



DEPARTMENT OF SOCIAL WORK

BSW STUDENT HANDBOOK

Motto: *Educating social workers to provide compassionate and competent care in the community.*

NOTE: Upon admission to the university, it is assumed that all DSU BSW students have read, understand, and agree with the ***Delta State University Student Handbook*** for all DSU students which is available online and contains information about admissions, financial aid, housing, textbook and postal services, student business services, registration, adding and dropping courses, attendance, grades, credit, instructional resources, student health-counseling and career services, disability services, food services, police services, parking information, emergency procedures, Title IX protocols, alumni services, athletic services, and the very important DSU Student Code of Conduct. **DSU BSW students are expected to abide by DSU policies and its Code of Conduct as well as abide by the policies provided in the DSU BSW Student Handbook.** For more information visit: <https://www.deltastate.edu/PDFFiles/student-life/DSU-Student-Handbook.pdf>

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PURPOSE OF THE DSU BSW *STUDENT HANDBOOK*

The purpose of this *Student Handbook* is to provide DSU BSW students with information needed to successfully complete the BSW degree. The handbook provides information about the BSW Program and its faculty, classes, activities, curriculum, student opportunities/resources, admissions, volunteering, and field placement as well as information about university and program policies and ethics, professional licensure, and program accreditation. Students are encouraged to read the handbook carefully before admission and then use it as a reference throughout their time as an undergraduate student in the DSU BSW Program. Questions can be addressed to the BSW faculty and/or program chair. It should be noted that students are responsible for abiding by all university and program policies.

DELTA STATE UNIVERSITY



INSTITUTIONAL VISION

Students at Delta State University will learn and grow in an environment that fosters discovery and creativity. The institution intends to be the best regional university in America as it combines a heritage of academic strength with a robust commitment to serving people and communities, particularly in the Mississippi Delta.

INSTITUTIONAL MISSION

As a regional Carnegie Master's I university located in Cleveland, Mississippi, Delta State University serves as an educational and cultural center for the Mississippi Delta, emphasizing service to the Delta and contiguous counties in traditional and distance education formats. The University offers undergraduate, graduate and continuing education programs of study leading to baccalaureate and master's degrees in the Colleges of Arts and Sciences, Business and Aviation, Education and Human Sciences, and the Robert E. Smith School of Nursing, as well as the Educational Specialist degree and Doctorates in Education and Nursing Practice. Emphasis is placed on excellence in instruction, followed by service and research, in the creation of a community of scholars. With special attention to small classes, a friendly environment, and a broad liberal arts foundation, the University encourages significant student-faculty interactions. Delta State provides programs and services that promote intellectual, cultural, ethical, physical, and social development. Students from different cultural, socioeconomic, and ethnic backgrounds will develop the ability to respect and value others; to develop, assess, and express their own thoughts effectively; and, to use the techniques of research and performance associated with their disciplines.

SUMMARY OF INSTITUTIONAL GUIDING PRINCIPLES

- Commitment to Quality in Academic Programs
- Commitment to Learning, Scholarship, and Student Engagement
- Commitment to Teaching and Faculty Development
- Respect for People and Ideas
- Commitment to Regional and Economic Development
- Encouragement of Innovation and Experimentation
- Commitment to a Student-Centered Campus
- Commitment to Health
- Commitment to Leadership
- Commitment to Institutional Effectiveness

Approved by the Board of Trustees of State Institutions of Higher Learning, March 18, 2004. Revised by IHL June 18, 2013

Source: DSU 2021-2022 *Undergraduate Catalogue*, pp. 10-11

DSU BSW PROGRAM MISSION, GOALS, AND OBJECTIVES



The Delta State University Bachelor of Social Work (BSW) Program is accredited by the Council on Social Work Education (CSWE), the national accrediting body for social work education programs. This ensures that DSU BSW graduates are eligible for licensure in Mississippi and any other state and that if they have a high GPA (above 3.25) that they may qualify for Advanced Standing status in most MSW graduate education programs in the United States.

MISSION

Consistent with the mission of the university and built on a strong liberal arts foundation, the Bachelor of Social Work program at Delta State University seeks to prepare students with the research-informed knowledge, values, and skills needed for generalist social work practice with diverse systems of all sizes. The program offers undergraduate and continuing professional education opportunities that emphasize service to rural communities, the right of self-determination, social and economic justice, ethics, and respect for difference and diversity. Using the person-in-environment perspective, the program seeks to educate and produce social work professionals who seek to prevent conditions that limit human rights (such as poverty) and enhance the well-being and quality of life for all people, especially the vulnerable and oppressed, locally and globally through scientific inquiry and service provision using the core values of the social work profession as a guide.

PROGRAM GOALS

The DSU BSW Program will:

1. Prepare practitioners who engage in ethical and competent generalist social work practice with diverse systems of all sizes by providing a dynamic research-informed, competency-based curriculum focused on the demonstration of professional knowledge, values, and skills.
2. Encourage the development of a strong professional identity and a commitment to the values and ethics of the social work profession in future practitioners by providing a learning environment that models and applies these frameworks.
3. Prepare social work practitioners who understand, value, and respect difference and diversity by emphasizing culturally sensitive humility, empathy, self-determination, kindness, and service that advances human rights and enhances the well-being of all people and seeks to prevent conditions that limit these (such as poverty).
4. Promote the importance of understanding the consequences of social, economic, and environmental injustice and preventing and alleviating injustice and oppression, especially with vulnerable populations, through advocacy and the provision of evidence-based trauma-informed education and care.

5. Prepare practitioners who understand and appreciate the role and value of ethical scientific inquiry and methodological experimentation by engaging faculty and students in research and scholarship activities.
6. Engage students in the assessment, intervention, and evaluation processes of competency-based social work education with diverse systems of all sizes using innovative simulation and service-learning experiences that promote competent care and well-being at all levels.
7. Promote healthy and mentally healthy human growth and development through the integration and use of the person in environment perspective, simulative education and self-care models.
8. Maintain adequate field resources with agency partners and organizations serving individuals, families, groups, and communities in which real-world competency development can occur.
9. Promote the importance of lifelong learning by providing continuing education programs that enhance professional knowledge, values, and skills.
10. Provide resources and leadership by partnering with individuals, families, groups, community agencies and organizations at all levels.

Delta State University's BSW Program seeks to develop professional social workers who have the generalist knowledge, values, and skills which help them to understand social problems and human needs which lead to alternative ways of intervening in these situations. The curriculum is designed to educate and develop a professional social worker who, consistent with the values and ethics of the social work profession, is able to provide direct services to people as they experience needs in their interaction with others and the environment. General education and special degree requirements provide a broad liberal arts base which emphasizes the social and behavioral sciences and is a necessary foundation for the professional social work courses. Social work course requirements include a combination of academic classroom, simulative, volunteer, and field experiences.

With the liberal arts and a person in environment perspectives as its foundation, BSW graduates are prepared to continue their formal education in social work or engage in entry-level social work practice because they have demonstrated mastery in CSWE Competencies/learning outcomes.

PROGRAM LEARNING OUTCOMES (PLOs)/CSWE COMPETENCIES (from CSWE EPAS, 2015)

Upon completion of the DSU BSW Program, students should have mastered the generalist social work knowledge values, and skills taught in the BSW curriculum and be able to demonstrate the following program learning objectives and CSWE 2015 competencies:

1. Demonstrate Ethical and Professional Behavior.
 2. Engage Diversity and Difference in Practice.
 3. Advance Human Rights and Social, Economic, and Environmental Justice
 4. Engage in Practice-informed Research and Research-informed Practice.
 5. Engage in Policy Practice.
 6. Engage with Individuals, Families, Groups, Organizations, and Communities.
 7. Assess Individuals, Families, Groups, Organizations, and Communities.
 8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
- (See the Appendix where the full description with behavioral indicators of these competencies is provided).

GENERALIST PRACTICE

The program uses the following definition of **generalist practice**: “*Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.*” (EP 2.0, 2015 EPAS)

MOTTO

Educating social workers to provide compassionate and competent care in the community.



STATEMENT ON SOCIAL JUSTICE

Social, economic, and environmental justice is important to the DSU BSW Program and is part of the NASW *Code of Ethics* which we adhere to and the CSWE *Educational Policy and Accreditation Standards* competencies which we demonstrate. We teach it throughout our curriculum, include it in our assignments, volunteer activities, and simulations, and model it through kindness, respect, advocacy, and various activities. All our teaching, research, and service activities seek to promote and advocate for justice for all, especially the poor, vulnerable and oppressed at all levels of social work practice. Whenever injustice occurs, we try to listen and learn and then respond appropriately. (Developed 6/8/2020)

HISTORY

Delta State University began offering social work courses in 1972, granted its first B.A. in Social Work in 1974, and first granted its first Bachelor of Social Work Degree (BSW) in 1980. The Department of Social Work is fully accredited by the Council on Social Work Education, the national accrediting body for social work. The program has been accredited since 1983. Graduates are recognized as entry-level professional social workers that are eligible for jobs requiring baccalaureate education in social work. BSW graduates from DSU are also eligible for licensure at the LSW level in the State of Mississippi.

FACULTY

Four faculty members advise all social work majors. All faculty have the MSW and two or more years of social work practice experience. DSU BSW Program faculty offices are located on the second floor in Kethley Hall. Classrooms are usually in Kethley Hall. The office telephone number is 662-846-4407. The office fax number is 662-846-4403.



Jana N. Donahoe, Ph.D., LCSW
Chair & Associate Professor of Social Work
BSSW: Mississippi College
MSW: University of Southern Mississippi
Ph.D.: University of Alabama
Office: Kethley 240
Phone: 662-846-4795
Email: jdonahoe@delastate.edu



Taylor C. Skelton, LMSW
Director of BSW Field Education/Instructor of Social Work
BSW: Delta State University
MSW: University of Alabama, Tuscaloosa
ABD/Ph.D.: Candidate – Walden University
Office: Kethley 242
Phone: 662-846-4796
Email: tskelton@delastate.edu



Loretta Jackson, LMSW
Instructor of Social Work
BSW: Delta State University
MSW: Jackson State University
ABD/Ph.D.: Candidate – Walden University
Office: Kethley 246
Phone: 662-846-4409
Email: ljackson@delastate.edu



Victoria W. Peay, LCSW
Instructor of Social Work
BSW: University of Mississippi
MSW: University of Southern MS
Office: Kethley 244
Phone: 662-846-4408
Email: vpeay@delastate.edu

BSW STUDENT OPPORTUNITIES, RESOURCES, AND SUPPORTS

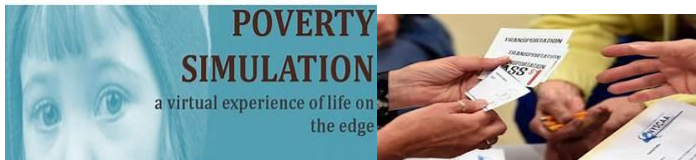


THE INTERPROFESSIONAL CENTER FOR EMPATHETIC-ACTION SIMULATIVE EDUCATION

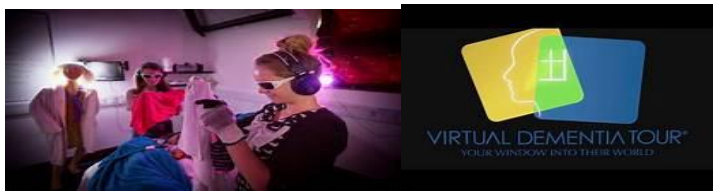
Located on the first floor of Kethley Hall, the Delta State University Department of Social Work hosts the one-of-kind **Interprofessional Center for Empathetic-Action Simulative Education (EASE)**[™] which enhances its teaching, research and service efforts. Created in 2019 and directed by Dr. Jana Donahoe, the center partners with DSU's Diversity, Equity, and Inclusion Program (DEI) (formerly the Quality Enhancement Program/QEP) to offer the simulations on campus to students and faculty in any academic discipline. Empathetic Action Simulations are used to increase participants' knowledge and understanding of issues (including poverty, dementia, domestic violence, COPD, obesity) while providing a glimpse of what it feels like to experience those issues so compassionate and competent care can be provided. Each simulation provides an IRB-approved evidence-based research experience that is combined with sensitivity education and awareness. The simulations are incorporated into various social work courses and are offered one or more times each semester by DSU faculty and staff through DSU Diversity, Equity and Inclusion Program email notifications. The EASE Center helps faculty and students engage in research and scholarly activities as well as service. It helps faculty achieve their goals for teaching, scholarship, and service. Campus and community members may participate by contacting the DSU Department of Social Work at 846-4407 or Dr. Donahoe at 846-4795.

EASE Features:

The Missouri Community Action Network's **Poverty Simulation**[®]



The Second Wind Dreams **Virtual Dementia Tour**[®]



Other Simulations for Obesity, COPD, and Domestic Violence Education and Awareness



Images retrieved from google images

STUDENT RESEARCH / SCIENTIFIC INQUIRY OPPORTUNITIES

DSU BSW students may serve as voluntary research assistants with faculty sponsors with one or more departmental/EASE research projects or faculty research projects after completing SWO 370 and SWO 375. After receiving training and signing a confidentiality agreement, student research assistants can voluntarily work with faculty to develop and implement professional conference presentations, posters, or publications on EASE or other faculty research projects giving them research experience, knowledge, values and skills in preparation for social work practice or graduate education.



THE STATESMAN'S SHELF FOOD PANTRY

In January of 2020 in partnership with the DSU Office of Student Affairs, the DSU Department of Social Work, Extra Table, and the Glenn Family Foundation, the DSU Statesman's Shelf Food Pantry was opened with the purpose of providing food for students who may experience food insecurity. Funded by private donations, the pantry serves any DSU student using their Okracard. The pantry is located in a private area on the first floor of the Nowell Student Union behind the food court and across from the State Dining Room. Pantry hours vary and are posted on fliers placed all over campus each semester. Students may also call 662-846-4903 or contact the Office of Student Affairs at 662-846-4150 in the Office of Student Affairs to place special orders in-between semesters when the pantry is closed. Deep gratitude goes to all donors and to Extra Table for the monthly food deliveries.

DSU BSW students are encouraged to volunteer with the Statesman's Shelf Food Pantry. Formal volunteer placements can be secured through Dr. Jana Donahoe and the Office of Student Affairs. Students may help by unpacking and organizing food deliveries, taking inventory, hosting "food giveaways," soliciting food donations, writing thank you notes to donors, and assisting pantry users. All volunteers must sign a Confidentiality Agreement and watch an orientation video in addition to completing other required volunteer forms. Dr. Donahoe may also agree to supervise senior social work students as they complete a field placement or assist in research on food insecurity at the pantry.



THE DEVELOPING DELTA CHILDREN'S ADVOCACY CENTER

The DSU BSW Program in partnership with the Children's Advocacy Centers of Mississippi is developing the Delta Children's Advocacy Center (DCAC) to be located on campus in connection with the DSU Children's Advocacy Studies Training (CAST) Certification Program. The purpose of this center will be to respond to child abuse in the Mississippi Delta (specifically Bolivar and Sunflower counties) by serving children and non-offending caregivers through a trauma-informed multi-disciplinary approach. Children's Advocacy Centers generally provide a variety of services including advocacy, education, prevention, forensic interviewing, trauma-focused intervention and mental health services, and referrals to local services.

Once opened, DSU BSW students will have the opportunity to volunteer with the Delta Children's Advocacy Center by helping raise awareness in the community and participating in fundraising efforts. There may also be opportunities for field placement through the center in the future. The center may also serve as the location for child abuse simulations in connection with CAST.



SOCIAL WORK CLUB

The Social Work Club at Delta State University gives students an opportunity to challenge and implement the professional knowledge, values, and skills taught and learned within the classroom. It is an outlet for growth and service and supports BSW students in their understanding of relationships among individuals, families, groups, and communities. The club encourages students and faculty to become acquainted with each other outside the classroom and provides a means of the professional socialization of students into the profession of social work.

All social work majors are eligible for membership in the social work club provided that they have a GPA above 2.25 and are committed to being responsible and ethical. Students must demonstrate professional integrity in club membership and leadership positions. Each student's membership and/or leadership within the club is informally approved by the social work faculty. Membership and/or leadership in the club may be denied to students who engage in unethical behavior and choose not to engage in remediation.

