

PACIFIC UNION COLLEGE

SOCIAL
WORK
PROGRAM

**STUDENT
HANDBOOK
2014-2016**

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Accredited by the
Council on Social Work Education



"For the poor shall never cease out of the land: therefore I command thee, saying, Thou shalt open thine hand wide unto thy brother, to thy poor, and to thy needy, in thy land." Deuteronomy 15:11

COMPASSION ♦ KNOWLEDGE ♦ ACTION

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Social Work Program Mission Statement

The mission of the Pacific Union College Social Work Program is to prepare students in a Christian community of liberal learning for competent generalist social work practice and the pursuit of graduate social work education. Linkages between the heritage of social work, the values of the profession, and the ideals of Christian service are highlighted. The emphasis of the program is to train students as effective agents of action, advocating for populations-at-risk and for those who are impacted by social and economic injustice and factors of diversity.

Preface

The *Social Work Handbook* has been developed to provide social work majors, program faculty, advisory board members, field instructors, and prospective students an overview of the accredited Bachelor of Social Work (BSW) Program at Pacific Union College. The handbook provides information on the field of social work, areas of practice, and the specific mission of the program. Also outlined in this manual is information on program objectives, outcomes, curriculum, the advisement process and the formal admissions procedure.

This handbook is a guide to be used by the student throughout his/her educational experience along with the *Pacific Union College General Catalog* and *College Student Handbook*. The *Social Work Field Instruction Manual* will be made available to social work majors prior to their senior year field placement.

Amendments to the handbook may be made during the year. The Social Work Program reserves the right to add, amend, or cancel any of its policies or procedures for any reason, in whole or in part, and at such times as deemed necessary.

Every effort has been made to insure the accuracy of the information in the handbook. You should, however, be advised that the information in the handbook does not constitute a contract between the Program and a student or applicant for admission and the information is subject to change without notice. Please consult with the Director of the Social Work Program for current information and or to receive answers to question you have related to the handbook.

The social work faculty are committed to training students as effective social workers of the future, ready to meet the needs of diverse clients within their communities. They feel social work is a form of “practical theology”—demonstrating Christ’s love through a life dedicated to service. It is the hope of the faculty that students will not only gain the knowledge and theory pertinent to becoming competent practitioners, but also develop a concern and compassion for others that is demonstrated as professionals.

The faculty hope to provide students with the skills and knowledge needed for this journey. They also look forward to learning from the gifts each student offers. Students are invited to drop by with questions, comments, concerns, or simply to “chat.”

Social Work Program Faculty and Staff

Bainum, Bruce, Professor, Ph.D., University of Tennessee, 1979.

Bullock, Fiona, Associate Professor and Field Coordinator, M.S.W., University of California, Berkeley, 1990.

Jacobo, Alisa, Instructor, M.S.W., University of Michigan, 2012.

Fulton, Aubyn, Professor, Ph.D., Fuller Theological Seminary, 1990.

Roy, Margaret, Program Assistant, B.S.W., Pacific Union College, 2006.

Sanchez, Esperanza, Field Coordinator, Assistant Professor. Ph.D. University of California, Berkeley, School of Social Welfare (2011). M.S.W. University of California, Berkeley, Management and Planning Specialization School of Social Welfare (2002).

Schneider, A. Gregory, Ph.D., University of Chicago, 1981.

Introduction to the Social Work Profession

Social work is an exciting and challenging career option for the 2010's and beyond. It is an occupation within the "helping professions" that provides essential assistance to individuals, families, groups and communities with diverse needs. The roots of social work reach deep into Judeo-Christian history, reflecting an abiding interest and concern for vulnerable and disadvantaged individuals. The social work profession also has a rich history of involvement in the development of programs, services, and policies addressing social issues throughout American history. It is this mission of social betterment on which social work remains focused.

The contemporary field of social work provides a broad spectrum of services to members of society who often face complex challenges. Social workers help people take on these challenges by focusing on a "person-in-environment" approach to working with the various systems impacting them.

According to the National Association of Social Workers Code of Ethics, the central values of social work are improving *service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence*. Social workers utilize an *action oriented* approach, applying *comprehensive practice knowledge and skills* in effecting change at multiple levels. It is important for social workers to take an active role in their work with individuals and the larger systems that impact them. Because of this, it is vital that social workers become effective advocates and practitioners in the areas of direct clinical practice, community organization, administration, and legislative work.

The practice of social work is based on a *Code of Ethics* adopted by the National Association of Social Workers. It provides general guidelines for professional behavior, which are based on the values of the social work profession. Social worker's ethical responsibilities to clients, colleagues, employers and employing organizations, the profession, and society are described. The Code also provides guidance on appropriate comportment and conduct (Encyclopedia of Social Work, 1995). The Code of Ethics is vital to the accountability of the profession and is a guide that can be utilized by the social worker, clients, and the community to understand what professional practice looks like. In addition, Guidelines from the North American Association of Christians in Social Work (1985) are also used by the program to define professional and compassionate social work practice.

The field of social work offers a wide range of practice settings and career opportunities. Social workers can choose any one of a variety of social issues at the individual, family, group, community, administrative, or legislative level. It is an exciting profession that continues to evolve as it attempts to meet the needs of an ever changing society.

Fields of Practice and Social Issues

The field of social work practice covers many diverse work settings in both private and public organizations. *Practice areas* include:

- aging services;
- children and youth services;
- community action agencies;
- criminal justice services;
- developmental disabilities;
- domestic violence programs;
- employee assistance;
- family services;
- homeless shelters;
- income maintenance and government services;
- medical and health (nursing homes, hospices, hospitals, home health and public health);
- mental health and crisis services;
- schools;
- substance abuse programs; and
- veterans' services.

Social issues that social workers address include:

- abortion;
- AIDS and other medical illnesses;
- child abuse and neglect;
- civil rights, discrimination, and inequality ;
- disabilities (physical and developmental);
- disaster relief;
- domestic violence;
- elder issues, including abuse and long-term planning;
- family issues, including divorce and separation;
- foster care and adoption;
- issues of diversity related to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation;
- legal issues, corrections, and juvenile delinquency;
- loss and grief;
- mental health issues;
- poverty, hunger, and homelessness;
- substance abuse; and
- teen pregnancy.

Social work organizations are designed to help people address these societal issues through a variety of service delivery approaches. Social workers also play a role in the development and implementation of policies and laws that impact these social issues.

Program Goals

Our social work program has three goals that define the purpose of the program. They are:

► **Goal 1: Prepare students for competent generalist social work practice and the pursuit of advanced practice graduate social work education.** We use the same definition of generalist social work practice as the Council on Social Work Education (CSWE)—that “*Generalist practice is grounded in the liberal arts and the person and environment construct*” and that in order “*to promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice*” (CSWE, 2008, Educational Policy B2.2).

In planning for the graduate education of our students we use the definition of advanced practice used by CSWE—that “*Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration*” (CSWE, 2008, Educational Policy M2.2).

► **Goal 2: Lead students to a reflective appreciation of the history, philosophy, and values of the social work profession and from this appreciation develop in them a concern and compassion for populations-at-risk, an understanding of the conditions and factors that impact these groups, and an appreciation of the strengths and resilience they possess.** The program focuses on the development of this goal by building a historical knowledge base on which students can assess their own worldview and value base. Throughout the curriculum the program stresses the importance of multilevel interventions and the need for competence in micro (individual), mezzo (group/family), and macro (community/policy) system interventions.

► **Goal 3: Use local and state social and fiscal conditions as a laboratory to promote student understanding of, and competent promotion of, social and economic justice.** This goal is met, in large part, by bringing instances of injustice into

the student's immediate awareness. We place emphasis supporting students in their role as active advocates of change and on identifying and building on the diverse and unique strengths they presents in this capacity. The College is located within the uniquely diverse county of Napa. Issues of special interest to the program are the needs of the Latino community (particularly the needs of the migrant worker), issues of poverty as they affect children, the elderly, and families within our communities.

Due to the unique needs of the local community, the program highly encourages students to become bilingual. Fortunately, almost half of the program's students are bilingual, with some being trilingual.

As declared in the program's mission statement, the social work program has as its primary objective to prepare student's to enter the profession as competent generalist social work practitioners. This primary objective supports the mission of Pacific Union College, which seeks to prepare its students for fellowship with God and service to Him through service to humanity.

Program Student Learning Outcomes

In addition to the Department of Psychology and Social Work's 2 Student Learning Outcomes (D-SLO's), "Demonstrate respect for the core department values of free inquiry, diversity, responsible citizenship, and service to God and Humanity" and "Demonstrate recognition of the moral tensions, and appreciation of the common values, between the professions and the Christian faith," the Social Work Program has 10 Student Learning Outcomes (SLO's) that support its mission and goals to train students as competent generalist social workers, ready for beginning professional practice in accord with the standards of the Council on Social Work Education and for the pursuit of graduate social work education. These SLO's provide the standard by which student outcomes are evaluated. By graduation, students will:

Social Work Program SLO's

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, small groups, families, groups, organizations, and communities.

Our ten SLO's are taught and monitored throughout the core and cognate social work courses, Social Work Education Assessment Project (SWEAP) tools, Generalist Pre-practice Competency, Senior Exit Survey, and the general education curriculum measurements. Final assessment of each student's level of attainment of the 10 Program SLO's is accomplished using the SWEAP Field/Practicum Placement Assessment Instrument (FPPAI)—one completed by the student's field instructor and a second FPPAI completed by the student.

