DELTA STATE UNIVERSITY

DEPARTMENT OF SOCIAL WORK

STUDENT HANDBOOK

Revised 7/2017

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UNIVERSITY

Delta State University is a multi-purpose state institution of higher education. Established as a teachers' college in 1924, Delta State has since diversified its offerings and provides training, education, and service in several other professional areas, including social work, speech pathology, and nursing. All professional areas, including social work draw heavily on the liberal arts base offered by the University.

BACHELOR OF SOCIAL WORK DEGREE

Delta State University began offering social work courses in 1972, granted the first B.A. in Social Work in 1974, and first granted the 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. Students are also eligible for licensure at the LSW level in the State of Mississippi.

Four faculty members advise all social work majors.

Dr. Cora S. Jackson., DSW, LMSW
Chair & Assistant Professor of Social Work
BSW – Delta State University
MSW - Mississippi Valley State University
DSW – Tulane University

Dr. Jana Donahoe, Ph.D., LCSW
Associate Professor of Social Work
BS - Mississippi College
MSW - University of Southern Mississippi
Ph.D. - University of Alabama

Taylor C. Skelton, LMSW
Field Director/Instructor of Social Work
BSW – Delta State University
MSW –University of Alabama, Tuscaloosa

Victoria W. Peay, LCSW
Instructor of Social Work
BSW – University of Mississippi
MSW – University of Southern Mississippi

The Social Work Department faculty offices and classrooms are located on the second floor in the Kethley Building. The telephone number is 662-846-4407.   Fax: 662-846-4403.

GENERALIST PRACTICE

The program defines generalist practice as social work practice that prepares students to work in a variety of settings with client systems at the micro, mezzo, and macro levels. The program emphasizes as integral to generalist practice a systems perspective in resolving problems related to the transactions between people and their environments.

SOCIAL WORK DEPARTMENT MISSION, GOALS, AND OBJECTIVES

Mission:

Consistent with the mission of the University, the Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice by creating an environment that offers value oriented learning that emphasizes self-assessment, service to community, self-determination, social justice and respect for diversity.

Goals:

With the liberal arts and a person and environmental construct as its foundation, BSW graduates are prepared to continue their formal education in social work or engage in entry-level social work practice. As such, it is our goal that by completion of the program, students will be prepared:
1. To prepare practitioners who engage in evidence-based beginning level generalist practice with systems of all sizes and diverse populations;
2. To prepare practitioners who understand and value human diversity;
3. To prepare practitioners who understand and appreciate the role and value of systematic data collection and analysis in systems of all sizes for the purpose of promoting the goals of the profession of social work;
4. To encourage the development of a strong professional identity and a commitment to the values and ethics of the social work profession in future practitioners;
5. To prepare students to understand the dynamics and consequences of social and economic injustice and the importance of alleviating injustice and oppression

Program Competencies

Upon completion of the Social work Program, students should be able to do the following:

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.

DEPARTMENT OF SOCIAL WORK ADMISSIONS POLICY

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 and spring semesters. Students are expected to take the course during the second semester of the sophomore year. Successful completion of the course with a grade of "C" or better is required as part of the admissions requirement to the Social Work Program. Students are allowed to take SWO 201 after completion of 30 hours.

3. Students are allowed to take 12 hours 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 GPA is less than 2.00, student can only take SWO 201 and SWO 300.

4. Upon enrollment in SWO 305, Instructor of the course will inform students they must complete admission application while in the course. Instructor will provide each student with an application and students can also obtain it from the social work department. The student must submit two letters of reference along with the completed application. In addition, the student must submit an autobiographical statement as part of the application process to be completed as assignment in the course. Students who fail to complete process will not receive passing grade for course. Students who fail to make grade of C or better cannot apply for admission. The student will also schedule an interview with their social work faculty advisor at the time appointed by the Instructor and the Program Admission's Committee. This process should be completed while students are enrolled in SWO 305 Social Work Skills.

5. Students must demonstrate personal responsibility and show commitment to the social work profession as demonstrated in the personal interview with the faculty advisor. Students who fail to complete interview process will not be recommended for program admission.

6. 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. In addition, if the courses transferred do not meet our requirements for volunteer experience, the student will be expected to complete the number of required hours before being given credit.