Students may also participate in such activities as seminars/forums and field trips, as well as fundraising, to expand their knowledge about the processes of the social work profession. Each spring, the DSU BSW Program plans a field trip or conference for students for professional socialization purposes. Such trips may involve attending Social Work Lobby Day at the state capital and visiting relevant museums or community resources or attending social work conferences such as MS NASW, BPD, CSWE, or the Alabama/Mississippi Social Work Education Conference, MS Children's Advocacy Center's One Loud Voice, or the MS Conference on Social Welfare.



PHI ALPHA HONOR SOCIETY

The Eta Xi Chapter of Phi Alpha Honor Society, a national honor society in social work, was chartered on the Delta State University campus in 1998. The purpose of the society is to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship, particularly in social work. To be considered for membership a student must:

1. Declare social work as a major.
2. Demonstrate a commitment to scholarship and volunteerism.
3. Earn a minimum of 15 semester hours of credit in social work classes at Delta State University.
4. Achieve an overall grade point average of at least 3.0 (on a 4.0) scale.
5. Achieve a grade point average of at least 3.25 in required social work courses OR

Faculty members of the BSW Program at Delta State University are also enrolled as Phi Alpha Honor Society members.



THE DSU CHAPTER OF NACSW

Organized by DSU BSW students in 2003 and led by elected student officers, the DSU Chapter of NACSW meets monthly during the fall and spring semesters to offer general faith-based spiritual support to interested students. In connection with NACSW, which is an international, non-profit professional association in social work that represents a rich diversity of denominations and traditions, the chapter helps equip students on how to ethically and respectfully integrate faith into professional social work practice, especially for students wishing to explore the fields of practice of church social work or Christian social ministry. Any student may attend meetings on a voluntary basis at no cost. Students who are interested, may also join NACSW as a professional association member for a minimal student fee to access its scholarly journal, monthly newsletter, blogs, online resources and groups, CE programs, professional liability insurance program, and other member benefits. The chapter sponsors various service and group projects and offers individual and collective spiritual support and encouragement to any student upon request.

STUDENT PARTICIPATION IN GOVERNANCE IN THE SOCIAL WORK PROGRAM

Students are encouraged to participate and have the right and responsibility to do so according to the policy development of academic and student affairs at Delta State University. The Student Government Association, commonly referred to as “SGA,” serves to promote unity and welfare of the entire student body, provide a high standard of responsibility in the interests of our student life and to ensure goodwill among students, faculty, staff and administration. All students enrolled at Delta State University automatically become members of the Student Government Association. The association functions through three branches: executive, judicial, and legislative. Its purpose is to deal effectively with all matters of student affairs, to organize the student body in order that it may work collectively toward the betterment of the university, and to uphold the best traditions at Delta State. The Vice President for Student Affairs and Director of the Union serve as advisors for the executive, legislative, and judicial branches of the Student Government Association.

DSU BSW students also are strongly encouraged to participate and have the right/responsibility to contribute to development and change processes in the academic and student affairs of the DSU BSW Program. Club officers or other student leaders may voluntarily participate by request or may be invited by faculty to serve on departmental committees such as search, recruitment, curriculum, and assessment/outcomes committees. Students may also request and/or may be invited to attend monthly faculty meetings. They also may serve on the departmental Advisory Board as nominated/approved by the faculty.



DSU Field Trip to the new Civil Rights Museum in Jackson, MS in 2018

FIELD TRIPS

In the Spring semester, to enrich the learning environment of DSU BSW students, the program coordinates a field trip. Past field trips have included attending Social Work Lobby Day at the capitol building sponsored by NASW MS, visiting the Civil Rights Museum in Jackson, touring the MS State Hospital Museum at Whitfield, MS, and participating in simulation day at the Children’s Advocacy Centers of Mississippi’s Mock Simulation House located on the campus of the MS State Hospital at Whitfield, MS. Senior social work majors vote to select the location and date of the field trip. Faculty and student leaders make the arrangements securing a bus for transportation, coordinating dining options, collecting fees, and so forth. Field trips usually are opportunities for respecting diversity, experiential learning, engaging in advocacy, and professional socialization.



CAMPUS SAFE PLACE

The DSU Department of Social Work was designated as a “Safe Place” in 2015 by the university’s Quality Enhancement Program, now known as the Diversity, Inclusion, and Equity (DEI) Program. Safe places are known as places on campus where all students are treated equally, fairly, and safely. These efforts are supported by the NASW *Code of Ethics* (2017) and CSWE 2015 *EPAS*.



PARTNERSHIP WITH THE DSU DIVERSITY, EQUITY, & INCLUSION PROGRAM

The DSU BSW Program, through its Interprofessional Center for Empathetic Action Simulative Education (EASE), offers various simulations on campus and in the community, including: The Poverty Simulation®, the Virtual Dementia Tour®, and the In Her Shoes® Domestic Violence Simulation. These simulations creatively address the various inequities often experienced by people who are vulnerable and oppressed and offer experiential learning designed to increase participant understanding and empathy that shatters harmful stereotypes and encourages positive advocacy and action which should motivate participants to provide more compassionate and competent care to others and influence participants to advocate for social justice and change. The DSU Diversity, Equity and Inclusion Program places announcements about the simulations on its email newsletter so people on campus and in the community can sign up to participate. Students may also participate in other DEI activities offered on and off-campus throughout the year.

STUDENT AWARDS



Senior social work majors are eligible for several annual academic awards. Recipients must possess at least a 2.25 overall grade point average and are recognized at the Social Work Senior Awards Ceremony held in the spring of each year.

The National Association of Social Workers, Mississippi Chapter, presents a **Social Work Student Merit Award**, an engraved plaque to the student who best demonstrates professionalism and commitment to social work principles and values. The DSU BSW Program presents the **Rebie Hamilton Powell Award**, a cash prize, to the student enrolled in the senior field experience course who, in the opinion of the social work faculty, best demonstrates the qualities of a professional social worker and exhibits improved professionalism in the program. The student with the highest GPA in the program is also recognized.

Other awards may recognize students for their participation in departmental research/scholarship or service activities, excellence in Capstone Project/Presentation as recommended by the faculty, the student’s receipt of major awards within the university or profession of social work, and/or leadership in social work clubs.

STUDENT SUPPORT SERVICES



Office of Information and Technology The DSU Office of Information and Technology (OIT) provides 24-hour assistance 7 days per week to students and faculty who experience difficulty connecting to the DSU network or using Canvas, the university Learning Management System. By calling 662-846-4444, visiting the OIT Office at 102 Bailey Hall, or emailing helpdesk@deltastate.edu, technology assistance is available anytime. Although OIT is not permitted to work on broken or damaged computers, they can provide guidance on virus/malware clean up and hardware related issues.

OIT provides free wireless internet on campus to DSU students, faculty, staff, and guests. Several campus computer labs are provided in several locations on campus for the university community for university purposes following university policies including:

- Nowell Student Union Room 309
- Robert LaForge Library Room #115
- Bailey Hall second floor
- Ewing Hall Room 238
- Broom Hall Rooms 105, 173, 202-203
- Chadwick-Dickson Room 261
- Walters Rooms 205, 217
- Robert E. Smith School of Nursing Rooms 139-140

It is STRONGLY recommended that all DSU students have their own personal laptop or desktop computer. Canvas, the DSU Learning Management System, cannot be properly operated on cell phones and tablets.

OIT recommends the following for students and faculty computers:

- Intel Core i5 or faster processor
- Made by a major manufacturer is recommended, for example Dell, HP, or Lenovo
- Should have a minimum of 1 year warranty (3 year preferred)
- 3 years accidental damage warranty for notebook or tablet computers
- SSD (Solid State Disk) preferred (Laptops experience many bumps from moving around, OIT has found that traditional spinning disk drives fail more often than Solid State Disks)
- 8 GB RAM or higher
- Windows 10
- Wireless network adapter 802.11ac
- Check the battery life, higher battery life may be required for longer classes

Keep in mind that the university provides a free license for Microsoft Office products Microsoft also has free antivirus software for personal computers. Students without the technology needed to complete courses should contact their faculty advisor or department chair to see if there are any resources available through OIT.



LET US KNOW!



The DSU Student Success Center provides educational learning services and assistance for all students. Located on the second floor of Bailey Hall the Student Success Center provides:

- First Year Seminar and FYS for Transfer Students to orient students to DSU
- Special advisors for students changing majors
- Development classes for students with low GPAs and test scores
- Academic support labs for students struggling in math and other subjects
- Free tutoring through Canvas for students in any course
- Study Skill Development Classes
- Workshops on Time and Stress Management
- Accu-planner
- Stay Okra Strong (SOS) Early Alert System to identify at-risk students
- International Student Services
- International Study Abroad Programs

For additional information, call 662-846-4897 or by visit: <http://www.deltastate.edu/student-success-center/>.

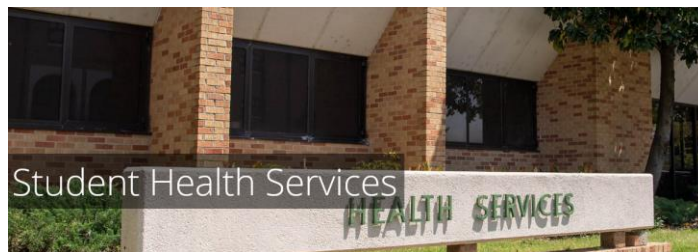


The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the [Roberts-LaForge Library](http://www.deltastate.edu/library/) can be found at: <http://www.deltastate.edu/library/>.



Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
- **Writing Center/Lab:** <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/> Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.
- **Professional Grammar Simplified:** offered to DSU BSW students in SWO 305 for basic grammar instruction both as a textbook/desk reference and online workbook.



DSU Disability Services For assistance with and to make arrangements for accommodation for disabilities and for learning materials in alternative formats, please contact Kashanta Jackson, Director of Disability Services, at the O.W. Reilly Student Health Building, 662-846-4690 or ada@deltastate.edu. *It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.*

Information about [Disability Services](#) can be found on the DSU website.
<http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

Student Health and Counseling Services DSU offers student health and counseling services to its students. Located in the O.W. Reilly Student Health Center on campus, Student Health Services offers free counseling to students who need someone to talk with about life issues and concerns. Licensed Professional Counselors are available to help with issues such as anxiety, depression, suicide, trauma, and so forth. Appointments may be made by calling 662-846-4690.



Career Services Located on the third floor of the Nowell Student Center, DSU Career Services assists students in resume consultation, mock interviews, interview and etiquette skill training, career coaching, job search planning, and other job-related issues. Multiple career fairs and workshops are offered each year as well as job search postings and the Statesman Connect program. Career Services also hosts Career Ambassadors, Delta Works, and the Delta Suits programs. Various career-related resources are available at <https://www.deltastate.edu/student-affairs/career-services/> or by calling 662-846-4646.

BSW ACADEMIC REQUIREMENTS

For successful completion of the DSU BSW Program, students must accumulate course credit of 120 semester hours; 38-41 semester hours in general education courses, 9 semester hours in special degree courses, 60 semester hours in professional courses, and electives to total at least 120 hours. A minor is not required. Double-majors are discouraged. Elective hours should be chosen carefully in consultation with the faculty advisor and should emphasize the behavioral and social sciences and other areas that will strengthen social work competencies.

THE BACHELOR OF SOCIAL WORK DEGREE

Degree: The Department of Social Work offers the following degree and major:

- Bachelor of Social Work (BSW)

The baccalaureate curriculum at Delta State University is based upon a liberal arts perspective. The foundation courses in biology and the social and behavioral sciences develop the knowledge base needed for the successful completion of the professional courses.

THE BSW DEGREE

GENERAL EDUCATION 38-41 hours

See General Education requirements (listed in the next section) with the following exceptions:

- Under Personal Development, SWO 101 and 300 are required.
- Under Perspectives on Society, PSY 101 and SOC 101 are required.
- Under Laboratory Science, BIO 110 is required.

UNIVERSITY REQUIREMENT 1 hour

- FYS 100 OR FYS 300

SPECIAL DEGREE REQUIREMENTS..... 9 hours

SOC 403 (3 hours); PSY 302 (3 hours); PSC 201 (3 hours)

MAJOR..... 60 hours

SWO 101, 102, 201, 303, 305, 309, 311, 315, 320, 370, 375, 416, 421, 422, 430, 475, 481

ELECTIVES9-12 hours

TOTAL DEGREE REQUIREMENTS120 hours

GENERAL EDUCATION REQUIREMENTS

English Composition (6 hours): ENG 101, 102 or 200

Communication Studies (3 hours): COM 101, 102, or 202

Humanities & Fine Arts (12 hours, select 4):

- Literature (3 hours): ENG 201, 203, 205, 206
- History (3 hours): HIS 101, 102, 103, 104, 201, 202
- Fine Art (3 hours): Introduction, Appreciation or History of Art or Music or creative writing
- Philosophy (3 hours): PHI 201; OR any of the above courses

Mathematics (3 hours): MAT 103, 104, 115

Laboratory Sciences (6 hours; select two):

- BIO 100, 110, 123
- CHE 101, 102, 110
- PHY 105, 110, 115
- GIS 202

Perspectives on Society (6 hours, select two):

- ECO 210, 211
- GEO 201, 303
- PSC 103, 201
- PSY 101 (required for BSW)
- SOC 101 (required for BSW)

Personal Development (2 hours minimum):

- CEL 300
- CIS 205
- FCS 215, 270, 325, 343
- Foreign Language 101
- LIB 101

- PER 101 and/or 100 level
- SHS 360
- SWO 101, 300 (required for BSW)

SPECIAL DEGREE REQUIREMENTS

- SOC 403 Social Problems (3 hours)
- PSY 302 Abnormal Psychology (3 hours)
- PSC 201 American National Government (3 hours)

ELECTIVES

Students choose which elective courses to take and should successfully complete 12 or more elective hours. Some students may have enough elective hours in a concentrated area to qualify for an academic minor or special certificate. However, these are not necessary for the successful completion of the BSW degree. Students may be discouraged by their academic advisors from pursuing a minor due to the nature and length of the BSW academic track. Students are also discouraged from double majoring for the same reason. Students with financial aid must consult with the Financial Aid Office for guidance on coverage for courses beyond 120 hours. Guidance from an academic advisor is also strongly recommended to keep students on their academic track. Some students may choose to take electives at the 100 or 200 level to preserve or enhance their GPAs while other students may select electives based on their professional or personal interests.



SUGGESTED SEQUENCING OF COURSES FOR UNDERGRADUATE COURSE OF STUDY FOR BACHELOR OF SOCIAL WORK DEGREE (BSW)

Due to its small size and nature, the DSU BSW Program uses the **cohort model** of sequential learning to offer these components, meaning that the last two years of learning in the degree track occur with a **firmly set format and schedule with most courses only being offered once per year**. Fall junior courses provide the foundation for the spring junior courses which are the prerequisites to the fall senior courses which all lead up to the senior spring field placement in a stair-step sequence. Incoming junior social work students take courses together in their sequential order to stay on the Academic Map and graduate in two years if all liberal arts courses have been taken. Having other students on the same academic track on a cohort provides program stability and offers a sense of camaraderie as students get to know each other well as they progress through the program together. Social work faculty advisors help students stay on track. If a student needs to slow down their track, they can do so with the understanding that this delays their track and prospective graduation time since most DSU BSW courses are only offered once per year.

STUDENT RESPONSIBILITY FOR DEGREE REQUIREMENTS

It is the responsibility of each student to become familiar with degree requirements, graduation requirements, and all other aspects regarding academic progress. Each student is assigned an advisor who will assist the student in planning course schedules, assessing career goals and

giving professional and academic guidance to help the student work toward timely graduation. Students are encouraged to meet often with their faculty advisor; a minimum of one meeting per semester is strongly recommended. However, the ultimate responsibility for understanding and completing degree and graduation requirements and meeting with the faculty advisor lies with the student, not the advisor. Each semester with their academic advisor, students will review the Academic Map and Enrollment Agreements/Registration Forms specific to their progression in the program. Enrollment in social work courses signifies the student's agreement to the degree track and the plan made with the advisor. Students are asked not to drop courses without notifying their advisor since this could get them off their academic track and delay their graduation time for a full calendar year.