Social Work Curriculum

The social work program at Pacific Union College is a Council on Social Work Education-accredited program and the curriculum is in line with the guidelines established by this accrediting body. According to the Council on Social Work Education:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities (Council on Social Work Education, 2008).

The curriculum design of the BSW program at Pacific Union College addresses the *liberal arts perspective and methods for practice with individuals, families, groups, organizations, and communities* through its own unique general education and social work courses consistent with the mission of the college and social work program. The majority of practice content areas (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 education) are infused through-out the social work curriculum, providing the student with an overall understanding of the relevancy of these issues to all aspects of generalist practice.

The social work curriculum (not including general education courses) at Pacific Union College is composed of a compilation of required social work courses and a number of related cognate courses. Students are also expected to complete *8 elective hours* to be selected in consultation with their advisor. Students are strongly encouraged to review the following courses for consideration in fulfilling this requirement: *Cultural Anthropology, Introduction to Sociology, Assertive Behavior, The Family, Conflict Resolution and Relationship Skills, Death and Dying, Gender Issues, and/or Spanish language courses offered by the Modern Languages Department*. As is the case in many professions, being bilingual is a highly valued skill in the field of social work.

A total of *192 quarter* hours are required for graduation. Students are encouraged to work closely with their faculty advisor to assure proper selection of courses and to develop a personalized educational plan.

Students are required to have/seek practical experience in service or social work areas, either as a volunteer or as a paid position. The supervisor of this experience is to be one of the student's references when they apply to the program in their junior year. The Angwin community offers several opportunities for students interested in community service.

The Table on the following page provides the student with an understanding of how the liberal arts and cognate courses support the professional foundation of the social work curriculum.

Relationship of B.S.W Goals and Student Learning Outcomes to Required Courses

| PROGRAM GOALS | STUDENT LEARNING OUTCOMES | REQUIRED SOCIAL WORK COURSES | |
|--|--|--|---|
| Goal 1: <i>Prepare students for competent generalist social work practice and the pursuit of advanced practice graduate social work education.</i> | <ol style="list-style-type: none"> 1. Identify as a professional social worker and conduct oneself accordingly. 2. Apply social work ethical principles to guide professional practice. 3. Apply critical thinking to inform and communicate professional judgments. 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. 6. Engage in research-informed practice and practice-informed research. 7. Apply knowledge of human behavior and the social environment. 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 9. Respond to contexts that shape practice. 10. Engage, assess, intervene, and evaluate with individuals, small groups, families, groups, organizations, and communities. | PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 341 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488 | General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences "Racial" and Ethnic Relations American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Program Evaluation I Program Evaluation HBSE I and II Practice Theory I, II, and III Social Welfare Policy & Contemporary Social Issues Field Experience I, II, and III Integrative Field Seminar I, II, and III |
| Goal 2: <i>Lead students to a reflective appreciation of the history, philosophy, and values of the social work profession and from this appreciation develop in them a concern and compassion for populations-at-risk, an understanding of the conditions and factors that impact these groups, and an appreciation of the strengths and resilience they possess.</i> | <ol style="list-style-type: none"> 2. Apply social work ethical principles to guide professional practice. 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. | PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488 | General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences "Racial" and Ethnic Relations American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Program Evaluation I HBSE I and II Practice Theory I, II, and III Social Welfare Policy Field Experience Integrative Field Seminar |
| Goal 3: <i>Use local and state social and fiscal conditions as a laboratory to promote student understanding of, and competent promotion of, social and economic justice.</i> | <ol style="list-style-type: none"> 4. Engage diversity and difference in practice. 5. Advance human rights and social and economic justice. 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 9. Respond to contexts that shape practice. 10. Engage, assess, intervene, and evaluate with individuals, small groups, families, groups, organizations, and communities. | PSYC 121 PSYC 322 PSYC 358 PSYC/SOWK 368 PYSC/SOWK 394 PSYC/SOWK 490 SOCI 355 SOCI/SOWK 232 SOWK 121 SOWK 275 SOWK 340 SOWK 341 SOWK 376 & 377 SOWK 382, 383, & 465 SOWK 468 SOWK 476, 477, & 478 SOWK 486, 487, & 488 | General Psychology Research Design Abnormal Psychology Principles of Counseling Colloquium Issues in Religion, Ethics, & the Human Sciences "Racial" and Ethnic Relations American Social Problems Introduction to Social Work History & Philosophy of Social Welfare Institutions Writing for Program Evaluation I Program Evaluation HBSE I and II Practice Theory I, II, and III Social Welfare Policy Field Experience Integrative Field Seminar |

Required and Elective Social Work Course Descriptions

LOWER DIVISION COURSES:

SOWK 121 INTRODUCTION TO SOCIAL WORK

Introduction to the profession of social work and social interventions. Fields of practice, practice methods, and the knowledge, values, ethics, and skills of the profession. Focus on social work and populations-at-risk and issues of human diversity. Open to all students interested in the profession of social work and social interventions.

3 Credits

SOWK 126 ASSERTIVE BEHAVIOR

Emphasis on developing basic skills and confidence in clarifying one's desires or needs and communicating them to others in socially acceptable and effective ways. Learning through role playing, discussion, and setting personal goals.

2 Credits

SOWK 214 THE FAMILY

Exploration of the meaning and functions of family systems. The adjustments of premarriage, marriage, and family living viewed as a system, with focus on skills designed to establish and maintain the family institution.

4 Credits

SOWK 227 CONFLICT RESOLUTION & RELATIONSHIP SKILLS

Skill development in self-understanding and in relating effectively with others. Provides tools for effective communication and conflict resolution. Applicable to personal, work, and social relationships.

3 Credits

SOWK 232 AMERICAN SOCIAL PROBLEMS

An introduction to major social problems in current American society. Causality, current dynamics, and projections on the future climate of social change related to crime, violence, population, environment, family issues, discrimination, social and economic justice, and health care.

4 Credits

SOWK 260 DEATH AND DYING

Focuses on bio-psycho-social, cultural and spiritual factors related to death and dying. Includes a review of the physical aspects, agencies and institutions involved in the death process; legal issues; psychological theories of grief and mourning; and cultural, spiritual, and religious death rituals and beliefs. Also emphasizes support for professional crisis workers (e.g. police, firefighters, nurses, doctors, and ministers) and traumatic stress responses to disasters.

4 Credits

SOWK 275 HISTORY AND PHILOSOPHY OF SOCIAL WELFARE INSTITUTIONS

Exploration of changing value systems and philosophies and the attempts of society and social welfare institutions to meet human needs. Examination from both historical and current perspectives. Prerequisites: SOWK 121, PLSC 124 and HIST 101+102 or HIST 134+135.

3 Credits

UPPER DIVISION COURSES**PSYCH 322 RESEARCH DESIGN**

Methods of inquiry in the behavioral sciences from conception of idea to analysis of data. Includes the experiment, survey research, observational methods, and program evaluation. Three lectures and one laboratory per week. The laboratory introduces the student to the Statistical Package for the Social Sciences (SPSS). Prerequisites: PSYC 121, STAT 222.

4 Credits

PSYC 358 ABNORMAL PSYCHOLOGY

Overview of psychological disorders: description of symptoms, course of the disorder, etiology, and treatment. Includes survey of current biological and behavioral research in psychopathology and behavioral disorders. Prerequisite: PSYC 121. Recommended prerequisite: PSYC 344.

4 Credits

SOCI 355 "RACIAL" & ETHNIC RELATIONS

History of ethnic groups in the United States. Ethnic groups studied include African Americans, Jewish Americans, American Indians, Asian Americans, Latin Americans, and European Americans. The nature of prejudice and discrimination, especially as evidenced in contemporary American racial problems; possible solutions of group conflict.

3 Credits

SOWK 340 WRITING FOR PROGRAM EVALUATION I

Introduction to program evaluation with an emphasis on the writing process. Prerequisites: ENGL 101+102. Corequisite: PSYC 322. Enrollment limited to junior B.S.W. majors, or those who have permission of the instructor. Repeatable for credit at the approval of the department.

1 Credit

SOWK 341 PROGRAM EVALUATION

Emphasis on the process of carrying out a program evaluation project and the dissemination of findings. Prerequisites: COMM 105, PSYC 322, and SOWK 340.

2 Credits

SOWK 342 WRITING FOR PROGRAM EVALUATION II

Extensive re-writing of a student's program evaluation project in preparation for presentation to program staff and the broader practice community. Prerequisite: SOWK 341.

1 Credit

SOWK 368 PRINCIPLES OF COUNSELING

A prepractice introduction to the work, ethical issues, and theories of counseling. Emphasis on establishing a beginning personal philosophy of counseling. Prerequisite: PSYC 121. Recommended prerequisite: PSYC 344 or 358.

4 Credits

SOWK 376 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

The bio-psycho-social factors that impact or influence behavior from infancy through young adulthood from the person-in-environment perspective. Focus

on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisites: SOWK 275, BIOL 223, PSYC 121.