7. The social work faculty will meet on the first Monday in December and May to review applications for admission to the program. Students can receive one of three statuses as follows: 1) Admitted 2) Admitted on Probation 3) Not admitted.

8. 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.

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.

9. Admissions Writing Concern Policy:

    Students are given a question to answer in class in SWO 201 to determine if any student has a writing deficiency/concern.   The purpose is to identify any writing concerns early in students' social work entry classes and remediate as soon as possible.   Faculty notifies identified student in writing of the writing concern and student is referred to the writing lab and/or academic support lab.   Student may be placed on writing concern probation. The student will receive a letter regarding the concern from the department chair. To have the writing concern probation cleared, student's work must progress to satisfactory and an example of writing reviewed by program admissions committee. If there continues to be no progress, the steps in the procedure for counseling out of the program will be followed. The student will be notified in writing by the instructor and/or the program admission committee. The student shall provide written verification from the writing center indicating progression of writing skills.

10. Following admission to the Social Work Program, in order to progress toward the B.S.W. degree, **students must maintain at least a 2.25 overall grade point average with no grade below a "C" in professional courses.** Other Social Work classes can be taken unless the "D" or "F" class is a prerequisite to the future class. Additional requirements for admission to Field Instruction are described in the *Field Manual*.

11. The social work department does not give credit for life or previous work experience.

ADVISING POLICY

1. Academic advising of students is done by full-time social work faculty.   All academic advisors hold the MSW degree and two years post MSW social work practice experience.

2. Students inquiring about the program, changing majors, or entering the program for the first time will meet with the department chair.

3. After an initial meeting with a student, the department chair assigns an academic advisor to each student who has been admitted to the university and/or declares social work as a major.

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.

5. Students who are applying for admission into the program are also required to schedule an interview with their academic advisors for this purpose.

6. A list of advisees, along with the name of their advisor, is posted on the bulletin board outside the main office of the Social Work Department.

7. For additional information about the program, students are referred to the *Department of Social Work Student*

Handbook located on the department website while they are enrolled in SWO 201 Introduction to the Profession of Social Work or SWO 305 Social Work (if SWO 201 is taken at another school). Students will sign a statement signifying that they have read and understand the *Department of Social Work Student Handbook*.

8. The signed acknowledgement becomes a part of the student's permanent file that is maintained in the Social Work department.

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

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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 with "C" or better. Students may only fail 3 Social Work courses during progression of BSW degree. Any student who fails 3 core Social Work courses will be canceled out of the program.
5.   Failure in/or removal from Field Instruction and Integrated Seminar (**SWO 475 and/or 481**).
6.   Students found to have cheated or plagiarized on papers, exams, or other schoolwork.   (Second offense-unless specified differentially in the syllabus)
7.   Documentation of unresolved personal problems/issues – Social Work students whose personal problem, psychosocial distresses, legal problems, substance abuse or mental health difficulties that interfere with their professional judgement and performance should immediately seek consultation from the DSU student counseling services or other professional services in an effort to remediate their actions/behaviors in the safety and protection of clients, faculty and others.
8.   Failure to adhere to professional social work values and ethics as described in the National Association of Social Workers Code of Ethics or meet/ demonstrate CSWE EPAS. Social work values and ethics are taught in every course and a copy of the *NASW Code of Ethics* is included in the *Social Work Student Handbook* as well as a copy of the *CSWE EPAS 2015.*
9.   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.
10. Personal goals or private conduct that interferes with their ability to fulfill their professional responsibilities or academic performance.

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

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1.   Students identified by social work faculty as experiencing any of the academic and professional performance discussed above will be asked to schedule an interview with his or her faculty member to discuss the problem(s). The faculty member should document this conference in the student's file.

2.   The faculty member can make a decision to refer the student to appropriate remedial services when faculty member feels this will alleviate the problem and student will be notified in writing.

3. If the faculty member, with approval from the department chair, determines that the problem is serious, the student is referred to the Social Work Ethics Committee by completion of the referral form which is routed to the chair.
4. The student will be notified in writing 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 his/her situation.
5. The Social Work Ethics Committee will meet with the student to discuss the problem and make a decision as to what action(s) should be taken in this situation. This action could include placing the student on probation or dismissal from the program or whatever solutions that would be appropriate for the problem.
6. The student will be notified in writing within five (5) business days of the committee's decision as to what action has been taken.
7. The student then has a right to follow the Grievance Procedure of the university.

