional nature of the major is discussed including standards and suitability requirements for admission to the program. Students are encouraged to read the online student handbook and encouraged to become a member of a Social Work student organization to begin socialization into the program. Students are then assigned a faculty advisor to ensure equity of advisement responsibilities. Students remain with the same advisor throughout the program to facilitate a close working relationship. Students who desire to change their major to social work once they have begun their academic studies go through the same initial process of advisement as described above.

### **Admission Advisement**

Admission to the program is a critical point in a student's professional development and initial progression in the program. Students make choices both intellectually and emotionally; begin to identify more heavily with social work and social workers in general; and, to identify more strongly with peers and faculty. Faculty advisors encourage students to begin seeing themselves as paraprofessionals and to investigate different areas of the profession. Faculty advisors emphasize the professional nature of the program, academic requirements as well as elements and requirements of the application process.

Normally students apply for admission to the program at the end of fall semester of the sophomore year. Applications are submitted upon successful completion of the liberal arts prerequisites/co requisites, SW 2110 Introduction to Social Work, SW 3410 Values, Ethics and Diversity, and SW 3420 Human Behavior in the Social Environment. The application form is available online and through the department. Students consult with their advisor for assistance in completing the application process. Advisors engage students in reviewing their academic performance, identifying strengths and weaknesses, and areas that need improvement in order to successfully complete the program. Advisors utilize an on-course tracking system with students to ensure appropriate progression through the program.

### **Post Admission Advisement**

Post admission advisement focuses on facilitating students' full progression in the program. Full progression occurs at the end of spring semester of the sophomore year when students successfully complete SW 3400 Generalist. Advisors continue to meet with students

after the mid-point of each semester for on-course tracking as well as to review student progress and to plan preregistration for the next semester. Advisors and students also engage in a mutual review and evaluation of students' performance in courses as well as professional aptitudes and interests and address any concerns that come out of this process. Advisors work to help students maintain steady progression through the program and the completion of degree requirements.

## **Progression Through the Program**

### **Admission to the Program**

Students may declare social work as a major at any time by filling out a form provided through the Registrar's office. Students are encouraged to talk with a faculty member to begin planning their course of study. However, progression through the program requires formal admission. Students are required to submit a formal application for admission to the program. To be admitted students must have an overall GPA of 2.0 and meet **suitability requirements for the program**. Admission to the program differs from admission to other traditional academic majors in several ways. Because of the nature of social work and the potential to do harm, students are carefully selected to ensure that they possess appropriate attributes, skills and values to be successful in the program.

The **National Association of Social Workers** sets forth in its *Code of Ethics* the 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 *Code of Ethics* stipulates that "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 professional responsibility. Further, 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." (*Code of Ethics*, 4.05) See *Code of Ethics*, Appendix A. A high standard of conduct which reflects the values and ethics of social work is expected throughout the professional program of study. For admission and progression through the program, students must meet and maintain numerous suitability requirements.

### **Suitability Requirements**

- 1. Consistent class attendance and the ability to meet deadlines.**
- 2. Demonstration of appropriate interpersonal relationship and communication skills, including communicating acceptance, empathy, warmth, genuineness, respect, and positive valuing of diversity.**
- 3. Emotional stability evidenced by adequate coping capacity, emotional control and growing self-awareness of strengths and limitations.**
- 4. Commitment to the mission of social work and to acquisition of the professional knowledge, value and skill base.**
- 5. Freedom from chemical dependency and/or unresolved emotional issues which result in impaired functioning. If a student is currently in treatment for emotional**

**problems and/or chemical dependency, an independent psychological evaluation and assessment by a recognized mental health professional is required.**

## **Appendix A**

### **NASW CODE OF ETHICS**

#### **Preamble**

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

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

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

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

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

#### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and

practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

## **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value:** *Dignity and Worth of the Person*

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

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

**Value:** *Importance of Human Relationships*

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

### **Ethical Standards**

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

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

## **1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

### **1.01 Commitment to Clients**

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

### **1.02 Self-determination**

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

### **1.03 Informed Consent**

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients'

comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

### **1.06 Conflicts of Interest**

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

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that

social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **1.12 Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