2021-22 ACADEMIC MAP

BSW - Social Work

TOTAL HRS: 120



Academic map is a guide to help students stay on track to degree completion. Consult undergraduate catalog and academic advisor for other requirements.

* minimum grade required

		FALL SEMESTER					SPRING SEMESTER					
	PREFIX	COURSE	CREDIT	AREA	GR*	SEM/GR	PREFIX	COURSE	CREDIT	AREA	GR*	SEM/GR
YEAR 1 - Freshman	ENG 101	Composition I	3	Gen Ed	D		ENG 102	Composition II	3	Gen Ed	D	
	COM 101/202	Communication Studies	3	Gen Ed	D			Lab Science	3-4	Gen Ed	D	
	BIO 100/BIO 110	Biology	3-4	Gen Ed	D		MAT 103/104/115	Mathematics	3	Gen Ed	D	
	SOC 101	Principles of Sociology	3	Spec Dgr	D		PSY 101	General Psychology	3	Gen Ed	D	
		General Elective	3	Elective	D		HIS 100/200 level	History	3	Gen Ed	D	
	FYS 100/300 ¹	First Year Seminar	1	Univ Req	D				15-16			
			16-17									
YEAR 2 - Sophomore	ENG 203/206	Literature	3	Gen Ed	D		SOC 403	Social Problems	3	Spec Dgr	D	
	PSC 201	American National Gov	3	Spec Dgr	D		PSY 302	Abnormal Psychology	3	Spec Dgr	D	
		Fine Arts	3	Gen Ed	D		SWO 300	Diversity	3	Gen Ed	C	
	SWO 101	Volunteering	3	Major	C		SWO 102	Volunteering	3	Major	C	
		General Elective	3	Elective	D			General Elective	3	Elective	D	
			15						15			
YEAR 3 - Junior	SWO 201	Intro to Social Work	3	Major	C		SWO 315	Human Behavior I	3	Major	C	
	SWO 305	Social Work Skills	3	Major	C		SWO 320	Social Work Methods I	3	Major	C	
	SWO 311	Social Welfare Policies	3	Major	C		SWO 370	Methods of Soc Research	3	Major	C	
	SWO 301	Child Welfare	3	Major	C		SWO 309	Aging & the Community	3	Major	C	
		General Elective	3	Elective	D			Humanities & Fine Arts	3	Gen Ed	D	
			15						15			
						Year 3-Summer:						
						SWO 375	Statistics	3	Major	C		
							General Elective	3	Elective			
									6			
YEAR 4 - Senior	SWO 416	Human Behavior II	3	Major	C		SWO 475	Field Instruction	12	Major	C	
	SWO 421	Social Work Methods II	3	Major	C		SWO 481	Integrative Seminar	3	Major	C	
	SWO 422	Social Work Methods III	3	Major	C					15		
	SWO 430	Policy Analysis	3	Major	C							
		General Elective	3	Elective	D							
			15									

¹ All incoming students required to enroll in FYS 100 (freshmen) or FYS 300 (transfers).

Earn grade of C or higher in all Social Work classes. Maintain 2.25 GPA to enter Field Placement. Maintain 2.25 GPA to graduate with BSW from DSU.

Any student who fails three core Social Work courses will be canceled out of the program.

ACADEMIC MAP

FRESHMAN YEAR

<u>FALL SEMESTER</u>	<u>SEMESTER HOURS</u>
ENG 101 English Composition	3
BIO 100/BIO 110 Biology	3-4
COM 101/102 Communication Studies	3
SOC 101 Principles of Sociology	3
FYS 100/300 First Year or Transfer Seminar.....	1
Elective.....	3
	TOTAL 14-16

<u>SPRING SEMESTER</u>	
ENG 102 Composition II	3
Lab Science (BIO, CHE, GIS 202, PHY)	3-4
MAT 103/104/115 Mathematics.....	3
PSY 101 General Psychology	3
HIS 100/200 History.....	3
	TOTAL 15-16

SOPHOMORE YEAR

<u>FALL SEMESTER</u>	<u>SEMESTER HOURS</u>
ENG 200 level Literature.....	3
PSC 201 American National Government	3
Fine Arts	3
SWO 101 Volunteering in the Community	3
Elective	3
	TOTAL 15

<u>SPRING SEMESTER</u>	
SWO 300 Human Diversity.....	3
PSY 302 Abnormal Psychology.....	3
SOC 403 Social Problems	3
SWO 102 Volunteering in the Community II	3
Elective	3
	TOTAL 15

JUNIOR YEAR

<u>FALL SEMESTER</u>	<u>SEMESTER HOURS</u>
SWO 201 Intro to Social Work	3
SWO 305 Social Work Skills	3
SWO 301 Child Welfare and Advocacy	3
SWO 311 Social Welfare Policies & Services	3
Elective	3
	TOTAL 15

<u>SPRING SEMESTER</u>	
SWO 309 Aging & the Community.....	3
SWO 315 Human Behavior and the Social Environment I	3
SWO 320 Social Work Methods I	3
SWO 370 Methods of Social Research.....	3
Humanities & Fine Arts	3
	TOTAL 15

SUMMER - TERMS I and/or II

SWO 375 Statistics for Social Workers (required, SUM I & II)	3
SWO 301 Child Welfare and Advocacy (CAST, SUM I)	3
SWO 304 Social Work In Health and Mental Health (SUM I)	3
SWO 302 Understanding Rural Communities (SUM II)	3
SWO 412 System Responses to Child Welfare (CAST, SUM II)	3
CRJ 475 Family Violence (CAST SUM II).....	3
SWO 101 Volunteering in the Community I (SUM II)	3
	TOTAL 6 (EACH SEMESTER)

SENIOR YEAR

FALL SEMESTER

SWO 416 Human Behavior and the Social Environment II	3
SWO 421 Social Work Methods II	3
SWO 422 Social Work Methods III	3
SWO 430 Social Welfare Policy Analysis	3
Elective.....	3
	TOTAL 15

SPRING SEMESTER

SWO 475 Field Instruction	12
SWO 481 Integrative Seminar	3
	TOTAL 15

SOCIAL WORK COURSE DESCRIPTIONS

SWO 101. VOLUNTEERING IN THE COMMUNITY. This is an elective open to all students in the University. Assigned volunteer experiences in service learning in the Delta. Weekly seminars on community resources introduce the student to the spirit of volunteerism. 3 (F, SUM II)

SWO 102. VOLUNTEERING IN THE COMMUNITY II. This is an elective open to all students in the University. The main task in this course is to volunteer in a community agency and to complete a project that will contribute to the agency. Required weekly seminar will provide additional activities to enhance the volunteer experience. 3 (S)

SWO 201. INTRODUCTION TO THE PROFESSION OF SOCIAL WORK. This course introduces the history, development of the profession, services, Code of Ethics, social justice, diversity, importance of empowerment, functions and roles of social workers, and areas of practice. Limited volunteer experience. 3 (F)

SWO 300. HUMAN DIVERSITY. Race, gender, and sexual orientation are examined in relation to differences and similarities between and among diverse groups. Majors and non-majors. 3 (F, S)

SWO 301. CHILD WELFARE AND ADVOCACY. This course covers various types of child maltreatment and its associated risk and cultural factors such as poverty, addiction, domestic violence, and teen pregnancy. Appropriate systemic responses to and the legal framework of child maltreatment such as mandated reporting, forensic investigation, trauma-informed care, and multi-disciplinary intervention using the child advocacy center model and existing community services are explored. This interdisciplinary course is open to majors in any discipline where child advocacy skills and competencies are needed. Majors/non-majors. 3 (F, SUM)

SWO 302. UNDERSTANDING RURAL COMMUNITIES. This course is an elective open to all students in the University. This course examines the distinctive nature of rural generalist social work practice where practitioners are often faced with multiple and changing roles/responsibilities that urban counterparts do not encounter. 3 (SUM)

SWO 304. INTEGRATED HEALTH AND MENTAL HEALTH FOR THE HELPING PROFESSIONS. This course is an elective open to all disciplines. Major theories, strategies, and methods for integrating holistic practices into Western

traditions in health and mental health will be examined. The focus will be on the promotion of wellness and the role of the helper in rural settings in health and mental health. 3 (SUM I)

SWO 305. SOCIAL WORK SKILLS. This course introduces professional social work communication skills, social work values and ethics, evidence-based practice, and scholarly writing in the APA format. *A writing enhanced course.* 3 (F)

SWO 309. AGING AND THE COMMUNITY. This course examines adult development from age 60 to death. Society's provisions for meeting the economic, physical, sociological, and psychological needs of aging persons are examined. Both problematic and positive aspects of aging and dying are considered. Limited volunteer experience. Majors/non-majors. 3 (F, S)

SWO 311. SOCIAL WELFARE POLICIES AND SERVICES. Introduction to the history of social welfare policies and their impact on social welfare services. The political continuum will also be examined. Majors/Minors. Prerequisite: HIS elective. 3 (F)

SWO 315. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. This course examines human development from prenatal to middle childhood. Developmental theories are introduced in relation to human behavior and the social environment. Majors only. Prerequisites: SWO 201, SWO 305, BIO 100/110. 3 (S)

SWO 320. SOCIAL WORK METHODS I. The planned change process focusing on engagement/assessment, planning, intervention, evaluation, and termination with individuals. Volunteer experience required. Majors only. Prerequisites: SWO 201, 305. 3 (S)

SWO 370. METHODS OF SOCIAL RESEARCH. This course introduces ethical research practice, quantitative and qualitative research methods, research proposal development, and evaluation of practice. Majors only. Prerequisites: SWO 201, 305. *A writing enhanced course.* 3 (S, SUM I)

SWO 375 STATISTICS FOR SOCIAL WORKERS. This course is an introduction to statistical concepts and formulas. Activities are based on statistical concepts and interpretation of analysis for social work practice. Majors only. Prerequisite: SWO 370. 3 (SUM I, SUM II)

SWO 412. SYSTEM RESPONSES TO CHILD MALTREATMENT. This course is required for the Child Advocacy Studies program and focuses on expanding skills needed for identifying, investigating, and prosecuting child abuse and neglect. Multi-disciplinary approaches to prevention, advocacy and intervention of survivors of child abuse and their families are examined. Problem-based learning simulation for child abuse investigation is provided. Majors/non-majors. 3 (SUM II)

SWO 416. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. This course examines human development from early adolescence to middle adulthood. Developmental theories are reviewed, and activities are assigned based on application of human behavior and the impact of the social environment. Majors only. Prerequisite: SWO 315. 3 (F)

SWO 421. SOCIAL WORK METHODS II. The planned change process focusing on engagement/assessment, planning, intervention, evaluation, and termination with families and groups. Volunteer experience required. Majors only. Prerequisite: SWO 320. 3 (F)

SWO 422. SOCIAL WORK METHODS III. The planned change process focusing on engagement/assessment, planning, intervention, evaluation, and termination with organizations, institutions, and communities. Majors only. Prerequisite: SWO 320, 321. 3 (F)

SWO 430. SOCIAL WELFARE POLICY ANALYSIS. This course examines current social welfare policies and programs to understand the importance of political advocacy in the community. Majors only. Prerequisites: SWO 201, PSC 201, SWO 311. 3 (F)

SWO 475. FIELD INSTRUCTION. This course is the signature pedagogy requiring a supervised field experience in a social work setting. Students complete a 440-hour field placement. Taken concurrently with SWO 481. Majors only. Prerequisites: SWO 416, 421, 422, 430, Admission to Field Instruction. [Co-requisite: SWO 481.] *Fulfills the capstone experience requirement.* 12 (S)

SWO 481. INTEGRATIVE SEMINAR. This course is a weekly seminar for discussion of social work field experience, educational assessment of practice skills and licensure preparation. Taken concurrently with SWO 475. Majors only.

Prerequisites: SWO 416, 421, 422, 430. Admission to Field Instruction. [Co-requisite: SWO 475.] *Fulfills the capstone experience requirement.* 3 (S)

SWO 492. SPECIAL TOPICS IN SOCIAL WORK. This course focuses on current developments in social work. Requires special permission from the Department Chair. 1-6 (F, S, SUM)

SOCIAL WELFARE MINOR

The Department of Social Work also sponsors a Social Welfare Minor for students who choose to major in another discipline. The requirements are as follows:

SOCIAL WELFARE	15 Total
.....	
SWO 101, 201, 311	
.....	9
SWO 102, 300, 301, 302, 304, 309, 412, Elective	
.....	6
(Does not qualify for licensure as social worker)	

The DSU Department of Social Work also sponsors a Certificate Program in Child Advocacy Studies Training. The requirements are as follows:



CHILD ADVOCACY STUDIES TRAINING CERTIFICATE PROGRAM

The Child Advocacy Studies Training (CAST) Certificate is an interdisciplinary program offered through Social Work and Social Sciences in the Division of Arts and Sciences. It is designed to prepare students for the investigation and intervention of child abuse and neglect using the multi-disciplinary approach to trauma informed care. The Certificate indicates to prospective employers that the job candidate has mastered content concerning adverse childhood experiences resulting from various social and family problems and experiential content related to teamwork in child abuse investigation and intervention in addition to the student’s background in their chosen major. Requirements for Admission to the Child Advocacy Studies Training Certificate Program. The Child Advocacy Studies Training Certificate is an in-house certification program typically pursued alongside an academic degree or minor. Applicants to the Child Advocacy Studies Training Certificate program must meet all the regular admission requirements for entrance into Delta State University. Students over 21 years of age who do not meet minimum admission requirements may register for the Child Advocacy Studies Training Certificate program as non-degree students and complete this certification program of study to be awarded a “Certificate of Completion.” Admission to the Social Work Program as a major is not required for Child Advocacy Studies Certification nor is completion of the BSW degree. Students wishing to complete the Child Advocacy Studies Training Certificate program will complete an application, enroll in the three required courses, and complete each course successfully earning a C or above to earn the

certificate. Requirements for Completion of the Child Advocacy Studies Certificate Program. The three courses required for the Child Advocacy Studies Certificate program are as follows:

SWO 301 Child Welfare and Advocacy	3
SWO 412 System Responses to Child Maltreatment	3
CRJ 475 Family Violence	3
TOTAL PROGRAM HOURS	9

Successful completion means completing the three required courses with a grade of C or better. Upon completion, each student will receive a Certificate of Completion in Child Advocacy Studies which is also noted on their transcript.

THE DSU CAST Program was developed in 2019 and is directed by Dr. Jana Donahoe. The current plan is for the Child Advocacy Studies Training (CAST) Program to be expanded in the future (2022) to include additional interdisciplinary courses designed to further train students as well as professionals in children’s advocacy, child abuse investigation, and in the provision of trauma-informed intervention services using problem-based simulative learning experiences.

VOLUNTEER AND FIELD PLACEMENT EXPERIENCES

Volunteering allows students to practice what they learn in the classroom in a safe learning environment with community partners who agree to supervise the student in a volunteer experience. Students accomplish many of the Program Learning Objectives (PLOs) and Student Learning Objectives (SLOs) listed in the course syllabus through the volunteering experience. Volunteering has many benefits for both the agency and the student. For the benefit of both the student and the agency, volunteers are not paid. Students may volunteer at their workplace only with the instructor’s approval if the volunteering hours are in addition to their paid hours and if their activities and services are unpaid. During their junior and senior years in the program, BSW students are encouraged to find various types of volunteer placements so they can gain well-rounded experiences that demonstrate to prospective employers and graduation schools that they can work with diverse systems of all sizes. The student selects a human services agency that meets the needs of the course, secures a supervisor, and volunteers for the number of hours specified in the syllabus. The Volunteer Agreement or Placement Confirmation Form constitutes a contract between the students, the agency, and the DSU BSW Program. Therefore, students are expected to honor their agreement, be dependable and honest, abide by the *NASW Code of Ethics* (2017) and the policies of this Handbook, and complete the experience according to the terms outlined in the course syllabus and the terms agreed upon with the agency supervisor. Each student will be evaluated by the agency staff member/supervisor who has worked with the student using the forms required by DSU BSW Faculty and provided in the course syllabus and in this Handbook (see Appendix). Students and their agency supervisors must fully complete and sign the required paperwork/forms in order to earn course credit as indicated in the course syllabus. Students must volunteer for the number of hours specified below in the following courses:

SWO 101 Volunteer in the Community I (offered in the Fall and Summer II semesters): Students volunteer for *40 hours* in any public or private agency or business with a supervisor who can monitor and verify the student’s volunteer experience and hours.