CHEATING AND PLAGIARISM

Cheating and plagiarism are not tolerated. All major papers will be submitted utilizing *Turn It In* plagiarism software to check for Academic Integrity. Any student with a match of more than 15%, excluding quotations and references, will be required to meet with the instructor to discuss possible plagiarism concerns. If it is established that a violation has occurred, the instructor will determine the penalty. The usual penalty involves a grade of zero on the test, examination, or paper in question.

Additionally, the student will be referred to the DSU Department of Social Work Ethics Committee and the Delta State University Report of Cheating and Plagiarism will be completed and filed with the office of Academic Affairs.

NONDSICRIMINATION POLICY

The Social Work Department does not discriminate on the basis of race, color, gender, age, disability related to program performance, disabled veteran status or Vietnam era veteran status, ethnic national origin; religious, political or sexual orientation in any of its activities, programs, or classes.

STUDENT ACADEMIC GRIEVANCE POLICY

Students who feel that they have an academic grievance may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision, within fifteen working days from the date the appeal is received.

2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college/school dean with administrative responsibility for the department where the alleged infraction occurred. The college/school dean reviews the student appeal and the corresponding response from the faculty member. The college/school dean notifies the student and faculty member in writing of his/her decision with a copy to the division/department chair, within ten working days from the date the appeal is received.

3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Academic Appeals Committee. The Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the appeal is received, and notifies the student and faculty

member. Both parties may submit their cases in person or in writing to the committee. The Academic Appeals Committee notifies the student and faculty member <u>in writing</u> of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.

4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member <u>in writing</u> of his/her decision, which is final, with a copy to the appropriate dean and chair of the Academic Appeals Committee, within ten days from the date the appeal is received.

Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

<u>READMISSION POLICY</u>

1. Students interested in applying for readmission into the Social Work Program, after being dismissed from the program, must submit a letter to the department chair expressing interest. Students must address the issue(s) that caused them to be dismissed from the program, including why they believe they should be readmitted. Students must document that the problem has been resolved (i.e., statement from counselor).

2. The student must also complete a readmission application. This can be picked up from the social work department. The admission application must include two letters of reference, autobiography statement that addresses resolution of the documented problem/issue identified in the dismissal. If an academic grievance was filed by student, student should include grievance committee's decision letter.

3. Students who are dismissed from the social work program must wait at least one year before they can reapply and follow the steps listed above for re-admission.

4. In addition to the above, students must interview with the department chair, submit an updated transcript, and three letters of reference.

5. The Social Work Ethics committee 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 an entire year. If student successfully completes all degree requirements, a letter will go into their file stating that they did so. If 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 Ethics Committee or Social Work Department can appeal the decision following the university grievance procedures.

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 guidance which assists the student toward timely graduation. However, the ultimate responsibility for understanding and completing degree and graduation requirements lies with the student, not the advisor. Student will review and sign the academic map specific to their progression in the program.

SOCIAL WORK CLUB

The Social Work Club at Delta State University gives students an opportunity to challenge and implement those philosophies and values taught and learned within the classroom. It is an outlet for growth and service and supports the 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.

Students participate in such activities as seminars/forums and field trips, as well as fund-raising, to expand their knowledge about the processes of their profession. They also have the opportunity to participate in the process of changes made in the Social Work Program. The social work club officers also serve on different department committees. All social work majors are eligible for membership in the social work club.

Student Participation in Governance in the Social Work Program

Students are allowed to give input into the social work program through the social work club. The social work club officers are invited to attend monthly faculty meetings, to serve on the departmental advisory board, to serve on the outcomes evaluation committee, the field committee, and on the curriculum committee.

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:
   A.   Declare social work as a major.
   B.   Achieved sophomore status.
   C.   Have earned a minimum of 15 semester hours of credit in social work classes at Delta State University.
   D.   Achieved an overall grade point average of at least 3.0 (on a 4.0) scale.
   E.   Have achieved an overall grade point average of at least 3.25 in required social work courses OR
   F.   Be a faculty member of the Social Work Program at Delta State University.

AWARDS

Senior social work majors are eligible for two annual academic awards. Recipients must possess at least a 3.0 overall grade point average and are recognized at the Social Work Senior Awards Tea.