#### **1.14 Clients Who Lack Decision Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

#### **1.16 Termination of Services**

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.01 Respect**

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

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

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

### **2.04 Disputes Involving Colleagues**

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

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

### **2.05 Consultation**

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **2.06 Referral for Services**

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

### **2.07 Sexual Relationships**

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## **2.11 Unethical Conduct of Colleagues**

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

# **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

## **3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### **4.01 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### **4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

### **4.03 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

### **4.04 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

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

#### **4.07 Solicitations**

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

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

#### **4.08 Acknowledging Credit**

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

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

### **5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION**

#### **5.01 Integrity of the Profession**

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

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

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

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

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

### **5.02 Evaluation and Research**

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin,

## **Appendix B**

## **Ethics in Social Work, Statement of Principles**

International Federation of Social Workers (IFSW)

International Association of Schools of Social Work (IASSW)

### **1. Preface**

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Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;

others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

### **2. Definition of Social Work**

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The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

### **3. International Conventions**

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

#### 4. Principles

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##### 4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

##### 4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination\* - Social workers have a responsibility to challenge

negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

*\*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.*

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

## **5. Professional conduct**

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It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and

professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

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## **Appendix C**

### **CSWE Curriculum Policy Statement**

Section B1 Section B5

Section B2 Section B6

Section B3 Section B7

Section B4

#### **B1.0 Scope and Intent of the Curriculum Policy Statement**

B1.1 This document sets forth the official curriculum policy for the accreditation of baccalaureate (BSW) programs of social work education by the Council on Social Work Education. It supersedes all prior statements of curriculum policy for the baccalaureate program level. The Curriculum Policy Statement establishes mandates for minimum requirements for the curricula of baccalaureate programs to be accredited by the Council. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

B1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

#### **B2.0 Relationship to Accreditation Standards**

B2.1 The Commission on Accreditation of the Council develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

#### **B3.0 Premises Underlying Social Work Education**

B3.1 The purpose of social work education is to prepare competent, effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

B3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well-being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

B3.3 Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Doctoral programs are not accredited by the Council.

B3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships with social work practitioners and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain systematic communication with these individuals and groups.

B3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to

become lifelong learners who are motivated to continue developing new knowledge and skills throughout their careers.

B3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

B3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

#### **B4.0 Purpose of Social Work**

B4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings. It has four related purposes:

B4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

B4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

B4.1.3 The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action, to empower groups at risk and to promote social and economic justice.

B4.1.4 The development and testing of professional knowledge and skills related to these purposes.

#### **B5.0 Purpose and Structure of Baccalaureate Social Work Education**

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice. Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

B5.7 Graduates of a baccalaureate social work program will be able to:

B5.7.1 Apply critical thinking skills within the context of professional social work practice.

B5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

B5.7.3 Demonstrate the professional use of self.

B5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

B5.7.5 Understand the history of the social work profession and its current structures and issues.

B5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

B5.7.7 Apply knowledge of bio-psycho-social variables that affect individual development and, behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

B5.7.8 Analyze the impact of social policies on client systems, workers, and agencies.

B5.7.9 Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.

B5.7.10 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

B5.7.11 Use supervision appropriate to generalist practice.

B5.7.12 Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

### *Liberal Arts Perspective*

B5.8 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. The baccalaureate professional program in social work is built upon a liberal arts perspective.

B5.9 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a

broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

B5.10 Determination of whether students have acquired a liberal arts perspective is left to the judgment of each social work program's faculty. Each program must clearly explicate the requirements for training in a liberal arts perspective and the rationale for those requirements.

## **B6.0 Baccalaureate Curriculum Content**

B6.1 The baccalaureate curriculum must include a liberal arts perspective and the professional foundation. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Baccalaureate programs must achieve integration among these professional content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the professional curriculum must occur through classroom experiences and field practice. The baccalaureate social work curriculum must cover, but is not necessarily limited to, the professional foundation.

B6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the baccalaureate curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

### *Social Work Values and Ethics*

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity, and advance by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect individuals' right to make independent decisions and to participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and for seeking continuous growth in the knowledge and skills of their profession.