SWO 102 Volunteering in the Community II (offered only in the Spring semester): Students

volunteer for *40 hours* in any public or private agency or business with a supervisor who can monitor and verify the student's volunteer experience and hours.

SWO 201 Introduction to Social Work (offered only in the Fall semester): Students volunteer in any public or private *human service* agency for *10 hours*. Observation is the primary focus of this experience. However, some students will be able to provide some direct services to clients, depending on the student's life experiences, abilities, and the opportunities in the particular agency where the student is volunteering. Direct services are not a requirement of this experience. In SWO 201, the student volunteer is expected to become aware of the helping process involved in the agency and to write a report regarding that agency and the student's observations of the social workers or other helping professionals so they understand what social workers do and how they help clients. Students must write a report and/or give an oral presentation about their experience in the agency and the student's observations of the helping process and the activities of the social workers or professional helpers.

SWO 301 Child Welfare and Advocacy (offered in the Fall and Summer I semesters): Students volunteer to work ***with children*** in a private or public human service agency for *12 hours* and are to observe the biopsychosocial development of children and learn about social services provided for them. Again, students' activities will vary depending on their readiness to provide direct services and the opportunities within the agency for the student to provide services. Students should also be aware of the need for child advocacy if child maltreatment is observed and seek supervision in the child advocacy and abuse reporting process.

SWO 309: Aging in the Community (offered in the Fall and Spring semesters): Students volunteer to work ***with older adults*** in a public or private agency that serves older adults for 12 hours. The primary focus of the volunteer work is on observing the life stage development of older adults; possibly this is done while providing simple direct services to clients.

SWO 320 Social Work Methods I (offered in the Spring semester of the student's junior year): Students participate in a twenty-one-hour (*21 hours*) volunteer experience in a social service agency. The student is responsible for finding their own placement, with assistance as needed from the course instructor. The student observes and provides direct services according to assignments in the syllabus, with the focus being on *assessment* of strengths and problems with diverse systems of all sizes. *The student will spend three hours per week in the agency for seven weeks.* At the end of this volunteer experience, the student will be evaluated by the agency staff member who worked with the student.

SWO 421 Social Work Methods II (offered during the Fall semester of the senior year): Students will have a second twenty-one-hour (21 hours) -volunteer experience. The student is responsible for finding their own placement with assistance as needed from the course instructor. Assignments from the course instructor will relate to *intervention* with diverse individuals, families, and groups. The student will again spend *three hours per week in the agency for seven weeks.* At the end of this volunteer experience, the student will be evaluated by the agency staff member who has worked with the student. This evaluation is focused on the student's capacity to perform in the senior field practicum.

SWO 475 Field Instruction and SWO 481 Integrated Seminar (See the Social Work Field Manual for updated Information) (offered only in the Spring semester and taken concurrently): During the spring semester of the senior year in SWO 475, social work majors spend *thirty-two hours per week* in field instruction in a social welfare agency for a *total of 440-hours*. Students will

be in SWO 481 Integrated Seminar on Monday and in Field Tuesday through Friday, each week for fourteen academic weeks (Spring Break is not counted in the fourteen weeks). Students abide by agency hours, eight hours each day, for a total of four hundred and forty hours (440) for the semester. SWO 481 Field Seminar is held on Mondays to help the student integrate theory with actual field experiences as evidenced by the completion of a Capstone Project Paper and Presentation. The overall objective of this placement is to provide educational opportunities for the student to put into practice the theories about generalist social work that they have learned and to experience what working in an agency is really like. Emphasis is on helping the student prepare to transfer, as a future social worker, the common body of the profession's knowledge, values, and skills among settings, populations groups, and problem areas. Employment is not guaranteed. Students will not carry full workloads, nor will they be paid, but cases will be assigned to them on an increasingly difficult level for their responsibility in providing services based on the Learning Contract developed between the agency and the DSU BSW Program and the student. Unlike earlier volunteer experiences in which the student finds their own placement, the BSW Program Director of Field Education locates agency field placements, matches students, and makes assignments based on the academic needs of each student. Students will be supervised in the agencies by Field Instructors, who minimally hold the BSW degree with two years of post-degree experience in social work, have completed required training from the DSU BSW Program in field instruction as approved full-time staff members of their agencies. A Social Work Field Liaison, a faculty member of the DSU BSW Program, will maintain close, regular contact with students and agency Field Instructors through visits to the agencies and using various forms of communication.

To enter Field Instruction, all students must have **demonstrated ethical social work behavior** and educational competencies per the *NASW Code of Ethics* (2017) and the *CSWE EPAS* (2015) in previous courses, **have a 2.25 minimum GPA** and have **completed all pre-requisite BSW courses**. Students missing elective, liberal arts, or BSW courses must make a specific plan for completion with the academic advisor and gain approval to enter field from both the department chair and field director. Students must **submit an application for Field Instruction** and **attend Field Orientation** during Summer I or II as planned by the Director of BSW Field Education. The field director may also meet with students to discuss their needs and preferences for field placement. Students must complete other requirements for entering field instruction, including the provision of a copy of their **driver's license** with evidence of their **current automobile insurance** since students are responsible for providing their own transportation to and from field instruction. If the student has transportation concerns, a written plan regarding transportation concerns must be provided to the field director at the time of application to field. Students must also provide a copy of their own **professional liability insurance policy**. Students must also undergo a **criminal background check**. Some agencies cannot allow people with criminal records to be part of their staff; others may assess the nature of the crime and decide on the appropriateness of allowing the student to work in their agency. Regardless, it is the student's responsibility to inform the field director of ANY past or current criminal offenses (felonies or misdemeanors) or concerns *before* entering field instruction since the background check will uncover most in this process if it is on public record. Students must understand that the **Mississippi social work licensing law requires that students pass a criminal background check prior to taking the licensure exam**. Students may be required to complete **other tests or requirements** (such as a Covid test, a TB skin test taken at the student's expense) or provide other documentation by the agency's human resources department as well as undergoing interviews with agency administration and/or the agency Field Instructor. More detailed information about the application to Field Instruction is provided in the DSU BSW Field Manual and in Field Orientation.

Students must be prepared to be present in the field agency during working business hours from

Tuesday to Friday each week and are encouraged to practice stringent time management while taking SWO 475 Field Instruction and SWO 481 Integrated Seminar due to the intense nature of the learning experience. However, some students who are already employed in human service agencies may be allowed to continue their employment. While it is preferable that students *not* be placed in agencies where they are employed, the following policy applies if such a placement is made: If the student is employed in the agency where the field practicum takes place, the **availability of release time for course and field instruction** should be ensured. A **plan for the continuity** of the placement must be developed should the students' employment end before the 440-hours are completed. A **differentiation plan** for the student's assignments and fieldwork supervision should be made to separate from those associated with the student's employment. It should also be demonstrated that there is **no reduction of the program's established requirements** in class and field practicum and that field instruction is **educationally focused** rather than solely centered on agency services. As one means of ensuring an equal educational opportunity for all students, the field practicum should be administered in accordance with the pattern the program establishes for all students. Agencies involved in this type of field placement should meet the same criteria as other field agencies.

The DSU BSW *Field Manual* provides additional information about the volunteer and field experiences required for social work majors in BSW courses.

DSU BSW PROGRAM COMMITTEES

The DSU BSW Program has several committees most of which all DSU BSW faculty serve on throughout the year including the Admissions Committee, Curriculum Committee, Ethics Committee, Continuing Education/Conference Committee, Accreditation Committee, etc. Students may request to participate or may be invited to participate in these committees when student confidentiality issues (especially those related to FERPA policies) are not an issue. *(Note: Due to student confidentiality issues related to FERPA, students cannot participate in any Admissions Committee or Social Work Ethics Committee meetings).*

The **Admissions Committee** meets the last week of the Fall and Spring semesters to review applicants to the DSU BSW Program and determine whether or not students meet admissions criteria as outlined in the DSU BSW Admissions Policy and on the DSU BSW Admissions Application. The criteria include a minimal GPA of 2.25; the student's submission of the application, autobiography, transcript, two letters of recommendations with corresponding recommendation forms signed by the referee, and the signed Social Work Student Handbook, Orientation and Code Agreement Signature Page; completion of an interview with faculty and the SWEAP assessments; and the successful completion of SWO 305, 201, and 311 with a minimal grade of C. The committee may meet at other times when necessary.

The **Curriculum Committee** meets the last week of the Fall and Spring semesters to review each course. The committee uses feedback from student evaluations and listens to student and faculty concerns about course content. It also uses DSU policies and administrative feedback or directives, CSWE educational policies and accreditation standards, the scholarly literature, and

evidence-based, best practices gleaned from BPD, CSWE, and other professional social work education conferences or university faculty development programs to make and approve changes in course textbooks, assignments, student learning objectives, and syllabi. Student feedback is highly valued in this process. Student leaders may be invited to attend Curriculum Committee meetings to provide specific feedback when needed.

The **Social Work Ethics Committee** meets on an as needed basis by faculty referral to the department chair to address student violations of the academic policies or ethical standards of the social work profession. All students taking social work courses are expected to understand, commit to, and follow the *NASW Code of Ethics (2017)*. The *Code* is printed in the *DSU BSW Student Handbook* and taught in all courses. Students should respect other students, all faculty and staff, and any professionals and clients encountered in all volunteer and field experiences. The *NASW Code of Ethics* is especially useful in guiding personal and professional behavior, resolving conflict, and making ethical decisions. All students should be committed (inside and outside of the classroom) to the core social work values of service, competence, social justice, human dignity and work, and the importance of relationships, and should strive to be people of integrity. If the instructor of a course or a faculty advisor determines that a student has violated the *NASW Code of Ethics*, the instructor will meet with the student individually and determine the appropriate consequence based on the offense. The faculty member, with approval from the department chair, can refer the student to the Social Work Ethics Committee. The student will be notified via Okramail of the date of the meeting and invited to attend to discuss their situation. The student will be notified via Okramail within five working days of the meeting of the committee's decision. The student has a right to follow the Grievance Procedure of the university (please see the policy below which is also located on the DSU Academics webpage and in the *DSU Bulletin*). This information is included in all social work syllabi so every student taking social work courses is aware of the policy and procedures concerning ethical issues.

The **Recruitment Committee** meets on an as needed basis often in coordination with campus recruitment efforts organized by the DSU Admissions Office and/or Office of Student Affairs. Student may be asked to represent the DSU BSW Program by attending Recruitment Days and New Student Orientation events. They may also participate in this committee or the program's recruitment efforts if they choose to implement the Project Go-Home Extra Credit Assignment offered in SWO 481/475.

The **Continuing Education Committee** plans continuing education events for the community and local social work professionals. The Annual Margaret Tullos Field Symposium is the program's premier CE event and is usually held in the spring of each year. The program also offers Social Work CEs in connection with the Annual F.W. Woodall Conference held by the DSU Counselor Education Program each spring. Other CE events or programs may be offered online through the DSU Division of Continuing Education or during the summer or winter breaks. Students assist this committee by helping with on-site registration for CE events, serving refreshments, passing out programs or conference evaluation forms to participants, introducing speakers, moderating workshops, and so forth. Community partnerships and sponsorships allow the DSU BSW Program to offer CE events that are affordable and relevant to local practitioners. This committee also works with faculty to secure adequate faculty development and travel funds so licensure CE requirements can be met.

The **Accreditation Committee** ensures that the program is following the Council on Social Work Education's (CSWE) *Educational and Accreditation Standards (EPAS)*. The program undergoes the reaffirmation of accreditation with CSWE every seven years which requires an in-depth written

self-study of program outcomes. This committee also posts updated outcome data on the DSU BSW webpages for the general public to see how its graduates are able to demonstrate program competencies as prescribed by CSWE, the national social work education accrediting body.

The Social Work Advisory Board is made up of various stakeholders in the community who care about the DSU Program and its outcomes and make recommendations about its curriculum and activities to ensure its success. The Advisory Board meets on an as needed basis, but meetings are usually held at least once per year often in connection with a CE event. Students may be invited to serve on or make presentations at Advisory Board meetings.

Faculty Search Committees (Ad hoc) meets on an as needed basis. All faculty service on faculty and staff search committees. Members outside the program may be invited to serve on search committees as well. The program adheres to DSU and DSU Human Resources policies for advertising, selecting, and filling positions. Students may be invited to attend search committee meetings to participate in the selection of prospective faculty and staff. A BSW student leader usually attends informal lunch meetings with candidates during the interview process. Candidates always are asked to speak with and/or engage students in a professional presentation to a BSW class as part of the selection process.

The Tenure & Promotion Committee (ad hoc) meets on an as needed basis whenever a there is a T&P candidate. The committee then follows the timeline on the Academic Calendar for all tenure and promotion deadlines. The Tenure and Promotion Committee is made up of only tenured faculty members from Social Work, Social Sciences, and/or other programs in the Division of Arts & Sciences. All candidates must adhere to both university and departmental Tenure and Promotion policies and procedures using a T&P Template and online technology provided by OIT to prepare their virtual portfolio. Guidance to candidates is provided by the T&P Committee. The committee also evaluates the candidate to determine their tenure and promotion based on set university criteria. Due to faculty privacy and confidentiality issues, students are not allowed to serve on this committee.

DSU BSW PROGRAM POLICIES

The following policies concerning DSU BSW Program admission, advising, and social media policies as well as the program's basis and procedures for counseling students out of the program and readmitting students to the program are included here for DSU BSW students and faculty because they are specific to the program. The university Academic Honesty Policy as related to cheating and plagiarism as well as the university Grievance Policy are also provided because they are commonly used in the program. However, there are many other relevant university policies (such as sexual harassment, equal opportunity, and so forth) that are not included in this handbook but are available in the *DSU Student Handbook* (December, 2019) for all students located on the DSU website: <https://www.deltastate.edu/policies/policy/university-policies/student-affairs/campus-life/student-handbook/> Students should refer to the *DSU Student Handbook* and the DSU website for the most current versions of any university policy whenever needed.

It should be noted that *university policies and procedures always take precedence over program policies and procedures*. The DSU BSW Program strives to ensure that BSW policies and procedures are consistent with university policies and procedures while also being consistent with the Council on Social Work Education's *Educational Policies and Accreditation Standards* (2015) and the NASW *Code of Ethics* (2017).



COMMUNICATION POLICY

Upon a student's admission to the university, a username and Okramail email address is assigned by DSU administration. All official DSU communication with students occurs through campus email using the Okramail system. Students are notified of this when they first log-into the system to register for classes and sign an agreement with the university that they understand that Okramail is the official means of all university-related communication. The DSU BSW program uses Okramail to communicate with students about grades, coursework, academic issues, admissions, ethics issues, program events, and so forth. Canvas, the university's Learning Management System (LMS) also uses the Okramail system for every course making communication with students easy. Additionally, students receive emergency alerts through the university's OkraAlert system in cases of severe weather, campus crime, and so forth through their Okramail and/or through text messaging.

Students and/or faculty may also choose to use personal email addresses and groups, communication apps, such as GroupMe, or use personal cell phones or text messaging or other forms of communication. However, **ALL OFFICIAL academic communication must be done through Canvas using the Okramail system**. Faculty must communicate with each other and DSU administration using their officially assigned administrative Outlook deltastate.edu email address.