3 Credits

SOWK 377 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

The bio-psycho-social factors that influence behaviors of individuals from young adulthood through the elder years from the person-in-environment perspective. Focus on the assessment process in generalist practice, with special attention to cultural awareness and factors of human diversity. Emphasis on research relevant to social work practice. Prerequisite: SOWK 376.

3 Credits

SOWK 382 PRACTICE THEORY I

Emphasis on the generalist model of practice with focus on work with individuals. The micro level of intervention as it relates to client engagement, problem assessment, data collection, goals, strategies, action, and evaluation to help the client or client system resolve problems. Three lectures and one laboratory per week. Prerequisites: SOWK 368, 376, 377. Enrollment limited to B.S.W. majors who have obtained or are eligible for admission to the Social Work Program.

4 Credits

SOWK 383 PRACTICE THEORY II

Emphasis on the generalist model of practice with small groups and family systems. The mezzo level of intervention as it relates to group goals, structure, dynamics and processes. Focus on development of basic mezzo skills and techniques in working with groups and families of various composition and age. Three lectures and one laboratory per week. Prerequisites: SOWK 368, 376, 377, 382. Enrollment limited to B.S.W. majors.

4 Credits

SOWK 390 GENDER ISSUES

Historical, biological, sociological, cultural, and psychological impacts on gender issues, both male and female. Significant emphasis on the effects on the individual, family, workplace, community, and society. Breaking stereotypes and barriers.

3 Credits

SOWK 394 COLLOQUIUM

Topics of current interest in social work and psychology. Includes guest speakers, progress reports on student and faculty research, and presentations on current professional issues. Required for all department majors during each quarter of the sophomore and junior years. Prerequisite: PSYC 121. Repeatable to a maximum of 6 times (1.2 credits).

1 Credit

SOWK 465 PRACTICE THEORY III

Basic knowledge at the macro level necessary for functioning effectively in generalist social work roles. Focus on problem-solving methods for desired change within generalist practice; organizations and communities as they promote, restore, maintain, and enhance social functioning. Emphasis on community organization with diverse populations and on research techniques. Prerequisite: SOWK 382, 383. Enrollment limited to B.S.W. majors.

4 Credits

SOWK 468 SOCIAL WELFARE POLICY AND CONTEMPORARY SOCIAL ISSUES

Focuses on policy analysis, critical thinking and current political issues at the state and federal levels as they impact diverse client populations. Explores the active role of the generalist social worker in this process. Prerequisite: SOWK 275, ECON 261.

3 Credits

SOWK 476 FIELD EXPERIENCE I

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 382. Corequisites: SOWK 383 and 486. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

5 Credits

SOWK 477 FIELD EXPERIENCE II

A placement of 120 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 476. Corequisites: SOWK 465 and 487. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

4 Credits

SOWK 478 FIELD EXPERIENCE III

A placement of 150 clock hours in an approved social service agency with emphasis on integration and active use of content from all areas of the curriculum. Prerequisite: SOWK 477. Corequisite: SOWK 488. Enrollment limited to senior B.S.W. majors with Full Acceptance into the Social Work Program or Provisional Acceptance (Prerequisite Coursework) and an approved plan of action. Qualifies for IP grading.

5 Credits

SOWK 486 INTEGRATIVE FIELD SEMINAR I

A seminar to facilitate the transition from theory to practice. Corequisite: SOWK 476. Qualifies for IP grading.

1 Credit

SOWK 487 INTEGRATIVE FIELD SEMINAR II

A seminar to facilitate a continued integration of theory and practice issues. Prerequisite: SOWK 486. Corequisite: SOWK 477. Qualifies for IP grading.

1 Credit

SOWK 488 INTEGRATIVE FIELD SEMINAR III

A seminar designed to provide opportunity for practicum students to exchange learning from their field settings. Emphasis on continued integration of theory and practice issues, with particular emphasis on team consultation skills. Prerequisite: SOWK 487. Corequisite: SOWK 478. Qualifies for IP grading.

1 Credit

SOWK 490 ISSUES IN RELIGION, ETHICS, AND THE HUMAN SCIENCES

Exploration of tensions in belief, conduct, and identity that arise from being both a Christian and a person changed through contact with the human sciences. Special attention to issues for Christians entering professions in psychology and social work. Prerequisite: PSYC 121. Open to senior majors in the Psychology & Social Work Department and to others by permission of the instructor.

4 Credits

SOWK 495 INDEPENDENT STUDY

Enrollment limited to advanced students wishing to do independent research on a specific topic of current social work interest and its implication for integrative practice.

1-3 Credits

Transfer Credit

Policies which affect transfer students throughout the college also affect students in the social work program. *Please refer to the Pacific Union College General Catalog for general transfer credit information.* Students who transfer to Pacific Union College as social work majors from *C.S.W.E. accredited programs* must have their transcripts evaluated by the Social Work Program Director. Transcripts will be assessed to determine what courses will be accepted for credit towards the professional foundation curriculum. Syllabi and other forms of information are generally requested by the Program Director to assist with this process.

Courses from *non-accredited social work programs* will be reviewed by the Director and faculty to determine if they meet all the required standards established by the program in that area of the curriculum. Students will be asked to present the Social Work Program Director a copy of the course syllabi, bulletin copy, other supporting materials, and a written request to accept the transfer for credit. The Program Director and faculty will review each course based on a review of the course objectives, content outline, learning activities, theoretical frames of reference, and bibliographies. Qualifications of the instructor will also be reviewed. Students will be informed in writing of the decision of the program within 2 weeks of submission of the special request. Field practicum courses *may NOT* be transferred from an unaccredited to an accredited program.

Students *cannot* receive course credit for life experience or former social service agency work. In addition, upper division credit is not allowed for junior college courses or for courses numbered as lower-division credit at another senior college or university (see *Pacific Union College General Catalog*). This said, the student may be granted credit for having met a given major or G.E. graduation requirement through the successful completion of such courses.

Students should refer to the *Pacific Union College General Catalog* for information regarding Credit by Examination. *No credit* by examination is available for required core social work courses. Please contact the Records Office for information regarding courses where credit by examination and advance standing is available.

Students should contact the Records Office to determine what transfer credits will be accepted as meeting general education and social work course requirements.

Program Admissions Process and Academic Standards

The social work program at Pacific Union College recognizes the mission and commitment of the profession in providing services to the socially and economically disadvantaged, populations-at-risk, and other minority groups. In the interest of serving the diverse populations found within our society, the social work program places an emphasis on recruiting, and retaining, majors who reflect and/or value these diversities. *Therefore, the social work program is committed to equal opportunity for eligible students of any age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.*

Students applying to the BSW program must follow the process outlined below as they begin their junior-level coursework in order to be considered for admission. Please consult with the Program Director for any further clarification of this procedure.

1. **Complete the Program Admissions Packet.** The student must complete the admissions packet in its entirety and present it to the admissions committee *by the deadline provided*. The packet includes:
 - a) **Admission Application.** The Student must complete the admissions application included in the packet. All applications must be signed and dated.
 - b) **Reference Letters.** Three letters of reference must be completed on standardized forms provided by the program. One letter of reference must be from a person who supervised the student a minimum of 30 hours in a social work or social service position.

Upon completion, the admissions packet should be given to the Program Director by the scheduled deadline. It is the student's responsibility to ensure that all materials are completed and turned in for review prior to the application deadline.

2. **Complete the Personal Admissions Interview.** The Program Director will schedule the student for a personal interview with the Social Work Program Admissions Committee. The Admissions Committee is comprised of the Program Director, Field Coordinator, and as many other program faculty as are available. The Program Director sets the deadlines for the process each year, schedules the meetings, organizes the paper work, but it is the Admissions Committee that assigns admission status. The junior/senior advisor will work with students who are given Provisional Acceptance in order to help them locate resources that might assist them in the process of obtaining Full Acceptance.

ACADEMIC STANDARDS (ADMISSION)

The admissions committee will review the following academic standards when evaluating the student for admission to the professional Bachelor of Social Work Degree Program.

1. **Successful Completion of Required Pre-Requisite Courses.** These courses include:
 - BIOL 223: Medical Terminology;
 - COMM 105: Speech Communication;
 - ECON 261: Macroeconomics;
 - ENGL 101: College English;
 - ENGL 102: College English;
 - PLSC 124: Introduction to American Government;
 - PSYC 121: General Psychology;
 - SOWK 121: Introduction to Social Work;
 - SOWK 232: American Social Problems; and
 - SOWK 275: History and Philosophy of Social Welfare Institutions.“Successful” completion of a course requires a grade of C- or higher.
2. **Demonstration of Satisfactory Course Performance.** The student must maintain a minimum overall grade point average (GPA) of 2.25. The student must also maintain a minimum major GPA of 2.5 (core and cognate courses). Core and cognate courses with grades below C- will not fulfill major requirements and such courses not passed with a C- or better (including withdraws for failing to meet the C- standard) can be repeated only once.
3. **Demonstration of Effective Oral Communication Skills.** In addition to successful completion of the general education communication requirement, this skill area will be evaluated through active participation in social work courses, class presentations, and the personal admissions interview.
4. **Demonstration of Effective Written Communication Skills.** In addition to successful completion of the general education communication requirement, this skill area will be evaluated by the successful completion of written content in social work courses and review of the admission application.
5. **Demonstration of Attitudes, Behaviors, Mental Health, and Ethics Appropriate to the Social Work Profession.** Any concerns regarding problems in this area will be a factor for review by the admissions committee and may impact the student’s admission or continuation in the program. Specific areas for review include, but are not limited to concerns identified in the letters of reference, classroom behavior, pre-practice competency evaluations, derogatory actions or statements related to issues of diversity, plagiarism, cheating, and any violation of, or inability to fulfill, the NASW Code of Ethics (National Association of Social Workers, 2008).