*Diversity*

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations. Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin.

*Promotion of Social and Economic Justice*

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that advance the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

*Populations-at-Risk*

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups. Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental disability.

*Human Behavior and the Social Environment*

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psychosocial development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in maintaining or achieving optimal health and wellbeing. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

*Social Welfare Policy and Services*

B6.8 Social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in maintaining or achieving optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy

formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

*Social Work Practice*

B6.9 At the baccalaureate level, professional social work education prepares students for generalist practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments. Social work practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds, and with systems of all sizes.

B6.10 Each program must explicate the ways in which students are prepared for generalist practice.

*Research*

B6.11 The research curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included in the research content. The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies, statistical procedures, and conclusions of research reports; and relevant technological advances.

B6.12 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

*Field Practicum*

B6.13 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

B6.14 Field education at the baccalaureate level requires a minimum of 400 hours in field practicum.

B6.15 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practice in different ways but must ensure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
- b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- c. Support for field practicum instructors by:
  - 1 . Sharing pertinent information about practicum students.

2. Providing information about the organization and content of the educational curriculum, emphasizing the interrelationships among human behavior, social policy, research, and practice content.

3. Providing information about the sequencing of course content.

4. Articulating clear practice and evaluation goals for the field practicum and for each student.

5. Offering orientation and training programs.

B6.16 The baccalaureate practicum must provide the student with opportunities for:

a. The development of an awareness of self in the process of intervention.

b. Supervised practice experience in the application of knowledge, values and ethics, and practice skills to enhance the well-being of people and to work toward the amelioration of environmental conditions that affect people adversely.

c. Use of oral and written professional communications that are consistent with the language of the practicum setting and of the profession.

d. Use of professional supervision to enhance learning.

e. Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

### **B7.0 Avenues of Renewal**

B7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups, and by developing and assessing new knowledge and technology.

B7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners, and use those relationships continuously to evaluate the total curriculum.

B7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

B7.1.3 Programs must establish and maintain involvement with professional associations and with academic disciplines and departments.

B7.1.4 Programs must assume responsibility for systematic, high-quality scholarship that assesses social work practice and develops new knowledge.

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**Appendix D**  
**CONSTITUTION AND BY-LAWS**  
**SOCIAL WORK CLUB OF**  
**AUSTIN PEAY STATE UNIVERSITY**  
*Amended September 21, 1998*

**ARTICLE I**

**Name**

The name of this organization shall be the Social Work Club of Austin Peay State University.

**Statement of Purpose**

The purposes of this organization shall be:

1. In cooperation with the student body of Austin Peay State University, the administration, and faculty, to promote and encourage student leadership in all phases of University activities.
2. To foster a sense of high morale and spirit at Austin Peay State University by actively working and participating in University and organization-sponsored projects and activities.
3. To promote the application of social work principles and study.
4. To assist students of social work and other disciplines in the achievement of scholastic goals.

**ARTICLE II**

**Membership (Qualifications)**

**Section 1:**

Voting membership in the recognized APSU student organization shall be limited to students of Austin Peay State University who are social work majors. The Social Work Club shall not deny membership to any person on the basis of age, race, sex, religion, handicap or national origin. Membership in the Social Work Club is voluntary and may be obtained by presenting a request for membership at any regularly scheduled meeting. Accurate membership records must be maintained and available to the faculty advisor.

**Section 2:**

Only associate non-voting memberships in student organizations may be offered to Austin Peay State University faculty and professional administrative staff and students who have not officially joined the Social Work Club by the Executive Board. No campus organization may offer any type of membership to persons not meeting the eligibility requirements stated above.

**Section 3:**

Faculty advisers will be designated. With the approval of the Vice President for Student Affairs, a full-time faculty member at Austin Peay State University may serve as faculty adviser to a student organization as may non-teaching members of the University staff whose positions are comparable to full-time faculty members. The office of the Vice President for Student Affairs will be notified of any change in faculty advisers. The faculty member who meets the qualifications for an adviser and who agrees to the request of a student organization to serve as its faculty adviser accepts thereby responsibility for encouraging that organization in its purposes and activity within the limits of University policy.