ADMISSIONS POLICIES

The DSU BSW Program's faculty and staff make up the Admissions Committee which administers the admissions process and provides the social work program orientation for prospective social work majors. The committee meets at the close of the Fall semester in December and again at the close of the Spring semester to review and make decisions on student applications using the following policies:

- 1. Students must be admitted to the university and have completed 30 hours of liberal arts course work.**
2. Students must take SWO 201 Introduction to the Profession of Social Work as the initial social work course. This course is offered in the fall semester. Students are expected to take the course before or during their first semester of the junior year. Successful completion of the course with a grade of "C" or better is required as part of the admissions requirement to the DSU BSW Program. Students are allowed to take SWO 201 after completion of 30 hours. **[Note:** If a student takes a similar course at another institution, such as SWK 1113 Social Work: A Helping Profession, without the ten hours of volunteering required for SWO 201, they may be asked to complete the associated volunteer hours and/or write a report about their experience in order for the transfer credit to be accepted by the program unless otherwise determined by the DSU BSW Program Admissions Committee or the Office of the Registrar's policies on transfer credit which takes precedence over BSW program policies.]
3. Students are allowed to take 12 hours in social work prior to admission to the program: SWO 201 Introduction to the Profession of Social Work, SWO 300 Human Diversity, SWO 305 Social Work Skills, and SWO 311 Social Welfare Policies and Services as long as they have a 2.00 GPA. If a student's GPA is less than 2.00, the student can only take SWO 201 and SWO 300.
4. Applications for admission to the social work program are provided when students enroll in SWO 305 Social Work Skills. Students must submit two letters of recommendation on the referee's letterhead and a form completed and signed by each referee along with the completed application. Students must submit an autobiographical statement and also schedule an interview with their social work faculty advisor prior to being admitted. Students must demonstrate personal responsibility and show commitment to the social work profession as demonstrated in the personal interview with the faculty advisor. **[Note:** *Students must also provide a copy of their current articulated DSU transcript, and a signed form stating that they have read the DSU BSW Student Handbook along with the completed application. All students applying to the program must also attend Orientation to the DSU BSW Program and complete the Social Work Education Assessment Program (SWEAP) Entrance Forms as part of the application process to be completed as assignments in the course. Students who fail to fully*

complete the application process will not be considered for admission to the DSU BSW Program. Students who fail to make grade of C or better in SWO 305 Social Work Skills are not eligible to apply for admission.] This process should be completed while students are enrolled in SWO 305 Social Work Skills. Students with a felony crime on their record will not be considered for admission to the BSW degree program or be allowed to enter field placement due to social work licensure requirements in Mississippi.

5. Even though transfer credit will be given for social work courses taken at other CSWE accredited social work programs, students must complete the social work methods courses, senior field placement experience, and the Integrative Seminar at Delta State University in order to receive the BSW degree. Students transferring credit for social work courses from another social work program must present a letter of reference from the social work faculty as one of his/her letters of reference [and also must present the course syllabus for which they are requesting transfer]. In addition, if the courses transferred do not meet the DSU Department of Social Work's requirements for volunteer experience, the student will be expected to complete the number of required hours before being given credit [unless otherwise determined by the DSU BSW Program Admissions Committee.]
6. The social work faculty will meet the first week in December and May to review applications for admission to the program. Students can receive one of four statuses as follows: 1) Admitted 2) Admitted on Probation 3) Not admitted. 4) Admitted with Writing [or Other] Concern. [Students are notified of their admissions status via Okramail. Due to the holiday or summer breaks that occur immediately following the Admissions Committee meetings and so the Registrar can process grades determining student GPAs, email notifications regarding students' admissions status or contingent admissions status will be sent before classes begin in January or May.]
7. Students must have a 2.25 GPA to be fully admitted into the program. Students who do not have a 2.25 GPA but have at least a 2.00 GPA can be admitted on probation status. Probation status can be maintained for one semester only (a semester is counted as fall, spring, or summer term.) Students with less than a 2.25 GPA will not be admitted.
8. Admissions Writing Concern Policy: Student writing is assessed in SWO 305. Additionally, faculty assess student writing to identify any writing concerns early in students' social work entry classes and remediate as soon as possible. Faculty notifies identified students in writing [via Okramail] of the writing concern and the student is referred to the writing lab and/or the Student Success Center.
9. Following admission to the Social Work Program, in order to progress toward the BSW degree, students must maintain at least a 2.25 overall grade point average with no grade below a "C" in professional courses. [Note: A student may repeat no more than 3 social work courses (9 semester hours). A student may not take social work courses at other institutions for grade improvement without permission from the faculty.]

All requirements for admission to Field Instruction are described in the *DSU BSW Field Manual*.

10. The Department of Social Work does not give credit for life or previous work experience.

Admission Application Baccalaureate Social Work Program Delta State University

Name: _____ DSU 900#: _____

Mailing Address: _____ City/ST _____ Zip Code: _____

Cell Phone Number: _____ Emergency Contact Name and Number: _____

DSU Email: _____ Personal Email: _____

Campus/Local Address: _____ Phone: _____

Date of Birth: _____ Faculty Advisor: _____

Classification: Freshman _____ Sophomore _____ Junior _____ Senior _____

Cumulative GPA on Last Grade Sheet _____ Estimated Graduation Date _____

Do you possess a valid Driver's License? Yes _____ No _____

Do you have reliable transportation to complete volunteer/field experiences? Yes _____ No _____

Do you have automobile liability insurance? Yes _____ No _____

Have you ever been convicted of a felony or have any outstanding legal warrants? Yes _____ No _____

If YES, please explain: _____

APPLICATION CHECK LIST (TO BE COMPLETED BY STUDENT)	For Office Use Only
<input type="checkbox"/> Application	Application
<input type="checkbox"/> Typed Autobiography	Autobiography
<input type="checkbox"/> Current Copy of Unofficial DSU Transcript	Current Copy of Unofficial DSU Transcript
2 letters of Recommendation Attached To be mailed directly	Letters of Recommendation
	Interview Completed
	SWO 201 10-hour Volunteer Experience and Paper
<input type="checkbox"/> Letter 1	Orientation Attended
<input type="checkbox"/> Form 1	Handbook/Orientation Documentation
<input type="checkbox"/> Letter 2	Current GPA: _____ Date: _____
<input type="checkbox"/> Form 2	Complete & Referred to Admissions Committee
To the best of my knowledge, this application is complete and accurate.	Incomplete (as explained)

Student's Signature Date

Faculty Signature

EDUCATIONAL HISTORY

Did you attend any other schools beyond High School prior to attending DSU? If so, list below in chronological order.

<u>Name and Location</u>	<u>Dates of Attendance</u>	<u>Degree/Major or Certification</u>
_____	_____	_____
_____	_____	_____

(Use back of page if necessary)

Academic Distinctions and Honors (membership in honorary groups, offices, scholarships in high school or college).

List all Social Work courses taken to date by title, number, and grade. (Include present courses)

After graduating with a BSW your plans are to:

- _____ attend graduate school only in the area of _____
- _____ work only
- _____ work and attend graduate school in the area of _____

SPECIAL SKILLS, HOBBIES, OR ADDITIONAL TRAINING

List any special recreational skills, hobbies, training or certification (i.e., swim instructor, first aid, arts & crafts, music, drama, etc.)

List your organizational affiliations, memberships and leadership activities:

What awards and honors have you received?

Describe any previous volunteer or social work employment experience. All volunteer work should be included (e.g., CAP programs, summer camp, Big Brother/Big Sister, hospital, nursing home, etc.). [Use back of page if necessary.]

From-To MO/YR	Firm/Agency & Address	Nature of Position	Paid or Volunteer

Technology: The DSU BSW Program uses the Canvas Learning Management System for all courses. Students must have access to a computer with Microsoft Word and Excel on it to successfully complete assignments.

Describe the technology you have full access to and will use to complete your BSW degree (check all that apply to you):

- Smart Cell Phone with Data Plan
- Regular Cell Phone with Data Plan
- Smart Cell Phone without or with limited Data Plan
- Regular Cell Phone without or with limited Data Plan
- Reliable, Secure Broadband Internet
- Reliable, Secure Satellite Internet
- Unreliable Unsecure Broadband Internet
- Unreliable Unsecure Satellite Internet
- Reliable, Secure Wi-Fi
- Unreliable, Unsecure Wi-Fi
- Personal Cellular Wi-Fi Hot Spot
- Desktop Computer with Microsoft Word, Excel
- Desktop Computer with Other Word Processing Software
- Laptop with Microsoft Word, Excel
- Laptop with Other Word Processing Software
- Tablet with Microsoft Word, Excel
- Tablet with Other Word Processing Software
- Other
(Describe): _____

Describe the technology you have limited access to and can use to complete your BSW degree (check all that apply):

- Smart Cell Phone with Data Plan
- Regular Cell Phone with Data Plan
- Smart Cell Phone without or with limited Data Plan
- Regular Cell Phone without or with limited Data Plan

- Reliable, Secure Broadband Internet
- Reliable, Secure Satellite Internet
- Unreliable Unsecure Broadband Internet
- Unreliable Unsecure Satellite Internet
- Reliable, Secure Wi-Fi
- Unreliable, Unsecure Wi-Fi
- Personal Cellular Wi-Fi Hot Spot
- Desktop Computer with Microsoft Word, Excel
- Desktop Computer with Other Word Processing Software
- Laptop with Microsoft Word, Excel
- Laptop with Other Word Processing Software
- Tablet with Microsoft Word, Excel
- Tablet with Other Word Processing Software
- Other

(Describe): _____

- I do not have full access to these technologies
- I will be using campus computer labs
- I will be borrowing or sharing technology with family or friends
- I am aware that not having technology may hinder my ability to successfully complete the DSU BSW Program.

Application Signature: _____

Date: _____

Delta State University
 Department of Social Work
 DSU Box 3172
 Cleveland, MS 38733

Recommendation Form
 From Non-Relative

_____ is applying for admission to the BSW Program at Delta State University. The applicant and the BSW Program Admissions committee appreciate your completing this form and returning it at your earliest convenience.

I hereby: Do Do Not waive my rights of access to any and all letters or statements of recommendation which may be submitted by _____ (applicant must specify name of person submitting recommendation before sending/giving form to that person) in connection with my application to the BSW Program at Delta State University.

Signature of Applicant

Date

KNOWLEDGE OF THE APPLICANT

How long have you known the applicant? Years _____ Months _____

In what capacity do you know this applicant? _____

How well do you know this applicant? Casually Well Very Well

APPLICANT'S POTENTIAL AS A BSW STUDENT (please rate all areas)

	Exceptional (10-9)	Above Average (8-7)	Average (6-5-4)	Below Average (3-2)	Poor (1-0)	No Opportunity to Observe
Interaction with employees						
Interaction with client/public						
Writing ability						
Speaking ability						
Analytical ability						
Personal Appearance						
Knowledge of agency/work structure						
Emotional maturity						
Resourcefulness						
Originality						
Motivation to contribute						
Enthusiasm						
Carrying out instructions/tasks						
Promptness						

SUMMARY EVALUATION

Recommendation to the DSU BSW Program:

Student Name: _____

- Highly Recommend
- Recommend
- Recommend with reservation
- Do not recommend

Signature

Date

Name _____

Title _____

Organization _____

Address _____

City/State/Zip _____

Phone _____

****PLEASE ATTACH LETTER OF REFERENCE on PERSONAL OR AGENCY LETTERHEAD TO THIS FORM BEFORE MAILING.**

.....

Please mail this completed, signed recommendation form with the signed letter of recommendation on personal or agency letterhead to:

***Delta State University
Social Work Department
Attn: Dr. Jana Donahoe
DSU Box 3172
Cleveland, MS 38733***

Delta State University
 Department of Social Work
 DSU Box 3172
 Cleveland, MS 38733

Recommendation Form
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Signature of Applicant

Date

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In what capacity do you know this applicant? _____

How well do you know this applicant? Casually Well Very Well

APPLICANT'S POTENTIAL AS A BSW STUDENT (please rate all areas)

	Exceptional (10-9)	Above Average (8-7)	Average (6-5-4)	Below Average (3-2)	Poor (1-0)	No Opportunity to Observe
Interaction with employees						
Interaction with client/public						
Writing ability						
Speaking ability						
Analytical ability						
Personal Appearance						
Knowledge of agency/work structure						
Emotional maturity						
Resourcefulness						
Originality						
Motivation to contribute						
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Recommendation to the DSU BSW Program:

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Date

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City/State/Zip _____

Phone _____

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.....

Please mail this completed recommendation form with the signed letter of recommendation on personal or agency letterhead to:

***Delta State University
Social Work Department
Attn: Dr. Jana Donahoe
DSU Box 3172
Cleveland, MS 38733***

SOCIAL WORK STUDENT HANDBOOK, ORIENTATION, AND CODE AGREEMENT SIGNATURE PAGE

My signature below certifies that I:

- ✓ have reviewed the DSU *Social Work Student Handbook*
- ✓ attended the DSU BSW Student Orientation in person and/or online
- ✓ have read and understand that I am responsible for the content therein
- ✓ agree to accept and abide by its policies as well as the *NASW Code of Ethics (2017)*
- ✓ agree to abide by the DSU Honor Code and University Policies
- ✓ understand that if I do not abide by the policies in the *Handbook*, Honor Code, and the *NASW Code of Ethics (2017)* that I may be summoned to appear before the DSU Social Work Ethics Committee.

HONOR CODE AGREEMENT

The DSU BSW Program operates under an honor code. I also understand and agree that

- ✓ if I observe or have knowledge of another student or students engaging in ethical behavior that I will confront them and give them chance to comply with the DSU *Social Work Student Handbook* and/or the *NASW Code of Ethics (2017)*.
- ✓ if the student(s) continue to engage in unethical behavior I understand that I have a responsibility and duty to report their behavior (and provide evidence) to a DSU BSW faculty member and/or department chair so the behavior can be remediated and/or adjudicated.

Print Name

Signature

Date

Witness

Date

GUIDELINES FOR STUDENT AUTOBIOGRAPHY REQUIRED FOR ADMISSION TO THE SOCIAL WORK PROGRAM AS A MAJOR

Students must turn in a typed autobiographical statement as a requirement to be considered for admission to the Social Work Department as a Social Work major. APA format is NOT required. However, students should strive to turn in a grammatically correct paper since the paper will reflect their ability to communicate as a potential social worker. The SWO 305 professor or faculty-student advisors may help students construct the paper. The Writing Skills Lab may be used, but students may prefer the confidentiality provided by using a faculty advisor or social work professor. Information in the autobiographical statement is used only by the DSU BSW Admissions Committee.

The autobiography should contain the following information:

1. Identifying information. Name, birth date, gender, marital status, number of children, race or ethnic origin, place of residence, hometown, etc.
2. How did you develop your interest in social work?
3. Identify your personal qualities, strengths, and weaknesses that you consider relevant to your future career in social work.
4. List any relevant volunteer activities or paid work experiences that you have had in the helping or service professions and describe how you helped others.
5. What areas of social work practice appeal to you as possible career fields?

The statement should be written in first person, active voice using proper grammar. The statement will become a permanent part of the student's record in social work. All information is confidential.

Statements are not graded but are required for admission to the DSU BSW Program and successful completion of SWO 305 class. Statements should be submitted on Canvas in SWO 305 and emailed to the faculty advisor before the student is interviewed for admission to the program during the Fall semester.

Other requirements for admission include:

- 1) A GPA of 2.25 or above
- 2) Completion of social work courses with a grade of C or higher
- 3) Completion of the typed Autobiographical Statement
- 4) Two letters of reference from a professional person (cannot be a family member) with signed and completed forms (see below)
- 5) A copy of the student's unofficial transcript printed from DSU Online
- 6) A signed *Social Work Student Handbook, Orientation, and Code Agreement Signature Page Form*
- 7) Verification of completion of the Social Work Education Assessment Program (SWEAP) survey sent to SWO 305 students to their Okramail accounts.
- 8) An interview with the social work faculty advisor. Sign-up sheets for interviews will be posted on doors of each social work faculty the week or conducted over zoom by appointment with the faculty advisor.
- 9) All paperwork must be turned into BOTH the SWO 305 Canvas Course shell in the appropriate assignment boxes AND the SW Program Orientation Canvas Course Shell in the appropriate assignment boxes *before* the student is interviewed.