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 Social Work Department presents the Rebie Hamilton Powell Award, a cash prize, to the student enrolled in the senior field experience course that, in the opinion of the social work faculty, best demonstrates the qualities of a professional social worker. The plaques, which are located in the Social Work Department permanently, display the names of past recipients of each award.

STUDENT SERVICES

Counseling: The Counseling Center is located in the O. W. Reily University Health Center. Services of the Counseling Center are provided on a voluntary basis without fee.   A student need not be referred in order to receive counseling. In a confidential relationship, the student may express thoughts and feelings. An experienced counselor assists the student to gain insight into problems and explore possible solutions.   A library of occupational, educational, and personal information is available.

Student Health Services: The O.W. Reily University Health Center is open to all students enrolled full time at Delta State University. The Health Center hours are Monday through Friday 7:00 a.m. - 5:00 p.m. The Center offers medication and medical services and counseling with no additional expense for DSU students. Doctor services are rendered by the Cleveland Medical Clinic Monday - Friday 7:00 - 12:00 through a RN, FNP-C. As a student oriented facility, the clinic strives to serve all ill students and to speed their recovery in order to return them to the classroom. We endeavor to help them learn to stay healthy so the absence from classes and work will not be necessary.
Additional information concerning student services can be found in the *Delta State University Bulletin* and the *Student Handbook*.

Financial Aid: Financial aid is available to students who show need in order to attend Delta State University. This aid may be in the form of work, loans, or grants. Further information concerning financial aid is available at this address:

Director of Financial Aid
Kent Wyatt Hall 143
Delta State University
Cleveland, MS 38733

Sexual Harassment: Information is included in the *Delta State University Student Handbook*.
Students can access a copy of this handbook on-line at the Delta State University's webpage: www.deltastate.edu.
Additional information can be obtained at DSU HR site: http://www.deltastate.edu/human-resources/

Students with Special Needs Policy:
It is the policy of the Social Work Department to accommodate students with disabilities, pursuant to federal and state law. Students must self-identify with the Director of Counseling at O.W. Reily University Health Center at Delta State University. Any student registered with the university who has a disability and needs accommodation should inform the instructor at the beginning of the course.

University Health Center site: http://www.deltastate.edu/student-life/student-health-services/

ACADEMIC REQUIREMENTS

For successful completion of the Social Work Program, students must accumulate course credit of 120 semester hours; 40-43 semester hours in general education courses, 20-22 semester hours in foundation courses (all but 9 hours are general education courses), 57 semester hours in professional courses, and electives to total at least 124 hours. A minor is not required; 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.

BACHELOR OF SOCIAL WORK DEGREE (Copy all from catalog)

I. GENERAL EDUCATION REQUIREMENTS SEMESTER HOURS <div style="float:right">SEMESTER HOURS</div>

English 6
     ENG 101, 102, or 103 Composition 6
Communication Studies/Theatre Arts 3
    COM 101 Fundamentals of Speech Communication 3
Literature and Fine Arts 9
    Literature courses 6
    Art 101, 212, 401, 402, 403; MUS 114, 115; or SPE 225) 3
HIS 101, 102, 201, 202, 203, 204 3
MAT 103, 104, 106 3
Laboratory Science 6
Perspectives on Society..9
    PSY 101 3
    PSC 201, SOC 101 6
Personal Development 3
    SWO 300 (Social Work Professional Course) 3

<div style="text-align:center">Total General Education Requirements   45</div>

II. SPECIAL DEGREE REQUIREMENTS (Foundation Courses)

SOC 101* Principles of Sociology 3
SOC 403* Social Problems 3
BIO 100* Principles of Biology or BIO 110 Biology & Human Concerns 4
PSY 101* General Psychology 3
PSY 302 Abnormal Psychology 3
PSC 201* American National Government 3

<div style="text-align:center">Total Special Degree Requirements   19-20</div>

III. PROFESSIONAL COURSES

SWO   201   Introduction to the Profession of Social Work 3
*SWO   300   Human Diversity 3
SWO   303   Introduction to Child Welfare 3
SWO   305   Social Work Skills 3
SWO   309   Aging and the Community 3
SWO   311   Social Welfare Policies and Services 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
SWO   375   Statistics for Social Workers 3
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
  SWO 475   Field Instruction 12
  SWO 481   Integrative Seminar 3

<div align="right">TOTAL PROFESSIONAL COURSES 57</div>

* Meet General Education Requirements.