## **ARTICLE III**

### **Officers: Their Election and Duties**

#### **Section 1:**

The elected officers of the Social Work Club shall consist of a president, vice-president, recording /correspondence secretary, and treasurer.

#### **Section 2:**

Officers must be regularly enrolled degree-seeking students. To be eligible to serve as an officer in a registered student organization, a student must not be on disciplinary or academic probation during the term of his/her office. A student who is placed on disciplinary probation during his/her term of office may be removed by the Student Tribunal or the Associate Dean of Students.

#### **Section 3:**

The election of officers for the following academic year shall take place at the first regularly scheduled meeting in April, by a popular vote of the membership. Terms of office shall begin with the fall semester.

#### **Section 4:**

The officers shall serve for a period of one academic year.

#### **Section 5:**

The duties of the elected officers shall be:

**Part 1:** The responsibilities of the president shall be:

- a. To call and preside over all the meetings of the general assembly and executive board.
- b. To appoint the chairman of all standing committees.
- c. To represent the organization as an official body at Austin Peay State University when called upon.
- d. To perform all other usual duties of the office.

**Part 2:** The responsibilities of the vice president shall be:

- a. To assume the duties of the president in the event of his/her absence.
- b. To head any committees as outlined in the by-laws and to serve as an ex-officio member of committees.

**Part 3:** The responsibilities of the recording/correspondence secretary shall be:

- a. To keep minutes of the meetings, to take roll and mark absentees, and to read minutes of previous meetings.
- b. To have a list of all officers, board members and general membership.
- c. To notify all members of meetings and to conduct correspondence as directed.

**Part 4:** Responsibilities of the treasurer shall be:

- a. To receive and disburse all money of the organization.
- b. To keep bookkeeping records of all funds.
- c. To authorize, with the approval of the president and adviser, all payments of money.
- d. To prepare and present a report on the financial status of the organization at each organizational meeting.
- e. To prepare and forward financial statements annually or at other times as requested by the university.

## **ARTICLE IV**

### **Meetings**

#### **Section 1:**

Not fewer than one regular meeting of the organization shall be held each month, and power is vested in the president to announce the dates of such meetings.

#### **Section 2:**

A simple majority shall constitute a quorum for conducting business.

#### **Section 3:**

A member of the Social Work Club has the right to request a special meeting of the membership. The requester must submit to the president: the nature of the requested meeting and justification.

#### **Section 4:**

Voting shall be by voice or show of hands except when a member has requested a secret ballot.

## **ARTICLE V**

This constitution may be amended by a two-thirds vote of the membership provided the proposed amendment was submitted in writing at the previous meeting.

## **BY-LAWS**

### **ARTICLE I**

#### **Membership**

##### **Section 1:**

To become a member of the Social Work Club, a student must be regularly enrolled at the University and have paid his/her annual membership dues of \$8.00 per semester or \$16.00 for the academic year.

##### **Section 2:**

Membership in the Social Work Club is voluntary.

### **ARTICLE II**

#### **Vacancies**

##### **Section 1:**

A vacancy in the office of the president shall be filled by the vice president. All others shall be filled by election of the general membership.

### **ARTICLE III**

#### **Committees**

##### **Section 1:**

The Executive Committee of the Social Work Club shall consist of the elected officers and the faculty advisor.

##### **Section 2:**

The Vice President, Secretary and Treasurer will head at least one established committee of the Social Work Club.

**Section 3:**

The president shall set all organizational committees and determine their length of service.

**Section 4:**

The president is excluded from serving on any committee.

**ARTICLE IV**

**Installation**

**Section 1:**

The officers of the Social Work Club shall be installed during the last regularly scheduled meeting of the spring semester.

**Section 2:**

Outgoing board members will be available at the request of the newly inaugurated board members to answer questions and to advise.

**Section 3:**

All pertinent office records will be turned over to the newly elected board members upon their election to office. The treasury shall be audited by the president, outgoing treasurer, advisor and incoming treasurer to assure its accuracy. New signature cards will be obtained to transfer the signature rights to the incoming treasurer and vice president.