ADVISING POLICY

1. Academic and professional advising of students is done by full-time DSU BSW Program faculty. All academic advisors hold the MSW degree at minimum. A student's **academic performance** is usually evaluated by their attendance, participation/engagement in courses, grades, and GPA. **Professional performance** is often connected with a student's academic performance as related to program and course competencies, but may also be evaluated using the student's participation and engagement in program activities (such as club meeting attendance and leadership involvement), performance during volunteer and field experience (using final evaluations of supervisors and volunteer reports and completion forms), and the student's ethical demonstration of competencies in the classroom and community. Some students may demonstrate excellence in academic performance but not be able to demonstrate competency in professional performance in volunteering and field experiences. Therefore, both academic and professional advisement is needed. Academic advisement usually comes first. As the student progresses in the program and has volunteer and field experiences, professional advisement can also occur.
2. Students inquiring about the program, changing majors, or entering the program for the first time will meet with the department chair or a designated faculty member. They are given an Academic Map, a DSU BSW Program Brochure, and a Careers in SW handout (See Appendix).
3. After an initial meeting or call with a student, the department chair or the senior secretary assigns an academic advisor to each student who has been admitted to the university and/or declares social work as a major. This advisor works with the student to plan and register for courses and work toward the successful completion of the BSW degree track. The DSU BSW Program uses the **cohort model** meaning that all students in the cohort enroll in the same major courses during their junior and senior years unless a student decides to slow down their academic track or needs to retake courses. BSW courses are only offered at specific times each year. Therefore, students who need to retake certain courses may have to wait a full year to do so. This is indicated on the DSU BSW Academic Map used in the advisement of all social work majors (See Appendix).
4. Students are required to meet with their academic advisors at least once during the fall and spring semesters. This is usually done during preregistration. However, students are encouraged to meet with their academic advisors as often as needed and to contact their advisors if they have questions or concerns about their progress.
5. Students who are applying for admission into the program are also required to schedule an interview with their academic advisors for this purpose as they are completing the admissions process in SWO 305.
6. A list of advisees, along with the name of their faculty advisor, is posted on the bulletin board outside the main office of the Department of Social Work and may also be available on faculty office doors and on the DSU BSW Program Orientation Course shell in Canvas.
7. For additional information about the program, students are referred to the DSU BSW Program *Student Handbook* located on the DSU BSW Program's webpages and in the DSU BSW Program Orientation Course shell in Canvas. Students will sign a statement signifying that they have read and understand the DSU BSW Program *Student Handbook* and that they have attended the DSU BSW Program Orientation held in the fall semester. *The signed acknowledgement signifies that the student agrees to abide by all program policies and procedures based on an honor code, including the NASW Code of Ethics (2017) and demonstrate professionalism and integrity at all times.* This

form becomes a part of the student's permanent file that is maintained in the Department of Social Work Office.

8. Students who cannot demonstrate adequate academic performance may be counseled out of the program after failing three or more social work courses or after their GPA drops below a 2.25. Any student who cannot demonstrate academic and/or professional performance as determined by a faculty member may be referred to the Social Work Ethics Committee to address the issue(s). (see the Basis for Counseling Out of the Program Policy and the Procedure for Counseling Out of the Program Policy).
9. Students often discuss professional career goals with academic advisors and need a professional or academic reference from faculty for employment or graduate study. Any student needing a reference or recommendation from faculty must get permission from the faculty member to serve as a reference and must complete and sign the faculty member's *Reference Request and Release Form*. This form gives the faculty member permission to release *general* information about the student's academic performance, character, strengths and weaknesses, volunteer experiences, and so forth. The faculty member may also request that the student submit a resume so their accomplishments can be highlighted in the recommendation letter. Students should give faculty a two-week notice before the reference or letter is due. Faculty have the right to decline to serve as references or referees. Faculty also have a right to give negative recommendations at their discretion. Students are encouraged to ask faculty if they are willing to give a positive recommendation before completing the Reference Request and Release Form.

SOCIAL MEDIA POLICY

The use of social media by DSU BSW students can be used positively to support their personal expression and allow for a professional presence online that allows them to share information with many people quickly. Social media use can also positively or negatively affect current and future relationships with peers, faculty, supervisors, field agencies and instructors, and prospective employers, clients, co-workers, and so forth. It is always a good idea to evaluate how a personal presence online affects professionalism. Some students may need to choose to clean up their existing presence or delete their existing presence and create a new one that better demonstrates professionalism; but must also understand that some content cannot be deleted and remains in the digital world forever which could affect their reputation. Some students have even posted statements of apology for previous posts that they now consider to be "unprofessional." Even email addresses should reflect professionalism. Netiquette (see the links provided in all social work syllabi) is extremely important in maintaining a professional social media presence. (Special thanks to Dr. Laurel Hitchcock at the University of Alabama Birmingham for her suggestions provided on this subject at the Margaret Tullos Field Symposium held virtually by the DSU BSW Program on February 26, 2021).

Because BSW students are being professionally socialized into the profession of social work, it is very important that if they choose to use social media, that they do so ethically following the *NASW Code of Ethics* (2017) and the *NASW Standards for Technology* (2017), both of which are included in the Appendix of this handbook. All DSU BSW students must agree to demonstrate professional behavior at all times, including on social media. Competency 1: Demonstrate Ethical Professional Behavior in the *CSWE 2015 EPAS* requires that students: 1. make ethical decisions by applying the standards of the *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; 2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; 3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 4. use technology ethically and appropriately to facilitate practice outcomes; and 5.

use supervision and consultation to guide professional judgment and behavior. This means that every social worker and social work student must ensure that the language, appearance and content of all posts, photos, quips and quotes, likes, shares, links, and so forth used on social media should demonstrate professionalism and respect for others and foster collegiality.

Students should also be aware of the privacy settings selected for their online presence. Use privacy settings that safeguard personal information and content and monitor this often. Students should be sure that the content posted by others about them is accurate and appropriate. They must be aware of privacy and confidentiality standards that should be maintained in all environments (online and digital) and refrain from posting any and all identifiable client information per the *NASW Code of Ethics* (2017). If clients are seen by students online or using any kind of electronic device such as cell phones during volunteer or field placements, they must set and maintain appropriate professional boundaries and demonstrate professional communication skills. It is wise to separate personal and professional content and presence online whenever possible. When students see content posted by other students or colleagues that is unprofessional, they have a responsibility to bring that content to the attention of the person responsible so appropriate action (such as removal) can be taken. If it is not, then the student should report the matter to the appropriate authorities, including social work faculty. The University of Buffalo has excellent resources on the use of social media for social workers and students including the *Social Workers Guide to Social Media* (n.d.) Visit <https://socialwork.buffalo.edu/resources/social-media-guide.html>

It is expected that DSU BSW students will be respectful and professional when using social media by being mindful and careful of how social media affects their personal and professional reputation. Students are not to embarrass or disparage DSU or the DSU BSW program, its faculty, students, clubs/organizations, activities, courses or course content, and so forth. Instead, students are to discuss their concerns or complaints or other matters privately with the faculty and/or department chair. Students should know that DSU BSW faculty may check social media outlets prior to a student's admission to the program and/or admission to field placement and throughout their time in the program for professionalism. Any social media posts that are found to be unprofessional may prevent admission to the program or to field placement. If unprofessionalism is demonstrated on social media after a student's admission to the program, they may be referred to the DSU Social Work Ethics Committee.

The DSU policy concerning students' responsibilities using DSU computing and network resources also is relevant to may be applied to the DSU BSW Social Media Policy. Please read it carefully: <https://www.deltastate.edu/policies/policy/university-policies/technology/operation-and-responsibility/appropriate-use-of-computing-and-network-resources/>

BASIS FOR COUNSELING OUT OF THE DSU BSW PROGRAM OR DENIAL OF ADMISSION TO THE PROGRAM FOR ACADEMIC OR PROFESSIONAL REASONS

It is sometimes necessary to advise students to reconsider their preference for social work and subsequently to change their major. The basis for this decision may be one or more of the following:

1. Substandard academic performance, including public speaking and/or presentations and writing skills.
2. Failure to maintain at least an overall 2.25 GPA after admission to the program. Students are allowed to enter the program with a 2.00 GPA and placed on probation for ONE semester only.
3. Failure to have a 2.25 GPA before entering senior year or field placement.
4. Failure to make at least a "C" in all social work courses. Students must retake the course and

- earn a grade of “C” or better to proceed in the DSU BSW Program.
5. Students may only fail three (3) SWO courses during progression of BSW degree. Any student who fails three SWO courses will be counseled out of the program.
 6. Failure in/or removal from Field Instruction and Integrated Seminar (SWO 475 and/or 481).
 7. Students found to have cheated or plagiarized on papers, exams, or other schoolwork as determined by a faculty member and/or the DSU Social Work Ethics Committee or university. The DSU Academic Honesty Policy located on the DSU website takes precedence over DSU BSW policies and decisions. The university Academic Honesty Committee has purview over all matters concerning cheating and plagiarism rather than the Social Work Ethics Committee in most cases.
 8. Documentation of unresolved personal problems/issues (see the *NASW Code of Ethics*, 2017). DSU BSW students whose personal problems, psychosocial distresses, legal problems, substance abuse or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation from the DSU Student Health Service counselors or use other professional services in an effort to remediate their actions/behaviors in the safety and protection of clients, faculty and others. DSU BSW Program faculty may refer students to these resources. If the student cannot demonstrate successful resolution or coping with such issues, the student may be counseled out of the program, removed from BSW courses, or not allowed to continue in BSW courses (See the *NASW Code of Ethics*, 2017, Sections 2.08, 2.09, 2.10, 3.03, 3.07, 4.03, 4.05, 5.01). Reinstatement to the DSU BSW Program can be petitioned by the student once the issues have been successfully resolved, but the faculty are under no obligation to grant such reinstatement.
 9. Failure to adhere to professional social work values and ethics as described in the *National Association of Social Workers Code of Ethics* (2017) or meet/demonstrate CSWE EPAS Competencies (2015). Social work values and ethics are taught in every BSW course and a copy of the *NASW Code of Ethics* (2017) is included in the DSU BSW Student Handbook and are available in the SW Program Orientation Course Shell on Canvas as well as a copy of the *CSWE EPAS 2015*. All students applying for admission to the program are required to sign a Student Handbook and Orientation Signature Page form in which they agree to abide by DSU and DSU BSW Program policies and the *NASW Code of Ethics* (2017) using an honor code system throughout their DSU BSW educational process.
 10. Evidence of criminal activity occurring prior to, during, or after enrollment if this activity will interfere with the student’s ability to gain field internship experience or become licensed as a social worker in the State of Mississippi. Any student who intentionally submits false documentation may be dismissed from the DSU BSW Program.
 11. Personal goals or private conduct including social media posts that interfere with a student’s ability to maintain professional integrity and fulfill their professional responsibilities or academic performance (See *NASW Code of Ethics*, 2017, Sections 4.03, 4.05, 5.01 and the *NASW Technology Standards*, 2017—both are provided here in the appendices).

PROCEDURE FOR COUNSELING OUT OF THE PROGRAM OR DENIAL OF ADMISSION TO THE PROGRAM FOR ACADEMIC OR PROFESSIONAL REASONS

1. Students identified by social work faculty as experiencing any of the academic and/or professional performance listed above will be asked to schedule a meeting with their faculty advisor to discuss the problem(s). The faculty member should document this conference in the student's file and make referrals as needed.
2. The faculty member can make decisions about the consequences concerning the student’s grade or may refer the student to appropriate remedial services when faculty member feels this

- will alleviate the problem. The student will be notified via Okramail.
3. If the faculty member, with approval from the department chair, determines that the problem is serious and violates professional ethical codes, academic honor codes, or university or program policies, the student may be referred to the DSU Social Work Ethics Committee.
 4. The DSU Social Work Ethics Committee/department chair/referring faculty member will notify the student by DSU Okramail that his/her situation has been referred to the Social Work Ethics Committee. The student will be given the date of this meeting and invited to attend to discuss their situation.
 5. The Social Work Ethics Committee will meet with the student to discuss the problem, ensure compliance with university policies, and make a decision or recommendations as to what remedial action(s) or other options are appropriate in the situation at hand.
 6. The student will be notified by DSU Okramail within five to seven working days of the Social Work Ethics Committee's decision as to what action(s) have been taken.
 7. **It should be noted that whenever a student's behavior or problem violates a university policy, any procedures outlined in the university policy located on the DSU website must be followed. There are times when certain behaviors and issues are within the purview of other university committees rather than under the purview of the Social Work Ethics Committee.**
 8. If the student does not agree with the Social Work Ethics Committee's decision or any other university committees' decision, the student then has a right to follow the DSU Grievance Procedure of the university located on the DSU website.

CHEATING AND PLAGIARISM POLICY/ACADEMIC HONESTY POLICY

Cheating and plagiarism are not tolerated under any circumstance per university and departmental policy. According to the DSU Academic Honesty Policy, **cheating** is defined as taking credit for work which has been completed by another person or involves assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;
- the use of notes of any other aid not specifically allowed or approved by the instructor;
- unauthorized access to an un-administered examination or quiz and dissemination of the same;
- collaboration on take-home examinations unless specifically approved by the instructor;
- receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- collaborating with another person in preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- submitting work for credit in more than one course, regardless of whether or not such submission occurs with in the same term. An exception may be granted if the student received written permission in advance from the instructor(s).

Plagiarism is defined as the appropriation of ideas, facts, phrases, or additional materials from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

Academic dishonesty includes, but is not limited to cheating, plagiarism, fabrication, forgery, falsification, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

The DSU Program operates using an honor code. Students are expected to demonstrate professional behavior at all times. If a student observes another student or other students engaging in unethical behavior or academic dishonesty of any kind, the student may confront the student(s) and/or has a duty to inform the instructor or department chair of the unethical behavior or academic dishonesty. The student(s) committing the offenses are brought before the Social Work Ethics Committee (see the above procedure for counseling students out of the DSU BSW Program).

In most BSW courses at the discretion of the instructor, all major papers and assignments will be submitted utilizing *Turn It In* plagiarism software to check for originality and academic integrity. Other assignments may also require submission to *Turn It In* at the discretion for the instructor. Any student with a similarity match of more than 15%, excluding formatting (header, headings, title, page numbers, name, university), quotations and references, will be required to meet with the instructor to discuss the similarity/plagiarism concerns. If it is established that a violation through *Turn It In* or a violation discovered by the instructor's comparison of an assignment to any other work has occurred, the instructor will determine the penalty. The usual penalty involves a grade of zero on the test, examination, discussion board, or paper/assignment in question. If a student submits other assignments and discussions that include plagiarism, the DSU Academic Honesty Policy will be followed. The faculty member will discuss the issue with the student providing evidence. Depending on the situation, the student may or may not be given the opportunity to revise the assignment to correct the problem on the first offense. Usually, a grade of zero on the assignment or discussion is given for the first offense. The faculty member will notify the chair and a Social Work Ethics Committee meeting will be scheduled to address the matter. The committee will review the assignment(s) and make a plan of action with the student to resolve the problem and remediate it if it is a single and first offense. If a second offense occurs, the student will again be referred to the DSU Social Work Ethics Committee to inform the student of the Academic Honesty Policy and Procedures. The Delta State University Report of Cheating and Plagiarism form will be completed and filed with the Office of Academic Affairs. The case then is within the purview of the Academic Honesty Committee. Please refer to the DSU Academic Honesty Policy located on the DSU website and the Cheating and Plagiarism Policy located in all social work syllabi for more information. Three offenses of any kind of academic dishonesty may result in removal from the DSU BSW Program and suspension and/or dismissal from the University.

See the related links provided in all social work syllabi, including: the DSU Academic Honesty Policy <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

STUDENT GRIEVANCE POLICY

According to the DSU Undergraduate Grievance Policy located on the DSU Academics webpage, students who feel that they have an academic or non-academic grievance may appeal as follows:

Discuss the problem first with the instructor and seek a solution. If no resolution is made, the student should then refer to the DSU policy for undergraduate academic grievances if the grievance is academic: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

If the problem is non-academic, the students should refer to the DSU policies for non-academic undergraduate grievances on the DSU Academics webpage. They may also contact the department chair for guidance.

The Social Work Ethics Committee may or may not become involved in student grievances depending on the nature of the issue. Without exception, the university policy and process will be followed.