Social work is a helping profession and requires the emotional stability of professionals working within the field. Because of this, students must demonstrate personal behaviors that indicate an emotional and psychological stability that will allow them to perform appropriately and effectively within the social work field (National Association of Social Workers, 2008). If concerns arise regarding the student's ability to manage personal conflicts or issues, the Admissions Committee might deny program admission to the student. If this happens, the student can ask a social work faculty member to help them locate resources that might help with their area of need.

6. **Work or Volunteer Social Work/Social Service Experience.** One letter of reference must be from a person who supervised the student a minimum of 30 hours in a social work or social service position. Final determinations of work/volunteer experience as "social work or social service" will be made by the admissions committee.

ADMISSIONS STATUS

The Admissions Committee will evaluate each student based on the academic standards outlined above and take action accordingly. Failure to meet all academic standards will likely result in a one year delay in entering Field Experience. Only students with Full Acceptance, or Provisional Acceptance: Prerequisite Coursework with an approved plan for completing outstanding coursework and completion of Practice Theory I with a grade of C- or higher, will be allowed to apply for Field Experience. Students will be given notification of acceptance status as described below.

1. **Full Acceptance.** This status will be provided to students who meet all the academic standards and are accepted into the program without reservation.
2. **Provisional Acceptance.** This status will be assigned to students who do not meet the standard of acceptance in one or more of the following areas, but demonstrate a willingness and capacity to make needed changes and/or make up missing coursework, and meet all other program academic standards.

Prerequisite coursework. This status will be assigned to students who are *lacking one or more of the required prerequisite courses.* The student, in conjunction with their academic advisor, is to develop a plan of action that details when each missing prerequisite course will be taken. Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Oral Communication. This status will be assigned to students whose *difficulty communicating orally poses a potential threat to effective*

professional practice while working with vulnerable populations, but who demonstrate a willingness and capacity to improve/change. Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Written Communication. This status will be assigned to students whose *difficulty communicating in writing poses a potential threat to effective professional practice while working with vulnerable populations, but who demonstrate a willingness and capacity to improve/change.* Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

Behavioral. This status will be assigned to students whose *behavior (e.g., chronic tardiness to class, late/missing assignments, or despondence resulting in an inability to engage effectively with classmates/teachers/clients) poses a potential threat to effective professional practice while working with vulnerable populations and/or threaten the reputations of field agencies and the PUC social work program, but who demonstrate a willingness and capacity to change.* Review of this status will take place on a quarterly basis as long as the student is actively pursuing a BSW degree at Pacific Union College. Students are advised to ask a social work faculty member to help them locate resources that might help with their area of need. Failure to take adequate action will likely delay or block entry into a social work internship and completion of the BSW degree.

3. **Denial.** The Admissions Committee may deny the student acceptance into the social work program for failure to meet the academic standards, as evaluated by the committee. Students who have been denied by the Admissions Committee may not enroll in Field Experience courses.

Students who are denied admission are encouraged to work with their academic advisor and the Program Director to discuss if seeking resources in their area of need might lead to admission into the program.

ACADEMIC STANDARDS (RETENTION)

After students are admitted to the social work program, they must continue to meet the following academic standards:

1. Maintain a minimum overall GPA of 2.25 and a minimum mean GPA of 2.5 in core and cognate courses. Students falling below this standard will lose their admissions status and have to reapply to the program once their GPA is back within the standard. There is one acceptance to this rule. Students who drop below the GPA standard while logging in hours at an internship will be granted one quarter of probation without losing their admission status. If the student is not able to bring their GPA within the standard he/she will lose their admission status, be withdrawn from their internship, and have to reapply for admission into the program. Students must bring their GPA within the standard before they can graduate from the program.
2. Pass all core and cognate courses with a C- or better *and* pass all such courses on the first or second attempt (including withdraws for failing to meet the C-standard).
3. Uphold the N.A.S.W. Code of Ethics, with particular attention to validating the dignity and worth of ALL people, as demonstrated through attitudes, behaviors and practice within both the classroom and field work settings;
4. Meet with academic advisor at regularly scheduled intervals for advisement purposes; and
5. Maintain satisfactory progress through required courses, with no apparent barriers that preclude the student from completing upper division course work and field placement portions of the program. This could include attitudes, behaviors, mental health issues, and/or other personal problems and issues that might prevent students from meeting the responsibilities required for satisfactory progress and providing effective professional service to vulnerable populations.

Students who fail to maintain the requirements outlined in the academic standards for retention may be suspended or terminated from the program based on a review of the matter and subsequent decision by the Admissions Committee. Termination from the program prevents completion of the BSW degree.

Appeal Process

Students may appeal any decisions of the Admissions Committee by following the Grievance Policies and Procedures as outlined in the *Pacific Union College General Catalog*. Please contact the Program Director for further clarification of this process.

Financial Aid

Students requiring financial aid are directed to *Student Financial Services* at (707) 965-7200 or <http://www.puc.edu/campus-services/student-finance/home>. The Student Financial Aid Services staff will assist students in applying for gifts, aid, scholarships and grants for which they may be eligible.

The Social Work Program Director may also have information regarding funding sources specifically focused in the area of social work. Information regarding these sources will be posted in the Psychology and Social Work Department, as available.

Beta Alpha Chapter of Phi Alpha Honor Society

The social work program at Pacific Union College is the Beta Alpha Chapter of the Phi Alpha Honor Society. Phi Alpha is the National Social Work Honor Society for social work students who reach the eligibility standard of a 3.0 overall G.P.A. and a 3.25 G.P.A. in social work courses, among other requirements. Induction into the honor society will be held at scheduled times throughout the year.

Officers for the Beta Alpha Honor Society will be elected annually by club members. Activities and projects will be planned by the officers in conjunction with their faculty advisor. Appointment of the advisor will be made by the Social Work Program Director.

Social Work Club

The Social Work Club is organized for all majors, prospective majors, and others who are interested in social work. The Club provides an opportunity for socialization and association with others of the same professional interests and goals.

The Social Work Club is a registered club on campus and while it is sponsored by the social work program, it is organized and operated by the students. The Social Work Club advisor is a social work faculty member appointed by the Social Work Program Director. The advisor meets regularly with the officers to provide guidance and consultation.

Projects that the Club has been involved in include:

- Assist with management of the Social Work Program Angwin Food Pantry;
- Field trips to social work settings;
- Volunteer work;
- Newsletter production;
- Fundraising;
- Assistance with recruitment;
- Input into program evaluation;
- Networking and socialization;
- Attending conferences and seminars;
- Public speaking;
- Community projects;
- Demonstrations at the State Capital;
- Voter registration drives; and
- Christmas gift project for low-income families.

Each year the Club advisor invites an actively involved social work major to serve as Club president. The president then works to fill other offices social work majors who are willing to make a one year commitment to one of the Club positions.

PRESIDENT

- Represents students on the Social Work Advisory Board.
- Schedules, plans and leads officers' meetings.
- Provides Program Director with input or student representation on various projects.

VICE-PRESIDENT

- Manages Angwin Food Pantry food distribution process.
- Assists President with activities and projects, as delegated.
- Assumes President's duties and responsibilities during absence.
- May chair various subcommittees as assigned. Must provide effective follow-through.

SECRETARY/TREASURER

- Coordinates Club fundraising activities.
- Provides documentation of club and officers' meetings.
- Monitors Social Work Club account at the Business Office. This includes an accurate accounting of credits and debits.

SOCIAL VICE/PASTOR

- Provides leadership in the development and scheduling of activities and projects, and providing encouragement for student participation in scheduled activities.
- Coordinates worship for the Club.
- Processes paperwork for worship credit through Student Services.

PUBLIC RELATIONS/EDITOR

- Assists Social Vice with planning of Club activities and projects.
- Provides notification to social work majors of upcoming events, activities and projects. Must keep accurate list of majors, with addresses and telephone numbers, in coordination with the Program Director.
- Publicizes ways for students, faculty, and staff to support the Angwin Food Pantry.
- Promotes social work club activities.
- May publish a social work newsletter.

Consecration Service

Each year a social work Consecration Service is held for seniors completing their field experience. This ceremony dedicates their professional life to Christ through service to those in need. The Program Director coordinates the service with the seniors during Spring Quarter. The consecration service is held Friday afternoon of graduation weekend in Scales Chapel, with all students, family, board members, field instructors, administrators and faculty invited.

Student Rights

The Pacific Union College Student Handbook (http://www.puc.edu/__data/assets/pdf_file/0019/13474/PUC-Stdnt-Hndbk.pdf?zscb=731628) outlines student rights and responsibilities. This handbook is provided to each student upon entering the college and covers all aspects of campus living. The *Pacific Union College General Catalog* also has a section on *Student Life and Services* that addresses these issues.