**ARTICLE V**

**Attendance at Meetings**

**Section 1:**

Any member of the organization who accumulates three (3) unexcused absences from meetings shall be subject to dismissal upon recommendation of the Executive Committee.

**Section 2:**

Member shall conduct themselves appropriately, remembering to respect the opinions of others.

**ARTICLE VI**

**Funds**

**Section 1:**

Dues will be collected annually from all the active members.

**Section 2:**

The amount of annual dues shall be established biannually by membership upon recommendations of the executive officers.

**Section 3:**

All funds will be disbursed through the Club Treasurer. Funds will be maintained in a business checking account. In the event of dissolution of this organization, the remaining funds of the organization shall be deposited in the APSU scholarship fund, after any outstanding bills of the organization are paid.

**Section 4:**

Funding projects must have the approval of the University, the Social Work faculty and club members.

**Section 5:**

Financial obligations will be contracted only with the university, the Social Work faculty and club members approval.

**Section 6:**

Organization activities must have approval of the Social Work faculty and club members.

**Section 7:**

The Social Work Club is not responsible to absorb any nonmember financial obligation that would entitle them to participate in club sponsored activities.

**ARTICLE VII**

**Procedure**

**Section 1:**

The Social Work Club shall function in accordance to ROBERTS RULES OF ORDER.

**Section 2:**

The order of business of all meetings shall be:

- a. Reading and approval of the minutes from the previous meeting.
- b. Reports of standing committees
- c. Reports of select or special committees
- d. Unfinished business
- e. New business

**ARTICLE VIII**

**Amendments**

These by-laws may be amended by a two-thirds vote of the membership, provided the proposed amendment was submitted in writing at the previous meeting.

**Appendix E**

**Austin Peay State University  
Department of Social Work  
Application for Admission to the Program**

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

Name: \_\_\_\_\_ Banner ID #: A \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_

City	State	Zip
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E-Mail Address: \_\_\_\_\_

Gender: \_\_\_\_\_ Race; Ethnic Origin \_\_\_\_\_ Traditional/Non-Traditional Student: \_\_\_\_\_

(This information is not required but is requested in order to provide statistics to the Council on Social Work Education)

Advisor: \_\_\_\_\_

Do you drive? \_\_\_\_\_ Do you have a car available for field practice? \_\_\_\_\_

Are you presently working? \_\_\_\_\_ How many hours per week? \_\_\_\_\_

(This information is not required but is requested in order to provide statistics to the Council on Social Work Education)

Overall GPA: \_\_\_\_\_ (Minimum Overall GPA of 2.0 is required.)

Total semester hours earned by the end of the current semester: \_\_\_\_\_

List the social work courses you have taken including the grade you received in each course:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Personal Statement**

The personal statement is designed to encourage honest and critical self-assessment and introspection. Social work values and ethics are critical guides to professional conduct and are important considerations in admission to the program. In your personal statement:

- 1) Discuss personal values and important life experiences that shaped who you are today;
- 2) Describe chronologically your volunteer/ community services experiences and work experience relevant to social work;
- 3) Explain your interest in social work and how it developed;
- 4) Relate personal qualities which equip you for the social work profession as well as areas needing further development

Communicating effectively both orally and in writing is a crucial component of social work practice. Your statement will be reviewed with this in mind. Commitment to the goals and purpose of social work is also an important factor in the review of your application.

Word process your personal statement and attach to the application form. Save your personal statement to disk for later inclusion in your social work portfolio.

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

I hereby declare that I have read the *Code of Ethics* and promise to adhere to them as a social work major and future social worker.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Honor Statement**

I understand that to be a professional social worker, I must be honest and will conform my academic behavior to a standard of honesty. I will not lie, cheat, or plagiarize in my academic work. I understand that if i violate this pledge I may be terminated from the social work program.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Admission to the social work program differs from admission to other traditional academic majors in several ways. Because of the nature of social work and the potential to do harm, students are carefully selected to ensure that they possess appropriate attributes, skills and values to be successful in the program.

The NASW *Code of Ethics* stipulates that “Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they are professional responsibility. Further, 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 steps necessary to protect clients and others.” (*Code of Ethics*, 4.05) This does not by any means disqualify anyone who has personal difficulties. Everyone experiences personal difficulties. It is the handling of those personal difficulties in a professionally responsible manner that is at issue.