For more information visit <https://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

READMISSION POLICY

1. Students interested in applying for readmission into the DSU BSW Program, after exiting the program voluntarily or being dismissed from the program, must submit an email to the department chair expressing interest. Students must address the issue(s) that caused them to withdraw or be dismissed from the program, including why they believe they should be readmitted. Students must document that the problem has been resolved.
2. The student must also first be re-admitted to the university and then complete an updated DSU BSW Admissions Application. This can be picked up from the Department of Social Work Office or found in the DSU *BSW Student Handbook* on the DSU Social Work webpage. A cover letter that addresses resolution of the documented problem/issue identified in the dismissal or withdrawal must accompany the updated application. If an academic grievance was filed by student, student should include the DSU Grievance Committee's decision letter.
3. Students who are dismissed from the social work program must wait at least one year (academic or calendar depending on their academic track) before they can reapply and follow the steps listed above for re-admission unless otherwise determined by the Social Work Ethics Committee.
4. In addition to the above if requested by the department chair or faculty, students must interview with the department chair or faculty advisor, submit an updated transcript, two letters of reference with recommendation forms, and an updated autobiographical statement. There may be other requirements as determined by the Admissions or Social Work Ethics Committee.
5. The Social Work Admissions and/or Ethics Committees will review applications for readmission into the program in December and May of each school year.
6. Students who are approved for readmission into the program will be placed on probation for a

year (academic or calendar year depending on their academic track). If the student has any additional infractions, concerns, or behaviors to occur prior to completion of degree following readmission, student will be terminated from program indefinitely.

7. Any student not satisfied with the decision of the Social Work Admissions and Ethics Committees can appeal the decision following the university grievance procedures.

VOLUNTEERING AND FIELD EDUCATION POLICY DURING NATIONAL OR LOCAL CRISES

In the event of a national, state, or local crisis including natural disasters, epidemics, civil unrest, or other similar crises requiring face-to-face volunteering and field placements to be moved to virtual/online formats for safety and/or health concerns, the DSU BSW program recommends that volunteering and field placement students and supervisors develop an *action plan* for the placement using alternative learning and client engagement activities that can be completed remotely or off-site using technology (phone, email, teleconferencing, etc.). Whenever the government declares a State of Emergency due to a crisis, this policy will automatically and immediately go into effect.

Each **volunteering and field placement student** in social work courses will need an *action plan* developed with their supervisor that describes how the students will complete their required volunteering hours safely and remotely and how the supervisor will monitor and evaluate them. If the students are working with clients or customers, the plan should state how the students will engage remotely with clients/customers while protecting their confidentiality and the health and safety of the student, the clients, and agency staff. For field students, the plan should address how and how often students will be remotely supervised, how they can remotely engage with client systems confidentially, and how they will achieve all nine CSWE competencies using remote learning activities. The plan must follow agency policies, university policies, educational policies and standards, professional ethical standards, and local, state, and federal laws (such as HIPPA). All action plans must be approved by the agency supervisor or Field Instructor and a DSU faculty representative (Field Director or Field Liaison, Department Chair, or Course Instructor).

It should be noted that the Council on Social Work Education (CSWE) 2015 *Educational and Accreditation Standards* (EPAS) 2.2.4 allows “in-person” contact to be accomplished through digital technologies. It also states that simulated practice situations may supplement, but not replace required field hours (AS 2.2.4 2015 CSWE EPAS Interpretation Guide). It is the responsibility of social work programs in conjunction with host institutions to make decisions and accommodations about risk management, safety, health and the educational experience of students in field placements (AS 2.2.7). CSWE requires a minimum of 400 hours to meet BSW field placement criteria. Most components of volunteering and field education can be facilitated using technology such as zoom including supervision and client engagement as long as confidentiality is protected. Suggested remote learning activities will be provided by the BSW Director of Field Education. Students and agency supervisors or Field Instructors should read the *Disclaimer* below and sign the *Waiver* for any and all face-to-face experiences the student will likely have.

STUDENT VOLUNTEER DISCLAIMER, WAIVER and ACTION PLAN DURING CRISES

Disclaimer: If an agency and student decide to allow the student's volunteer or field placement to use a regular face-to-face format despite the program's recommendation to move the placement to a remote format during the global pandemic or other crisis (especially if a State of Emergency has been declared by the government), the ***DSU BSW Program CANNOT be held responsible for the student's health and/or safety or the health and safety of any clients, customers, or any staff, employees, or volunteers that the agency assigns to the student. The agency and the student will be exercising their/his/her right to self-determination to engage in a face-to-face format AT THEIR OWN RISK and at the risk of the clients, supervisor, and agency.***

WAIVER: The signatures below indicate the agency's acknowledgement of the DSU BSW Program's **Volunteering and Field Education Policy During National or Local Crises like the Global Pandemic** agreement to develop the student's individualized plan of action to amend the Learning Contract (if a senior field placement), and *the agency and student's agreement not to hold the DSU BSW Program liable for engagement in partial or full face-to-face placement formats.* The DSU BSW Program highly recommends that students and agencies agree to protect agency client confidentiality securely as well as follow the recommended health and safety protocols instituted by government or its authorized agents.

ACTION PLAN

The students will engage in the following volunteering activities safely:

The agency will ensure the student volunteer's health and safety by:

The protection of client confidentiality will be ensured by:

Student Signature

Date

Agency Field Instructor/Volunteer Supervisor Signature Date

STATEMENT ON SOCIAL JUSTICE

Social, economic, and environmental justice is important to us and is part of the NASW *Code of Ethics* which we adhere to and the CSWE *Educational Policy and Accreditation Standards* competencies which we demonstrate. We teach it throughout our curriculum, include it in our assignments, volunteer activities, and simulations, and model it through kindness, respect, advocacy, and various activities. All our teaching, research, and service activities seek to promote and advocate justice for all, especially the poor, vulnerable and oppressed at all levels of social work practice. Whenever injustice occurs, we try to listen and learn so we can respond appropriately. (Developed 6/8/2020)

SEXUAL HARASSMENT POLICY

In accordance with Title IX, Delta State University is committed to maintaining a learning and working environment free from sexual and gender-based discrimination, harassment, sexual assault, sexual exploitation, sexual intimidation, stalking, dating violence, domestic violence, or any other

behavior that is non-consensual or has the purpose or effect of coercing a person or persons. For questions or concerns about Title IX, please visit <http://www.deltastate.edu/policies/policy/university-policies/employment/employee-responsibilities-and-standards/sexual-harassment/> or contact Deidra Byas, Title IX Coordinator at (662)846-4690 or email titleix@deltastate.edu.

VAPOR AND SMOKE FREE ENVIRONMENT POLICY

Delta State University prohibits the use of all vapor devices and tobacco products, which includes but is not limited to; the emitting or discharging into the environment of any secondhand tobacco smoke from whatever conveyance or location, on its campus or during university business. This policy applies to all students, faculty, staff and visitors on Delta State University property, in its facilities, or **while conducting business**. The DSU BSW Program believes this policy applies to students during their placements and encourages students to be respectful of others and not use these products while volunteering unless special permission is granted by the DSU BSW Director of Field Education and the Agency Supervisor and/or Field Instructor.

OTHER POLICIES

Whether provided in this handbook or not, the DSU BSW Program seeks to adhere to all DSU Policies which are available on the DSU Academics webpage via <http://www.deltastate.edu/Academics> as well as the NASW *Code of Ethics* (2017) and the CSWE *EPAS* (2015) which are provided in the appendix.

Upon admission to the university, it is assumed that all DSU BSW students have read, understand, and agree with the ***DSU Student Handbook*** which is available online and contains information about admissions, financial aid, housing, textbook and postal services, student business services, registration, adding and dropping courses, attendance, grades, credit, instructional resources, student health-counseling and career services, disability services, food services, police services, parking information, emergency procedures, Title IX protocols, alumni services, athletic services, and the very important DSU Student Code of Conduct.

DSU BSW students are expected to abide by all DSU policies and its Code of Conduct. For more information visit: <https://www.deltastate.edu/PDFFiles/student-life/DSU-Student-Handbook.pdf>

DSU BSW students are also expected to abide by the NASW *Code of Ethics* (2017) and CSWE *EPAS* (2015) which are provided below in the appendices.

GENERAL BSW FIELD POLICIES REQUIREMENTS FOR ADMISSION TO FIELD PRACTICUM

Please refer to the *DSU BSW Field Manual* for more information

1. Completion of the following courses: All liberal arts and foundation courses as described in the *Social Work Student Handbook*, SWO 416 Human Behavior and the Social Environment II, SWO 421 Social Work Methods II, SWO 422 Social Work Methods III, and SWO 430 Social Welfare Policy Analysis, and all prerequisites are to be taken. Under special circumstances and at the discretion and approval of the Social Work Ethics, Curriculum, or Admissions Committees or the department chair, liberal arts courses that are not prerequisites to other courses may be taken after entering Field. The student must have permission from the agency Field Instructor if time away from the field placement is required for course completion. The course completion would *not* count as field hours.
2. Students are required to have a 2.25 GPA to be admitted to Field Instruction.
 3. Students must exhibit at all times ethical social work conduct and practice based on the *NASW Code of Ethics (2017)* and as outlined by CSWE EPAS (2015) competencies. Since most agencies require background checks on all employees and potential student field placements who apply to be a part of their agency, the DSU BSW Program requires background checks for all students applying to field instruction. Students should provide documentation to the agency regarding this matter. The students' involvement with the law may be discovered in that process if it is on public record. Some agencies cannot allow people with criminal records to be part of their staff; others may assess the nature of the crime and decide on the appropriateness of allowing the student to work in their agency. *In any regard, it is the students' responsibility to inform the field director of any criminal practices (felonies or misdemeanors) or concerns prior to entering field.* Students should also be aware that they will not be eligible for social work licensure if they cannot pass a background check. If the results of a student's background check indicate that the student has provided false, misleading, or omitted information which makes them ineligible for the completion of field instruction, the student may be denied admission to field or their previous admission to field may be rescinded. It may also result in dismissal from the DSU BSW Program as determined by the Social Work Ethics Committee.
4. Students are responsible for their own transportation to and from their assigned agency. Verification of a driver's license and vehicular insurance are required. Students without proper transportation should provide a written plan to the field director prior to entering field regarding transportation concerns.
5. Students are required to have professional liability insurance by December of the fall semester of their senior year. Information regarding purchasing this insurance is available from the Director of Field Education, who will need to have proof of this insurance coverage before a Field Practicum assignment will be given to the student.

APPLICATION FOR FIELD PRACTICUM

1. Application for being admitted to Field Practicum is made during the summer semester prior to the senior year.
2. To begin the application process, student must attend a group meeting held by the Director of Field Education in the summer of the junior year. In this meeting, Field will be explained, the location of *Social Work Field Instruction Manual* on the Social Work Website will be identified to each student and discussed in depth, and student's questions will be answered. A follow-up group meeting will be held by the field director at the beginning of Fall semester for seniors preparing to enter field in the spring during the first week. Students will sign acknowledgment that they have read and understand the Field Manual and all requirements for the successful completion of the field practicum.
3. Application forms are obtained from the Director of Field Education during the summer semester group orientation meeting.
4. Each student makes an appointment with the Director of Field Education for an Application Interview and takes the completed application form to the interview. During this interview with the student, the Director of Field Education will discuss the student's strengths and areas that need improvement and determine the student's readiness for Field Instruction. Discussion will include the student's academic performance, volunteer and lab experiences with supervisors evaluations of those experiences; work ethic lessons learned from any non-social work paid work experience, social work values and attitudes; behaviors that may need the student's attention; communication skills, both written and oral; student's ability to handle feedback; and personal aspects of the student's situation that may affect his/her placement. Also discussed will be the student's goals for the field experience and his/her preferences for certain client populations and geographic locations of agencies.
5. Some students may have good potential for social work practice but may be academically marginal and need more time to develop maturity and awareness. If determined that the student is not ready for Field Instruction, the field director will meet with the student to suggest specific goals for student to consider. It is the student's option to attempt to meet these goals and reapply the following year. If the field director has concerns that need further exploration the student will be referred to Social Work Ethics Committee.
6. Students must understand that SWO 475 Field Instruction must be taken concurrently with SWO 481 Field Seminar. Failing one or the other automatically means that *both* courses must be taken again if the student ever reapplies for field instruction. Any exception to this must be considered by the Social Work Ethics Committee.
7. Students will sign acknowledgment of these responsibilities and all details discussed therein before entering the field practicum.

APPENDICES

COUNCIL ON SOCIAL WORK EDUCATION'S EDUCATIONAL AND ACCREDITATION STANDARDS COMPETENCIES



COUNCIL ON SOCIAL WORK EDUCATION

www.cswe.org

The Department of Social Work has adopted the following nine competencies identified by CSWE's 2015 EPAS for the professional social work curriculum. These competencies are consistent with Educational Policy 2.0 through Educational Policy 2.1.9.

Competency 1: Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. The following practice behaviors operationalize Core Competency 1. These operational definitions correspond to practice behaviors in Educational Policy 2.1.1. Social workers:

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

Core Competency 2: Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to

which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. The following practice behaviors operationalize Core Competency 2. These operational definitions correspond to practice behaviors in Educational Policy 2.1.2. Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. The following practice behaviors operationalize Core Competency 3. These operational definitions correspond to practice behaviors in Educational Policy 2.1.3. Social workers:

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

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. The following practice behaviors operationalize Core Competency 4. These operational definitions correspond to practice behaviors in Education Policy 2.1.4. Social workers:

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

Core Competency 5: Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and

evaluation. The following practice behaviors operationalize Core Competency 5. These operational definitions correspond to practice behaviors in Educational Policy 2.1.5. Social workers:

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

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

Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. The following practice behaviors operationalize Core Competency 6. These operational definitions correspond to practice behaviors in Educational Policy 2.1.6. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. The following practice behaviors operationalize Core Competency 7. These operational definitions correspond to practice behaviors in Educational Policy 2.1.7. Social workers:

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

Core Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. The following practice behaviors operationalize Core Competency 8. These operational definitions correspond to practice behaviors in Educational Policy 2.1.8.

Social workers:

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

Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. The following practice behaviors operationalize Core Competency 9. These operational definitions correspond to practice behaviors in Educational Policy 2.1.9.

Social workers:

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

SOCIAL WORK LICENSING IN MISSISSIPPI



There are three (3) levels of social work licensure in Mississippi:

A. Licensed Social Worker (LSW):

The entry level of social work practice usually includes a wide range of direct services under the supervision of a Licensed Master Social Worker or other qualified professional. The LSW generally provides basic problem-solving interventions. Professional tasks may include data gathering, assessment, planning and contracting, various generalist intervention methodologies, and evaluation of own practice. LSWs should not provide clinical social work services, psychotherapy, nor engage in autonomous practice.

B. Licensed Master Social Worker (LMSW):

The LMSW usually provides a wide range of services both direct and indirect. Scope of practice includes but is not limited to: providing diagnostic, preventive and treatment services of a psychosocial nature pertaining to personality adjustment, behavior problems, interpersonal functioning or deinstitutionalization. These duties should be performed under the supervision of an experienced LMSW, a Licensed Certified Social Worker (LCSW) or other qualified professional such as a psychiatrist or Ph.D. level clinical psychologist. (Supervision of a LMSW for LCSW certification can only be provided by a LCSW as specified in Section IV) LMSWs must not provide unsupervised clinical services and autonomous practice.

C. Licensed Certified Social Worker (LCSW):

The LCSW shall be qualified to function independently and shall demonstrate special knowledge and skill in his/her practice areas. The LCSW is expected to demonstrate skill in the application of various social work theories and interventive methodologies, including psychotherapy. The LCSW may also demonstrate skill in supervision and management. The LCSW specializing in clinical practice may independently engage in the use of a variety of psychotherapeutic techniques. The clinician is legally and ethically bound to practice only in the parameters of his/her expertise.

Qualifications for Licensure:

Applicants for LSW must submit the following for review, per directions from the Board:

- Initial application.
- Verification of a baccalaureate degree in social work from a college or university accredited by Council on Social Work Education (CSWE) or Southern Association of Colleges and Schools (SACS).
- Passing score on the ASWB basic exam.
- Full licensure fee.

2. Applicant for LMSW must submit for review, per directions from the Board:
 - Initial application.
 - Verification of a master's degree from a school of social work accredited by the Council on Social Work Education (CSWE) or a doctorate in social work (D.S.W. or Ph.D.).
 - Passing score of 70 on the ASWB intermediate exam.
 - Full licensure fee.