All students officially accepted into the Social Work Program have certain rights afforded to them. They include the following:

1. Students have the right to a faculty advisor and consistent faculty advisement.
2. Students have the right to membership in the Social Work Club.
3. Students have the right through the Social Work Club President, to provide input to the Social Work Advisory Board and to the Program Director, Field Coordinator, and program faculty through the Social Work Club and individual meetings.
4. Students have the right to inform their advisor and/or the Program Director of any concerns related to their educational process. Suggestions and input related to the program are welcome at any time. *A copy of the 2008 Educational Policy and Accreditation Standards is available at <http://www.cswe.org/File.aspx?id=13780>.*
5. Students have the right to evaluate each class and its instructor.

PUC offers many opportunities for students to organize and join associations to promote their common interests, serve the community, represent student opinion, and provide opportunities for student leadership. The *Campus Chronicle* is the campus newspaper that also offers students a forum to express their opinions concerning policies affecting academic and student affairs.

Students interested in organizing a new club or association should contact the *Student Affairs Office* for the policies and regulations related to this process.

College Grievance Procedures

Social work students should follow the grievance policies and procedures developed by Pacific Union College. Students should refer to the *Pacific Union College General Catalog* (<http://www.puc.edu/academics/general-catalog>) for an outline of the procedures.

Advisement

The advisement process is designed to help the student have a successful educational experience. Academic advising begins at orientation to PUC and continues until graduation. A social work advisor is officially assigned to a student when they declare social work as their major, usually through the "change/addition of major" process. The social work faculty view the advisement process seriously and are dedicated to provide each student with the level of guidance and consultation necessary to develop a successful academic plan. It is the *student's responsibility* however, to schedule at least one appointment per quarter with their advisor.

The advisement process is designed to fulfill these major objectives:

1. Promote admission of qualified and motivated students into the Social Work Program;
2. Guide students in selecting courses in a logical and timely sequence. This includes reviewing graduation requirements and educational goals;
3. Review of grades each quarter and provide information and referrals to academic support services, as necessary;
4. Provide information and consultation on academic policies and procedures;
5. Encourage and guide students in setting career goals and objectives; and
6. Provide advocacy for the students when needed.

The advisement process provides faculty and students the opportunity to get acquainted and develop an individualized plan of study that meets the needs of each student, while fulfilling the degree requirements. In order for this process to be successful, the student should schedule regular meetings with the advisor and attend all meetings well prepared. The advisor should be available during posted office hours, but scheduling appointments helps to assure advisor availability.

Make a Good Study Schedule in 13 Easy Steps*

HOW TO PREPARE A WEEKLY SCHEDULE

1. Record all class, labs, and internship times in the appropriate day/hour blocks on your blank weekly schedule.
2. If you commute, record your travel time (in blue).
3. Record meal times if you have regular times for meals (blue).
4. Record (in blue) all regularly scheduled personal and extra-curricular activities, such as meetings, church, chores, employment, and athletics. Also record any travel time to and from these activities.
5. Record (in blue) any special things you want to do or need to do on a regular weekly basis.
6. Schedule a 15-60 minute preview time (in green) immediately before each class, whenever possible. If you have several classes in a row, preview the last class first so that you can preview the first class just before class time. Look over what you studied the night before, or the assigned readings of what's being covered in the class that day, the syllabus, and your class class's notes in preparation for the upcoming class.
7. Schedule a 5-30 minute review time (in green) immediately after your classes, whenever possible. Use this time to edit, clarify, and summarize your notes. If this is not possible immediately after class, it should be done prior to that evening's studying. You could also look over any assignments that you were given and begin to plan what and how you will do them.
8. Schedule a regular weekly review (WR) (in green) for each course at the end of the week. These may be 30-120 minutes per class to go over your objectives, lecture notes, handouts, etc. for the lectures attended during the past week. This should be scheduled before doing your reading assignments for next week's classes. If possible, do your weekly review on Friday before you begin week-end activities.
9. Try to find a 2-3 hour block of time which will be available every week to work on papers or projects (in red). If you need time to prepare for a lab, write it in red.
10. Schedule your intensive study time (in red) for each class. Ordinarily, study the night before your next day's classes. Start your study time with classes you like the least or that you aren't doing as well in. Try to study the same subjects at the same time each day or week. It is important for students to create a routine for

efficient and effective study. Use this time to do your reading, assignments, write out your objectives for the next lecture and study for quizzes and exams. The time needed will vary but usually 2 hours of study for each hour of lecture is needed. Long reading assignments should be broken up and scheduled for 2 or more different time blocks.

11. Set aside some time for daily physical activity. Research indicates that regular exercise gives you a sense of wellbeing and can reduce tension and help you face the pressure of a rigorous class, study, and work schedule.
12. Label some empty blocks of time as OPEN for emergencies (in blue).
13. Save Friday night, all day Saturday, and some of Sunday for you to relax, worship, play and to do whatever you want to do. This is your reward for sticking to your schedule during the week. However, this may have to be adjusted during midterms and finals.

* Adapted from Christ (1997)

Social Work Advisory Board

The social work program at Pacific Union College considers the Advisory Board an integral part of the program team. An overview of the Advisory Board and its purpose is described below.

OBJECTIVE: The objective or goal of the Advisory Board is to provide input and support to the faculty and Program Director for the ongoing development and administration of the accredited BSW program at Pacific Union College. The Advisory Board serves as a vital link to community services and current clinical practice.

COMPOSITION: The Advisory Board is comprised of social workers from BSW, MSW, or LCSW levels of practice and represents both the private and public sectors of service. The board includes practitioners from a variety of diverse practice settings, spanning various populations and social issues. Attempts are also made to assign members who represent diversity in the areas of micro, mezzo and macro practice. Board members are selected by the Program Director in consultation with other social work faculty. The Social Work Club President serves as a board member representing all social work majors.

APPOINTMENT: Members are appointed to board membership for a one year term, unless otherwise requested by the Program Director. Appointment to the Advisory Board is made in September of each academic year and continues through the following August.

RESPONSIBILITIES: Members are asked to attend 2 meetings each year--one the late-summer and one in the mid-winter. Every attempt is made to schedule the meetings at times convenient to the members. Members are expected to actively participate in the meetings by providing input on topics and/or issues outlined on the agenda. On occasion, materials will be sent to board members for reading prior to the meeting. Other responsibilities include, but are not limited to:

1. Making recommendations on program policies and procedures;
2. Reviewing program outcomes;
3. Providing guidance on student recruitment efforts;
4. Advising on and assisting in public relations efforts;
5. Making curriculum development recommendations;
6. Providing guidance on current practice competencies; and
7. Making recommendations on accreditation/CSWE issues.

Subcommittees may be formed from the advisory board members to address issues needing more in-depth study.

STRUCTURE: The Program Director is responsible for facilitating the meetings and scheduling agendas. Notification of upcoming meetings, distribution of any related materials is handled by the Program Director.

Applying to Graduate School*

GRADE POINT AVERAGE

The college GPA is the single most important factor for admission to graduate school. Graduate programs are interested in selecting applicants who will be successful. It is a basic rule of assessment that the best predictor of future behavior is past behavior. Thus, the best predictor of eventual success in graduate school is previous performance in an academic setting. College GPA is evidence not just of academic ability, but of academic and personal discipline and commitment. A student who is academically gifted, but too lazy or disorganized to turn assignments in on time is unlikely to do well in graduate school, where the emphasis is on the ability to motivate and discipline one's self.

There are actually three different "GPAs" that may be considered by a graduate school. First, and most important, is the cumulative GPA, which is the grade point average for all classes taken at the college level (yes, this includes that 8:00 a.m. survey of music class you slept through your freshman year!). In addition, admission committees will look at two other indexes of academic success to help them interpret the cumulative GPA. These are the social work GPA and the GPA for the last two years of college. These may help convince an admissions committee (in addition to good GRE scores, letters of recommendation, and other evidence) that a student with a borderline cumulative GPA has really matured and is ready for graduate-level work.

GRADUATE RECORD EXAM (GRE)

The General GRE is similar in nature to the college aptitude tests (SAT, ACT) most students take at the end of high school, though of course it is more demanding. It consists of three sections: Verbal (e.g., vocabulary, reasoning, reading comprehension); Math (e.g., algebra and geometry); and Analytic (e.g., problem solving).

The general GRE is (along with college GPA) one of the two most important criteria used in selecting students for graduate school. It can be used as a "cross-check" on GPA, since every student is asked to respond to items of roughly the same level of difficulty, whereas an "A" at one school may be the equivalent of a "B" at another school.

Because of the importance of the General GRE test, it is advisable for students to take their preparation for it seriously. There are several good GRE review books available at most bookstores. These include math and vocabulary drills and review, plus copies of full-length practice tests. Students should take several practice tests under "real"

* Adapted from The Psychology Major's Handbook (Department of Psychology and Social Work, 2011)

conditions, timed and closed book. Much of the skill involved in doing well on tests like these has to do with knowing how fast to work, which questions to invest more time on, and, most importantly, what strategies to use in attacking the different types of problems. These skills can be significantly enhanced through experience and practice.

It is a good idea that students take the General GRE by October of their senior year. Year-round computer-based testing is available at test centers worldwide. Get more GRE information on line at: <http://www.gre.org/>.

RECOMMENDATION LETTERS

Letters of recommendation are taken very seriously by graduate school admission committees. They are a primary source of information regarding those qualities and abilities which cannot be measured objectively through GPA or test scores. Graduate schools are looking for applicants who are personally mature, responsible, motivated, and who, in general, will make a positive contribution to their professional field. Responsible, enthusiastic participation in class is one of the best ways to get good recommendation letters.