**For Department Use Only**

GPA \_\_\_\_\_ Date \_\_\_\_\_  
Number of credit hours earned \_\_\_\_\_ Action taken \_\_\_\_\_  
Grades in social work courses \_\_\_\_\_  
\_\_\_\_\_

**Appendix F**

**Austin Peay State University  
Department of Social Work  
Application for Admission to the Field Practicum**

Please type or print neatly using black ink.

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

Name: \_\_\_\_\_ Banner ID #A \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_

Permanent Address (if different): \_\_\_\_\_

**1. Academic Performance**

Overall GPA: \_\_\_\_\_

Grades in Social Work Practice courses:

SW 3400: \_\_\_\_\_ SW 3620: \_\_\_\_\_ SW 3630: \_\_\_\_\_

Indicate grades in other social work courses completed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Indicate any social work courses you have retaken:

\_\_\_\_\_  
\_\_\_\_\_

**2. Commitment to Social Work**

Briefly comment on your commitment to social work as a profession and give examples of this commitment in your personal experiences and activities as a social work major:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**3. Social and Interpersonal Skills**

Comment on the nature of your interpersonal skills for establishing contact with other people and being able to apply these skills in helping relationships.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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4. Commitment to Social Work Values and Ethics

Describe social work values you believe will be crucial in your field practicum and comment on the compatibility of your personal values with the values of social work:

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5. List volunteer experiences related to social work:

Organization Activity Dates

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6. Indicate preferences for agency placement (mental health, child welfare, domestic violence, aging, drug and chemical dependency, etc.)

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7. Briefly comment on your overall readiness to undertake the field practicum.

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

## **Appendix G**

### **A Sample of Field Instruction Sites**

#### **Clarksville, TN**

Blanchfield Army Hospital  
Blanchfield Army Hospital  
Alcohol & Drug Rehabilitation Social Work Services  
Fort Campbell, KY 42223 Fort Campbell, KY 42223  
Diane Smith, 798-8765 Joan Lovette, 798-8801

Catholic Social Services TN Christian Medical Center  
705 Franklin St. Center of Psychiatry  
Clarksville, TN 37040 1771 Madison St.  
Nancy Salyer, 645-9969 Mary Ann Brandon, 551-1558

Gateway Medical Center Centerstone  
Social Work Department 511 North 8th St.  
Clarksville, TN 37040 Clarksville, TN 37040  
Mary Ann Brandon, 551-1164 Vonda St. Amant, 648-8126

General Care Convalescent Center Legal Aid Society  
111 Ussery Rd. 111 South 2nd St.  
Clarksville, TN 37042 Clarksville, TN 37040  
Nancy Richardson, 647-0269 Anne Smith, 552-6656

Montgomery County Juvenile Court Mid-Cumberland Community Health  
120 Commerce St. Agency  
Clarksville, TN 3704 Protective Services Unit  
Larry Ross, 648-576 350 Pageant Lane  
Tina Alexander Clarksville, TN 37040  
Wanda Bush, 800-493-1111

Big Brothers/Big Sisters Youth Villages  
331 Union St. 575 Riverside Dr.  
Clarksville, TN 37044 Clarksville, TN 37040  
Amy Carroll, 647-1418 Jeanne Todd, 503-0777

#### **Other areas**

Family Resource Center Horizon Medical Center  
141 Highland School St. Road Social Services  
Hopkinsville, KY 42240 Hwy. 111 70 East  
270-887-1284; 270-424-9533 Dickson, TN 37055  
Ellen Williams, 446-0446

North Crest Home Health Nashville CARES  
Springfield, TN 37172 209 10th Ave. S.  
Judy Suter, 615-384-2422 Nashville, TN 37203  
Laura Lee Kent-Smith, 259-4866

Tennessee Department of Children's Services Western State Hospital  
Protective Service Division Social Work Services  
Springfield, TN 37172 Hopkinsville, KY 42240  
Shirley Bartlett, 615-384-5562 270-886-4433

Tennessee Department of Children's Services Family Resource Center  
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