3. Applicant for LCSW must be a current LMSW in good standing, as verified by Board files, and must submit for review per directions from the Board:
 - Initial application.
 - Supervision plan and contract for supervision.
 - Four evaluations (1 every six months for 24 months)
 - Termination of supervision contract.
 - Three character/professional references from persons in current professional contact with applicant; references may be from disciplines related to social work, but one must be from a LCSW other than applicant's supervisor.
 - Applicable fees.
 - Passing score of 70 on the ASWB exam either clinical or advanced.

4. Licensure by Reciprocity:

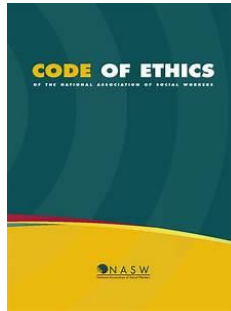
Applicants for licensure by reciprocity who hold a valid license from another state may be eligible for licensure in Mississippi with the stipulation that:

 - The examination completed for licensure is the same examination endorsed or prescribed by the Association of Social Work Boards (ASWB) for particular level requested.
 - The applicant has a comparable license or registration from another state or territory of the United States that imposes qualifications equal to or greater than the requirements of the Board of Examiners. Exams administered by individual states are not considered equal. (See {a} above.)
 - Applicants who have complaints pending against them in another state will not be granted a Mississippi license until such complaints are resolved to the satisfaction of the Board.

Contact Information:

*P. O. Box 4508
Jackson, MS 39296
Office: (601) 987-6806
Fax: (601) 987-6808
Email: Info@swmft.ms.gov
<https://www.swmft.ms.gov/>*

Code of Ethics
Of the National Association of Social Workers
(www.socialworkers.org)



Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: • service • social justice • dignity and worth of the person • importance of human relationships • integrity • competence. This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The NASW Code of Ethics serves six purposes: 1. The Code identifies core values on which social work's mission is based. 2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice. 3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise. 4. The Code provides ethical standards to which the general public can hold the social work profession accountable. 5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards. 6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members (*For information on NASW adjudication procedures, see NASW Procedures for Professional Review). In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Furthermore, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. In

situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code. In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within amoral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments. With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, recordkeeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this Code, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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

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

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

Value: Social Justice Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person Ethical Principle: Social workers respect the inherent dignity and worth of the person.

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

Value: Importance of Human Relationships Ethical Principle: Social workers recognize the central importance of human relationships.

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

Value: Integrity Ethical Principle: Social workers behave in a trustworthy manner.

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

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may, on limited occasions, supersede the loyalty owed clients, and clients should be so advised. (Examples include

when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

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

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

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

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

1.04 Competence

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

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

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education,

research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling. (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the client. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.
- (c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

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

- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

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

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

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, asexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.

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

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

NASW Standards for Technology (2017) (www.socialworkers.org)

Standards for Professional Practice

Standard 1. Ethics and Values

Social workers providing services via the telephone or other electronic means shall act ethically, ensure professional competence, protect clients, and uphold the values of the profession.

Interpretation

Social workers should ensure that services conform to all practice and regulatory standards addressing ethical conduct and protection of the public. The NASW *Code of Ethics*, licensing laws, and regulations from licensing boards set forth principles and standards to guide the conduct of social workers, establish basic competencies, and allow for the evaluation of both. The NASW *Code of Ethics* also sets forth explicit standards for social work conduct in all practice arenas. Social workers providing services through electronic means should know about the codes, standards, practices, and values and incorporate them into their practices.

The potential for harm or abuse of vulnerable people can be increased because of the lack of a face-to-face relationship with the social worker. Therefore, the social worker should make every effort to ensure that the use of technology conforms to all practice and regulatory standards addressing ethical conduct and protection of the public.

Standard 2. Access

Social workers shall have access to technology and appropriate support systems to ensure competent practice, and shall take action to ensure client access to technology.

Interpretation

Many “digital divides” can limit access for social workers and clients. Unavailable or obsolete equipment or software can make access difficult, while use of policies, privacy and security features, language issues, and the reading comprehension levels required may thwart access entirely. Even when such issues are adequately addressed, people with disabilities often have additional support needs. Social workers should advocate for both themselves and for clients to resolve access problems.

Social workers should ensure that adequate risk-reducing precautions are in place that will protect clients. All communications directed toward clients need to be written at a level and in a manner that is culturally competent and easily understood. Access for people with disabilities should conform to standards.

Standard 3. Cultural Competence and Vulnerable Populations

Social workers shall select and develop appropriate online methods, skills, and techniques that are attuned to their clients’ cultural, bicultural, or marginalized experiences in their environments. In striving for cultural competence, social workers shall have the skills to work with a wide range of people who are culturally different or who may be considered a member of a vulnerable population, such as people with disabilities and racial, ethnic, and sexual minority status, and those whose primary language may not be English.

Interpretation

The social work profession has espoused a commitment to diversity, inclusion, and affirmative action. Social workers possess specialized knowledge regarding the influence of social and cultural discrimination for people of racial, ethnic, religious, sexual minority status, and people with physical and mental disabilities. Electronic communication can provide access to information, referral, advocacy services, and interpersonal communication; however, social workers should be aware of the cultural contexts of global social work services. This requires the continuous development of specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major client groups served through technology. Geographical barriers are inherently absent on the Internet. Client perspectives of therapy and service delivery via technology may differ. Because of the social isolation often experienced by people in vulnerable populations, social workers should be aware of the potential for exploitation and misuse of electronic methods with these individuals and families. In addition, culturally competent social workers should know the strengths and limitations of current electronic modalities, process and practice models, to provide services that are applicable and relevant to the needs of culturally and geographically diverse clients and members of vulnerable populations.

Standard 4. Technical Competencies

Social workers shall be responsible for becoming proficient in the technological skills and tools required for competent and ethical practice and for seeking appropriate training and consultation to stay current with emerging technologies.

Interpretation

Numerous technologies are available to social workers to establish, enhance, and deliver services; conduct research; and circulate information. They represent a new method of agency administration and service delivery. Computer-based software helps social workers track client services and outcomes. Technical systems are increasingly available to support ongoing routines and standard operating procedures vital for agency functioning and efficiency. These technologies include tools such as budget planning, assessment, client record keeping, reimbursement, delivery of information to the community, research, and service delivery.

Standard 5. Regulatory Competencies

Social workers who use telephonic or other electronic means to provide services shall abide by all regulation of their professional practice with the understanding that their practice may be subject to regulation in both the jurisdiction in which the client receives services as well as the jurisdiction in which the social worker provides services.

Interpretation

The practice of professional social work is regulated in some manner in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Canada, and other countries. Social workers should be aware of the laws, rules or other regulations that govern their work. They should comply with applicable regulation in all jurisdictions in which they practice. Social workers should understand that in some jurisdictions, the delivery of social work services is deemed to take place at the location of the client. It is the social worker's responsibility to contact the regulatory board(s) of intent to provide services and find out what requirements are necessary to provide services legally in those jurisdictions.

Standard 6. Identification and Verification

Social workers who use electronic means to provide services shall represent themselves to the public with accuracy and make efforts to verify client identity and contact information.

Interpretation

Social workers should advertise and perform only those services they are licensed, certified, and trained to provide. The anonymity of electronic communication makes misrepresentation possible for both social workers and consumers of social work services. Because of the potential misuse by unqualified individuals, it is essential that information be readily verifiable to ensure client protection. Web sites should provide links to all appropriate certification bodies and licensing boards to facilitate verification. Social workers need to provide their full name, credentials, licensure information, office address and phone number, and e-mail address. In addition, each party should plan for technology failures by providing alternate ways of making contact.

Standard 7. Privacy, Confidentiality, Documentation, and Security

Social workers shall protect client privacy when using technology in their practice and document all services, taking special safeguards to protect client information in the electronic record.

Interpretation

During the initial session, social workers should provide clients with information on the use of technology in service delivery. Social workers should obtain client confirmation of notice of privacy practices and any authorizations for information disclosure and consents for treatment or services. Social workers should be aware of privacy risks involved when using wireless devices and other future technological innovations and take proper steps to protect client privacy. Social workers should adhere to the privacy and security standards of applicable laws such as the Health Insurance Portability and Accountability Act (HIPAA) and other jurisdictional laws when performing services electronically. These laws address electronic transactions, patient rights, and allowable disclosure and include requirements regarding data protection, firewalls, password protection, and audit trails.

Social workers should give special attention to documenting services performed via the Internet and other technologies. They should be familiar with applicable laws that may dictate documentation standards in addition to licensure boards, third-party payers, and accreditation bodies. All practice activities should be documented and maintained in a safe, secure file with safeguards for electronic records.

Standard 8. Risk Management

Social workers providing services through the use of the telephone or other electronic means shall ensure high-quality practices and procedures that are legally sound and ethical to protect clients and safeguard against litigation.

Interpretation

Social workers shall provide a standard of care that is consistent with the NASW *Code of Ethics*, licensing laws, applicable organization policies and procedures, relevant criminal laws, and regulations for businesses and the practice of fair trade. Records should be accurate and reflect the standard of care provided. It is particularly important when providing services using electronic means to document client authorization for disclosure and informed consent. Key issues such as communication guidelines (timing and length of e-mails), security mechanisms (encryption, firewalls and pass codes), and actions to ensure fair and equitable fees should be addressed. Adequate technical and policy supports including privacy and security procedures, protocols, and technologies should be in place to ensure protection of the clients, social workers, and the organization.

Standard 9. Practice Competencies

9-1. Advocacy and Social Action

Social workers shall use technology to inform and mobilize communities about policies that will benefit individuals and groups and seek to provide tools, opportunities, and information so that clients are able to advocate directly for their own interests.

Interpretation

Social work has a rich tradition of both collective advocacy for social change and case advocacy to improve the services provided to an individual, family, group, organization, or community. Various technologies are increasingly being used to monitor legislative and regulatory activities, to communicate political messages, and to mobilize citizens to take action. The Internet has become a powerful tool to access information about public policy and to communicate quickly to large numbers of coalition partners and individual activists. Citizens can communicate instantaneously with elected officials through e-mail and FAX. Voter registration is now offered on many Web sites, including NASW's, to promote civic participation. On an individual case advocacy level, a social worker, using Internet resources, can more easily assist clients in navigating systems of care. In addition to informational resources, social workers can assist clients by using online application processes and services, and by providing access to support networks.

9-2. Community Practice

Social workers shall advocate for the adoption and use of relevant technologies that will enhance the well-being of communities.

Interpretation

Social workers are in a unique position to ensure that technological innovations are culturally sensitive and attuned to the characteristics and needs of the specific community. Technologies such as e-mail groups, resource-rich Web sites, databases, and geographic information systems can assist practice within real and virtual communities. It is the social worker's responsibility to be aware of technology that may facilitate community well-being and to advocate for adoption of innovative systems when appropriate. If resources are not available, the social worker should advocate for securing them. When technical support is not forthcoming, the social worker should work to see that this support is made available and that there are systems in place that will foster consistency and permanency. Social workers should strive to ensure access to technology and the benefits of technology for all members of the community.

9-3. Administrative Practice

Social workers shall keep themselves informed about technology that will advance quality program operations and service delivery, invest in and maintain such systems, and establish policies to ensure access, appropriate security, and privacy in agency information systems.

Interpretation

Technology is the backbone of agency administration. Electronic systems are essential for routine operations as well as applications designed to enhance forecasting, long-range planning, and project management. Major tasks, vital routines, ongoing communications, and agency outreach can be facilitated and enhanced through the use of databases, the Internet, and other technologies. When used appropriately, technology can help an agency

accomplish its mission in a cost-effective way. Access to adequate technology can be problematic for underfunded organizations, yet it is important that appropriate use of technology be an integral part of short- and long-term organizational goals. Although the costs of hardware, software, personnel, and training can be daunting, technical systems planning and maintenance should be a routine part of the regular budgeting process. The agency administrator should be attentive to related issues of information security and confidentiality. The provision of ethical and safe practice should be the driving force behind security and confidentiality policies that carefully address elements ranging from information exchange with third parties, to collaboration, fiscal transactions, and even the physical layout of workstations and other office equipment.

A risk-management plan is highly recommended, and should include protocols and policies for all technologies used by the agency for all administrative, managerial, and social worker–related purposes.

9-4. Clinical Competencies

Social workers shall strive to become and remain knowledgeable about the dynamics of online relationships, the advantages and drawbacks of non-face-to-face interactions, and the ways in which technology-based social work practice can be safely and appropriately conducted.

Interpretation

The Internet has become a means for providing individual, group, and family therapy. Social workers should be aware, however, that the possibility of a client suffering harm or loss remains present in any therapeutic encounter. Social workers should fully evaluate potential clients for appropriateness for online social work interventions, and if it is determined that such methods would be appropriate, the social worker should provide the best online assessments and interventions possible. The process of assessment for online therapy may be similar to assessment for in-person therapy. It is critical to obtain client background, history of presenting problem and previous records if necessary (with confirmation of the client’s consent). Social workers should take responsibility for keeping current with emerging knowledge, review professional literature, and participate in continuing education relevant to technology-based clinical practice. The social worker should provide a contingency plan for clinical emergencies or technology failures. Assessment is the key to appropriate intervention in all social work areas. Information technology allows assessments to be more complex and informed. Social workers should use only assessment instruments that are valid, reliable, and free from cultural bias. Social workers should be aware of the special protection given to psychotherapy notes by HIPAA.

9-5. Research

Social workers conducting, evaluating, disseminating, or implementing research using technological approaches shall do so in a manner that ensures ethical credibility and ensures the informed consent of the participant.

Interpretation

The NASW *Code of Ethics* is a statement of values and guidelines for conducting, evaluating, disseminating and implementing research in practice. When engaging in electronically mediated research such as survey research on the Web or other electronic inquiries, participant-related safeguards should be applied. Human subjects review procedures should be followed rigorously to protect participants from harm and to monitor informed consent protocols. When using research gained from electronic sources, the social worker has the obligation to evaluate the credibility and limitations of the research. This includes establishing and verifying authorship and sponsorship; the credentials and competencies of the researchers; the reliability, validity, and limitations of the research; and the accuracy of the reported findings or results. Social workers should carefully consider research based on these dimensions, and if doubt arises on any of them, then the social worker should use the information with caution, if at all.

9-6. Supervision

When using or providing supervision and consultation by technological means, social work supervisors and supervisees shall follow the standards that would be applied to a face-to-face supervisory relationship and shall be competent in the technologies used.

Interpretation

Social workers should follow applicable laws regarding direct services, case, or clinical supervision requirements and the use of technology for the purposes of licensure. Supervision for purposes of licensure is governed by regulatory boards that may have specific definitions and requirements pertaining to the use of technology in supervision. Social workers receiving supervision for the purposes of licensure have a responsibility to become familiar with these definitions and meet the requirements. Third-party payers and professional entities may have additional

requirements that need to be followed. Social workers should retain a qualified supervisor or consultant for technology concerns that may arise. When using technology for client services, proper training should be obtained to become familiar with the technologies being used. As with all supervisor–supervisee relationships, the supervisor may share the responsibility for services provided and may be held liable for negligent or inadequate practice by a supervisee.

Standard 10. Continuing Education

Social workers shall adhere to the NASW *Standards for Continuing Professional Education* and follow applicable licensing laws regarding continuing education delivered via electronic means.

Interpretation

Continuing education represents learning opportunities beyond the entry-level degree to enable social workers to increase their skill proficiency and level of knowledge. Typically, social work continuing education is a self directed process in which social workers should assume responsibility for their own professional development. Examples of technology-based continuing education can include any courses, lectures, seminars, etc., mediated by technology, including, but not limited to computer-based training, online courses, Web-based or satellite televised workshops/seminars. In taking or instructing continuing education programs via technology, access issues demand particular attention: Participants should be able to access technical support services as well as social work professionals who can answer content questions. Online scoring systems should provide feedback to the participant. It is also essential to maintain course records as a backup in case of technology failure. Providers should develop a method to authenticate users with professional license number or NASW membership number.