Most programs will ask for three or four letters of reference. These should be from college professors, social workers, or volunteer or paid service experience. Don't assume that people will write you a positive reference; politely ask them if they feel that they know you well enough to write a positive letter. Potential references should be contacted early in the Autumn Quarter of the senior year and should be provided with your resume. Give your letter writers a list of all of the schools you are applying to (along with any specialized recommendation forms) at once. Do not give them two this week, another the next week, and three more the third week. Allow at least three weeks from the time you ask for the letter to the time it is actually mailed.

One of the advantages of a small liberal arts college like PUC is that students have the opportunity to get to know their professors personally. This is important, since a good letter of recommendation is not just positive, but concrete and specific. In order for teachers to write effective letters, students must take advantage of small class sizes to share their interests and personalities.

On the other hand, negative impressions are easily, if subtly, communicated at a small school. Consistently sleeping through class, turning in sloppy or late assignments, or getting by with minimum effort are remembered and interpreted by faculty as immaturity, laziness, or apathy. A more common problem is the student who is genuinely interested and excited by some areas of social work, but is shy or uncomfortable about sharing this interest with a teacher. Students are encouraged to take a small risk, either in class, during office hours, or at one of the many opportunities for informal teacher contact. This will not only result in more helpful letters of recommendation, but will greatly enhance the learning community of our department.

RESEARCH

Research experience of undergraduate students is an important factor when distinguishing between qualified applicants. In other words, when choosing between two applicants who both have GPAs above 3.5, GRE scores above the 90th percentile, and positive letters of recommendation, the applicant with more research experience (as opposed to the higher GPA or test score) is more likely to be selected. Research experience can also significantly help the applicant whose grades or test scores may be a little below the average graduate school applicant.

One of the strengths of the Social Work Program at PUC is that we require all of our students to take Statistics, Research Design, Writing for Program Evaluation I, and the Program Evaluation course. The "Statistical Package for the Social Sciences" (SPSS), a powerful computer based program for the statistical analysis of research, is taught in Research Design. Mastery of this program is looked upon quite favorably by graduate school admission committees. By the end of these courses the social work student will have designed, carried out, and written up his or her own program evaluation project.

Students interested in further research experience may consider applying to the honors program in their freshman or early in their sophomore year. This program is designed to enrich the studies of academically motivated and qualified students. Many of the general education requirements are met by taking the core honors classes, which follow more of a seminar format. In the senior year students complete an honors research project. The benefits of this program include an enhanced liberal education experience, a second, structured, research experience, and the designation "With Honors" on the diploma and transcript. All of these will add to the credentials of the potential graduate school applicant. Entrance requirements to the honors program may be found in the school catalog.

EXTRA-CURRICULAR ACTIVITIES

Student involvement in out-of-class activities has two significant benefits. First, it contributes to the development of our department community. Every year the unique pattern of personalities created by our students and faculty makes possible special and important opportunities for intellectual, social, and spiritual growth. Liberal arts education is not limited to what goes on in the classroom. Often the most important learning experiences for both student and teacher occur in informal debates or discussions carried on in hallways and office doorways, shared joy in a video or a softball game, or spiritual communion in a song or prayer. Students are encouraged to join and participate in the academic, social and spiritual life of the department outside of the classroom.

A second benefit of extracurricular participation is the opportunity it affords for allowing faculty to get to know students well enough to write helpful recommendation letters. Students who actively participate, or even better, serve as officers, in the departmental

clubs and organizations give faculty much more specific, concrete data on which to base such letters.

Social Work Club is the social and community action club of the Social Work Program. The Club is open to social work majors, prospective majors, and others who are interested in social work (see page 25 for more information).

Phi Alpha Honor Society is the national honor society in social work. Membership in it is recognized worldwide as a sign of academic achievement and commitment to academic excellence (see page 24 for more information).

Students are also encouraged to apply for student membership in the National Association of Social Workers. Student membership costs \$48.00 a year (75% off full membership rate) and includes a subscription to NASW NEWS and Social Work journal online. The National Association of Social Workers is your best connection to the ideas, information, resources, and people who will work with you to achieve your full potential as a student and as a future social work professional. After graduation, NASW continues to subsidize dues for student members. If you maintain continuous membership, you will be able to take advantage of the transitional category of membership after graduation. BSW student members who maintain continuous membership after graduation automatically enter a two-year transitional period with reduced dues of \$94 each year. Application forms are available online at <https://www.socialworkers.org/>.

VOLUNTEER AND WORK EXPERIENCE

Students are encouraged to seek some sort of practical experience during their college years. This does more than deepen classroom learning or improve the graduate school application (although it will do both of these). It serves to emphasize one of the primary goals of the Department of Psychology & Social Work – service to God and humanity. Educated students are those who not only can use knowledge to understand their world, but have the commitment to use their knowledge to make the world better. For example, volunteer opportunities are available at the Angwin Food Pantry. In addition, the Student Association often makes available opportunities to work with the homeless population in San Francisco or Berkeley or prison inmates in Vacaville.

In addition to these community service opportunities, the Department of Psychology & Social Work hires several students every year to work as readers and laboratory assistants. These jobs give students a greater exposure to social work, experience in research and teaching, and allow department faculty to get to know them better. These positions usually go to students who have demonstrated maturity, independence, self-motivation and academic accomplishment. Interested students who feel themselves to be qualified should inquire with the department chair.

TIMETABLE FOR GRADUATE SCHOOL

Freshman Year

- Take Freshman level required introductory social work and cognate courses.
- Concentrate on General Education classes, and take these seriously! Remember, the first purpose of college is to become liberally educated, and Graduate Schools are looking for these kinds of applicants. History of Western Art is as important as Introduction to Social Work. DO NOT SHY AWAY FROM MATH, SCIENCE AND WRITING CLASSES.
- If you meet the requirements, seriously consider the Honors Program. This has the potential to enhance your liberal education, and provide you with another opportunity to do research in your senior year.
- Take care of your grade point average. Don't get depressed over "C's," but concentrate on improving your grades every quarter. Remember, you are aiming for a minimum GPA between 3.2 and 3.5, so eventually you will need to get mostly "B's" and "A's."
- Get involved in the life of the department community. Join the Social Work Club.
- Attend activities and volunteer to work on special projects, even if it's just organizing Angwin Food Pantry activities or Social Work Club car washes. Don't worry if you do not feel like one of the "insiders" just yet, that will come in time. The faculty and older students want to get to know you (and you want them to know you!)
- Talk to faculty and older students about career options in social work.
- Apply for student membership in the National Association of Social Workers (socialworkers.org).

Sophomore Year

- Start a file box in which you will put important information for Grad School. Save notes on your activities and accomplishments for your resume. Locate and save information on possible interest areas in social work. Save the syllabi from your major courses and save copies of major term and research papers.
- Visit helpstartshere.org and explore specific areas of social work you might be interested in. Talk to professors who may have special knowledge or interest in those areas.
- Regularly read current issues of social work journals. Note current problems and topics.
- Join the Phi Alpha Honor Society (if eligible). An undergraduate student is eligible for membership after achieving the following national requirements:
 1. Declare social work as a major;
 2. Achieve sophomore status;
 3. Complete 12 quarter hours of required social work courses;
 4. Achieve an overall grade point average of 3.0 (on a 4.0 scale); and
 5. Achieve a 3.25 grade point average in required social work courses.

- Take Statistics. Try especially hard to get a good grade ("B" or "A") in statistics - it's important.
- Take Colloquium all 3 quarters to meet current graduate students and professionals in the field of psychology and social work and talk to them about their experience. Start thinking about the graduate programs you might be interested in.
- Try to arrange for some service or social work related experience for this summer or next year. Examples include group home worker, crisis line volunteer, Homeless Ministries, Angwin Food Pantry. Look for a setting where you can demonstrate your interpersonal maturity and skills, and get supervised by a social worker (or at least some licensed mental health worker).
- Review your progress with your advisor. Will your GPA be over 3.0 by the end of your sophomore year? If not, assess the reason and work on improvement.

Summer Between Sophomore and Junior Year

- Consider taking one or two General Education Courses in summer school.
- If you need to work, try to find a job that relates in some way to your area or population of interest (e.g. children).
- If you are thinking of a career in human services, consider a volunteer placement for a few hours a week in a community agency.

Junior Year

- Apply for admission into the Social Work Program. This process, along with the application paperwork, is talked about during your HBSE I course.
- Start the research sequence (Research Design and Writing for Program Evaluation I). Develop a sense of the joy of discovery in research; it will make things easier for you, and you will do a better job. If you do a good job on your program evaluation project you will be able to submit it for presentation at a social work conference.
- Check with your advisor and the Graduation Analyst to make sure you are on the right track for graduation.
- Look into Master of Social Work (MSW) programs at the Council of Social Work Education (CSWE) website (<http://www.cswe.org/Accreditation/Accredited-Programs.aspx>). Start identifying programs you might be interested in attending. Pay attention to the competitiveness of the program, the strictness of the admission standards, the emphasis in the training. Make a list of programs you are interested in and when the application deadline is.
- Talk with the program's Field Coordinator about possible sites for your senior-year internship.

Summer Before Senior Year

- Request information (bulletins, brochures, financial-aid forms, application forms and areas of emphasis) from MSW programs you are considering applying to. Remember, from now on, every contact you have with a graduate school will contribute to their impression of you. This includes phone conversations with secretaries and letters requesting information. Always be polite and "mature" on the phone. Always neatly type and proofread letters. Contact many different schools! Review and organize the information carefully as you get it. Look for programs that have a "goodness of fit" with your interests and qualifications. Try to identify programs and faculty that specialize in areas you have special interest or experience in.
- Make note if the schools you are applying to require the Graduate Records Examination (GRE). If so, Google "GRE" to see about taking the exam. STUDY! STUDY! STUDY!
- The graduate school application process will take up a good chunk of your time during Autumn Quarter. It will also cost money (\$35 to \$50 per application). You are encouraged to apply to several programs. You may also want to visit some of the schools you are applying to, and this will also cost money. Don't let money stop you! All schools have a process for waiving application fees for students with demonstrable financial need. Find out if you qualify. Spend some time this summer getting money together for the application process.

September and October of Senior Year

- Consider taking a lighter load than usual Autumn Quarter. If you are serious about applying to graduate school, the time you will spend on the application, test preparation and taking process will be roughly equivalent to a 3-hour course.
- Prepare a personal resume. This will be given to faculty who write letters of recommendation for you, and might also be included in your application.
- Start narrowing down your list of graduate schools. Look for that "goodness of fit." Talk it over with friends and faculty who know you. Remember, graduate school can be competitive so you are not guaranteed admission even to schools you are qualified for (they have many more qualified applicants than slots).
- Request a student copy of your transcripts from every undergraduate institution you have attended. Check these over carefully for errors. You have time to correct these now, but you won't later.
- Contact those individuals whom you plan on having write your letters of recommendation. (You will need three to four, and two to three of these must be social workers). Ask them politely but directly if they feel they know you well enough to write a positive letter. Allow three to four weeks from the time you ask to the time the letter is actually sent.

November of Senior Year

- Finalize the list of schools you will apply to. Check the application deadlines, and post these where you will see them frequently (e.g. your bathroom mirror, cover of your notebook). Make sure you have complete application packets for all of these schools.
- Write your personal statement. Rewrite it. Show it to some people. Rewrite it again.
- Request that your GRE scores be sent to all schools you have decided to apply to if applicable.

December of Senior Year

- Prepare the final copies of your application materials. These must all be carefully and flawlessly typed. Make a complete photocopy of each application for your records. All applications should be mailed in at least two weeks before the deadline. Make sure to include necessary application fees, or arrange for a waiver based on financial need.
- Have your transcripts from all undergraduate institutions be sent to all of the programs you have applied to.
- As you get close to application deadlines, check with your recommenders and ask if they need any more information to write your letter (of course, you are really checking to see if they have sent your letter).
- Two weeks after mailing in your application materials (or a week before the application deadline) check with your schools to make sure they have received all of your materials. Be polite!

January - April of Senior Year

- Get ready for some anxious waiting. Acceptance offers probably won't come until April. You may however, get rejected before then. Rule #1: everybody gets rejected somewhere, and most people get rejected by most programs. Don't take it too hard.
- Find out the policy of each school you applied to regarding interviews. Some interview everyone, some only interview after making a "first cut," some only interview those who request one, and some don't interview at all. Read the application information first before calling to find out. Schedule interviews where appropriate, or be prepared for "surprise" telephone interviews. Anticipate likely questions and practice answering them.
- Prioritize your schools, so you will know how to respond if you get accepted somewhere. If school #3 accepts you early, don't be pressured into immediately accepting it. Thank them sincerely and politely and tell them you will get back to them. Call schools #1 and #2 to check on your status (are you still being considered?). By the beginning of April you should have heard one way or the other from all of your schools. Call any school you haven't heard from and check on your status. Don't accept any offer until you are sure it is the school you will

attend. NEVER accept an offer from more than one school. Once you accept an offer, promptly turn down all other offers. It is NOT appropriate to accept one offer, then turn it down when a "better" offer comes around. Make sure you have considered all available options before accepting an offer. Keep in close contact with your advisor during this process. It is a good idea to consult with your advisor before accepting an offer.

- If you are not accepted at any program, do not give up hope! You still have several options. These include applying to a program at a school still accepting applications for the next fall (you will be able to find several of these); take a year off and work on improving your application (GRE scores, re-taking courses with bad grades, getting social work related experience) and apply again next year; apply for graduate study or employment in some related area or field. Consult with your advisor immediately.

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NASW Code of Ethics

EFFECTIVE JANUARY 1, 1997

Approved by the National Association of Social Workers (Washington, DC)
Delegate Assembly on August 1996
(Revised 1999)
(Revised 2008)

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THE NASW CODE OF ETHICS

Overview

The National Association of Social Workers Code of Ethics is intended to serve as a guide to the everyday professional conduct of Social Workers. This code includes four sections. Section one, "Preamble," summarizes the social work profession's mission and core values. Section two, "Purpose of the Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. Section three, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide Social Workers' conduct and to provide a basis for adjudication.

Preamble

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

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

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

- Service
- Social Justice

- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the 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 of ethics is relevant to all social workers and social work students, regardless of their professional functions, the setting in which they work, or the populations they serve.

This NASW Code of Ethics serves six purposes:

- The Code identifies core values on which social work's mission is based.
- 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.
- The code of ethics is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The code provides ethical standards to which the general public can hold the social work profession accountable.
- The code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- 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.¹ In subscribing to this code, social workers are required to cooperate in its implementation, participate in NASW adjudication

¹ For information on NASW adjudication procedures, see **NASW Procedures for the Adjudication of Grievances**.

proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

This 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 code of ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances 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 professional 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, 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 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, regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise where social workers' ethical obligations conflict with agency policies, 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.

This code of ethics is to be used by NASW and by other 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 in order to allow the profession to counsel and/or 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. This code 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 equality of opportunity, access to needed information, services, resources, and meaningful participation in decision making for all people.

VALUE: *Dignity and Worth of the Person*

Ethnic 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' and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

VALUES: *Importance of Human Relationships*

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

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

VALUES: *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 profession, and (6) social workers' responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of the 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 their 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 service, risks related to the service, limits to service 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 where 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 and/or translator whenever possible.
- (c) In instances where clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with their level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances where clients are receiving services involuntarily, social workers should provide information about the nature and extent of services, and of the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic mediums (such as computers, telephone, radio, and television) should inform recipients of the limitations and risk associated with such services.
- (f) Social workers should obtain clients' informed consent before audio-taping or videotaping clients, or permitting third party observation of clients who are receiving services.

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/or supervision from persons who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area or practice, social worker 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 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' culture 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 persons who have a relationship with each other (for example, couples, family member), 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 who are 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.

** ~~Added or removed~~ by National Association of Social Workers (Washington, DC) Delegate Assembly, 2008

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 service 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 a 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 from 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 ~~or when laws or regulations require disclosure without a client's consent.*~~ 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 and, when feasible, before the disclosure is made. This applies whether social workers disclose confidential information as a result of a legal requirement or based on 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/or agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

* Revised by National Association of Social Workers (Washington, DC) Delegate Assembly, 1999

- (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 assured. Social workers should not discuss confidential information in public or semi-public 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 or limit the order as narrowly as possible and/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 computer, 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 them. 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 client access to social work records, or portions of clients' records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both the client's request and the rationale for withholding some or all of the record should be documented in the client's file.
- (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 where 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 due to 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 where 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, request 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 service performed. Consideration should be given to the client's 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 worker should explore and may participate in bartering only in very limited circumstances where 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 service, 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 they 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 worker 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 non-payment 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 service and their benefits and risks.

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 communication*** 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, ~~age, religion,~~** sex, sexual orientation, *gender identity or expression*, ~~age,~~** marital status, political belief, *religion, immigration status, and*** mental or physical disability, ~~or any other preference, personal characteristic, or status.~~**
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved social workers should pursue other avenues to address their concerns, consistent with clients well-being.

2.04 Disputes Involving Colleagues

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

** ~~Added or removed~~ by National Association of Social Workers (Washington, DC) Delegate Assembly, 2008

- (b) Social worker should not exploit clients in a dispute with a colleague or engage clients in any inappropriate discussion of a social worker's conflict with a colleague.

2.05 Consultation

- (a) Social workers should seek advice and counsel of colleagues whenever such consultation is in the best interest of clients.
- (b) Social workers should keep informed of 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 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 worker should refer clients to other professionals when other professionals' specialized knowledge or expertise is needed to serve clients fully, or when social workers believe they are not being effective or making reasonable progress with clients and 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 where 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of 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 which is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties, and which 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 worker 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, 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 Worker's 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 or 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 the 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 reflective of 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 that 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 by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 of their agencies for adequate resources to meet clients' needs.

- (b) Social workers should advocate for resources allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is non-discriminatory 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 step to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code of Ethics.

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 their implications 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 where fair personnel practices are exercised.
- (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 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, ~~age, religion,**~~ 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.

** Added or ~~removed~~ by National Association of Social Workers (Washington, DC) Delegate Assembly, 2008

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 jeopardize the best interests of those 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 of 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 persons 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 in order 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 utilize evaluation and research evidence in their professional practice.

- (d) Social workers engaged in evaluation or research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate, without undue inducement to participate, and with due regard for participants' well-being, privacy and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to them, obtain the participant's assent, and obtain 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/or archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific yield, 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 rights 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 persons professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and 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 disclosures.
- (n) Social worker 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 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 environment. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and promote social, economical, 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 the 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 persons have equal access to the resources, employment, services, and opportunities that they require in order 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 persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons and groups.
- (c) Social workers should promote conditions that encourage respect for the diversity of cultures and social diversity within the United States

and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

** ~~Added or removed~~ by National Association of Social Workers (Washington, DC) Delegate Assembly, 2008

Generalist Pre-Practice Competencies Assessment

GENERALIST PRE-PRACTICE COMPETENCIES

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent; **NA**- Not applicable

| SKILL AREAS | Introduction to Social Work | American Social Problems | History and Philosophy of Social Welfare | Application to Social Work Program | HBSE I | HBSE II | Practice Theory I | Practice Theory II | Practice Theory III |
|---|-----------------------------|--------------------------|--|------------------------------------|--------|---------|-------------------|--------------------|---------------------|
| Basic Skills | | | | | | | | | |
| Time Management: | | | | | | | | | |
| • Prompt to appointments (including class) – no in and out or leaving early | | | | | | | | | |
| • Ability to handle multiple tasks and/or assignments | | | | | | | | | |
| • Organizes/prioritize time well (work, class, social) | | | | | | | | | |
| • Utilizes an effective system to track deadlines and responsibilities | | | | | | | | | |
| • Is assertive in setting boundaries and limitations with time (e.g.: club activities, ability to delegate, social activities...) | | | | | | | | | |
| COMMENTS: | | | | | | | | | |
| | | | | | | | | | |
| Oral Communication: | | | | | | | | | |
| • Initiates comments in class and can effectively articulate ideas/opinions | | | | | | | | | |
| • Avoids excessive comments and/or comments off topic being discussed | | | | | | | | | |
| • Asks for clarification in class | | | | | | | | | |
| • Asks for clarification individually with instructor | | | | | | | | | |
| • Actively participates in group activities | | | | | | | | | |
| • Effective oral presentation skills | | | | | | | | | |
| • Has completed COMM 105 (or COMM 226) with a C- or better | | | | | | | | | |
| COMMENTS: | | | | | | | | | |
| | | | | | | | | | |

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent NA: Not applicable

| | Introduction to Social Work | American Social Problems | History and Philosophy of Social Welfare | Application to Social Work Program | HBSE I | HBSE II | Practice Theory I | Practice Theory II | Practice Theory III |
|---|-----------------------------|--------------------------|--|------------------------------------|--------|---------|-------------------|--------------------|---------------------|
| Basic Skills (continued) | | | | | | | | | |
| Written Communication: | | | | | | | | | |
| • Demonstrates basic writing skills (e.g. spelling, grammar, sentence structure...) | | | | | | | | | |
| • Gives appropriate credit for ideas and quotations (including page numbers) | | | | | | | | | |
| • Follows APA style standards (when required in courses) | | | | | | | | | |
| • Effectively utilizes word processing programs for written assignments | | | | | | | | | |
| • Organizes content in effective manner (including headings & subheadings) | | | | | | | | | |
| • Train of thought flows smoothly in paragraphs and from paragraph to paragraph | | | | | | | | | |
| • Has completed ENGL 101 and ENGL 102 with C-'s or better | | | | | | | | | |
| COMMENTS: | | | | | | | | | |
| | | | | | | | | | |
| Interpersonal Skills: | | | | | | | | | |
| • <i>Demonstrates effective assertiveness skills</i> | | | | | | | | | |
| • Functions well as a team member (including involving all members of the team) | | | | | | | | | |
| • Maintains confidentiality in group setting | | | | | | | | | |
| • Demonstrates self-awareness (incl. impact of behaviors/comments on others) | | | | | | | | | |
| • Is able to receive feedback and take appropriate ownership of problems | | | | | | | | | |
| • Demonstrates respect for diverse opinions/ideas (treated with dignity and worth) | | | | | | | | | |
| • Demonstrates active listening skills (is respectful when others are talking) | | | | | | | | | |
| COMMENTS: | | | | | | | | | |
| | | | | | | | | | |

SCALE: 1- Poor; 2- Needs Work; 3- Passing; 4- Doing Well; 5- Excellent NA: Not applicable

| | Introduction to Social Work | American Social Problems | History and Philosophy of Social Welfare | Application to Social Work Program | HBSE I | HBSE II | Practice Theory I | Practice Theory II | Practice Theory III |
|---|-----------------------------|--------------------------|--|------------------------------------|--------|---------|-------------------|--------------------|---------------------|
| ACADEMIC SKILLS AND KNOWLEDGE | | | | | | | | | |
| • Maintains minimum overall GPA (2.25) and major GPA (2.50) | | | | | | | | | |
| • Takes initiative with class responsibilities (including handing in assign. on time) | | | | | | | | | |
| • Is prepared for class (e.g.: knowledge of assigned material, prepared for quiz...) | | | | | | | | | |
| • Meets with instructor and/or advisor as issues arise | | | | | | | | | |
| • Can work independently (not overly dependent on extra help from instructor) | | | | | | | | | |
| • Ability to effectively manage personal issues or conflicts that arise | | | | | | | | | |
| • Is able to articulate an accurate understanding of social work as a profession | | | | | | | | | |
| • Keeps personal and religious beliefs from interfering with acceptance and practice of core social work values | | | | | | | | | |
| • Demonstrates an understanding of core social work values and abides by them | | | | | | | | | |
| • Demonstrates an understanding of social work ethics and abides by them | | | | | | | | | |
| • Is able to assess whether social work is the right profession to pursue based on characteristics, personality and interests | | | | | | | | | |
| COMMENTS: | | | | | | | | | |

Introduction to Social Work: _____ Date: _____

American Social Problems: _____ Date: _____

History and Philosophy: _____ Date: _____

HBSE I: _____ Date: _____

HBSE II: _____ Date: _____

Practice Theory I: _____ Date: _____

Practice Theory II: _____ Date: _____

Practice Theory III: _____ Date: _____

Guidelines from North American
Association of Christians in Social Work

Guidelines from North American Association of Christians in Social Work

As a member of NACSW I practice, learn and teach social work within the following philosophical frame:

1. Human beings are of infinite worth, irrespective of gender, race, age or behavior.
2. At the same time human beings, including myself, are fallible, limited creatures. They are not capable, and never will be, of solving all their problems or of creating the perfect society. Nevertheless they are sometimes capable, with appropriate help, of transcending their nature in acts of courage and compassion.
3. As a fallible being myself I have no right to pass moral judgments on others, to assume authority over them except as mandated by law, or to imagine that I know everything about them.
4. Human beings have been endowed with the faculty of choice, which must not be denied them except by due process of law, or where their actions or threatened actions are demonstrably gravely harmful to others or self-destructive, or where they voluntarily surrender this right for a prescribed purpose.
5. They are, however, responsible for the consequences of their choices, and may need help in perceiving what these are likely to be.
6. No person is beyond help, although at this time we may not have the knowledge or skill to help.
7. All programs and policies that depreciate people, treat them as objects rather than as subjects, seek to impose on them behavior not mandated by law, manipulate them without their knowledge and consent or deny them choices permitted others in our society, are to be avoided or resisted.
8. Our society is far from perfect, and it is not my business to act as its representative, but rather to help people determine their relationship to it.
9. Love, understanding and compassion are the source of wellbeing and acceptable behavior, rather than the reward for them.
10. While force is sometimes the quickest way of obtaining immediate result, in the long run it is self-defeating. Compassion, understanding and concern are the eventual victors.
11. The social sciences provide much useful knowledge for practice, but cannot explain all phenomena and their pronouncements need constantly to be evaluated in terms of the values they subsume.
12. There are outcomes to human helping that cannot be measured statistically as well as those which can.
13. All human institutions, ideals and commitments are liable to subtle perversion of their values, unless these are constantly examined. The new is not necessarily the best, nor does new knowledge always invalidate the old.
14. Professional education and training in self-discipline are indispensable to good social work.
15. As a Christian committed to the dissemination of what I believe to be the truth, my task as a social worker is not so much to convince others of this truth, as to provide them with the experience of being loved, forgiven and cared for so that the Good News I believe in may be a credible option for them.

North American Association of Christians in Social Work. (1985). *Guidelines from North American association of Christians in social work*. St. Davids, PA: Author.

CSWE
Educational Policy and Accreditation Standards (EPAS)
Explicit Curriculum

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

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

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

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

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

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

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

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

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

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

Accreditation Standard B2.0—Curriculum

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

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| B2.0.1 | <i>Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.</i> |
| B2.0.2 | <i>Identifies its competencies consistent with EP 2.1 through 2.1.10(d).</i> |
| B2.0.3 | <i>Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].</i> |
| B2.0.4 | <i>Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).</i> |

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

- 2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
- B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*
- 2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*
- 2.1.4** *Admits only those students who have met the program's specified criteria for field education.*
- 2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*
- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

Counsel on Social Work Education. (2008). *2008 Educational Policy and Accreditation Standards*. Retrieved from <http://www.cswe.org/File.aspx?id=13780>