IV. ACADEMIC MINOR

The minor requirement is optional for this degree and may be selected from those listed under the Bachelor of Science Degree, except the Social Welfare Minor.

V.

Social Welfare Minor - Required Courses (9 hours)	**Electives (6 hours)**
SWO 101 Volunteering in the Community I **OR**	SWO 102 Volunteering in the Community II
SWO 201 Intro to the Profession of Social Work	SWO 302 Understanding Rural Communities
SWO 311 Social Welfare Policies and Services	SWO 303 Introduction to Child Welfare
	SWO 304 Health/Mental Health
	SWO 309 Aging & the Community

VI. ELECTIVES TO TOTAL 120

Suggested electives include the following:

SOC 440 Social Theory	CIS 205 Survey of Microcomputer Software
SOC 470 Cultural Anthropology	PSY 307 Developmental Psychology
SOC 418 Group Dynamics	SHS 360 Elementary Sign Language
SOC 435 Criminology	CEL 300 Child Study
SOC 436 Juvenile Delinquency	FCS 215 Personal Finance
SOC 446 Sociology of Addiction	FCS 325 Marriage, Family Living, and Sex Ed.
SOC 460 Social Stratification	LIB 101 Fundamentals of Information Literacy
SOC 480 Social Organization and Change	SWO 101 Volunteering in the Community I
PSC 406 State and Local Government	SWO 102 Volunteering in the Community II
PSC 460 Principles of Public Administration	SWO 304 Integrated Health and Mental Health for the Helping Professions
GEO 405 Cultural Geography	SWO 302 Understanding Rural Communities

Students majoring in social work focus on taking general education requirements and some foundation courses during their first two years, as indicated in the suggested course of study that follows. They also take the first three professional courses that introduce them to the profession, to interviewing techniques and skills, and to social welfare policies and services. Junior transfers usually must take some foundation courses as well as the first three professional courses, which are suggested for the sophomore year, during the junior year, delaying any elective or minor courses until the senior year.

The baccalaureate curriculum is based upon a liberal arts perspective. The foundation courses in biology and the social and behavioral sciences develop the knowledge base preliminary to successful completion of the professional courses.

Learning is sequential and reflects the interrelationships of the major components of the social work major: Liberal Arts Perspective, Values & Ethics, Human Behavior and the Social Environment, Social Welfare Policies & Services, Social Work Practice, Research, field Practicum, Populations-at-Risk and Social and Economic Justice, and Diversity.

ACADEMIC MAP

FRESHMAN YEAR

FALL SEMESTER	SEMESTER HOURS
ENG 101 English Composition	3
BIO 100 Principles of Biology or BIO 110 Biology & Human Concerns	3-4
COM 101 Fundamentals of Speech	3
SOC 101 Principles of Sociology	3
FYS 100.	1
TOTAL	14-16

SPRING SEMESTER	
ENG 102 or 103 English Composition	3
Lab Science	3-4
MAT 103, 104, or 106	3
PSY 101 General Psychology	3
HIS (101, 102, 201, 202, 203, 204)	3
TOTAL	15-16

SOPHOMORE YEAR

FALL SEMESTER	SEMESTER HOURS
ENG Literature	3
PSC 201 American National Government	3
Fine Arts (Art 101, 212, 401, 402, 403; MUS 114, 115)	3
Elective: SWO 101 Volunteering in the Community (Recommended)	3
Elective	3
TOTAL	15

SPRING SEMESTER	
SWO 300 Human Diversity	3
PSY 302 Abnormal Psychology	3
SWO 201 Introduction to the Profession of Social Work	3
SOC 403 Social Problems	3
Elective	3
TOTAL	15

JUNIOR YEAR

FALL SEMESTER   **SEMESTER HOURS**

SWO 201 Intro to Social Work …..3
SWO 305 Social Work Skills …...3
SWO 303 Introduction to Child Welfare …..3
SWO 311 Social Welfare Policies & Services 3
Elective 3
                                                                                 TOTAL   15

SPRING SEMESTER

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 - TERM I or II

SWO 375 Statistics for Social Workers 3
                                                                   TOTAL   3

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

PROFESSIONAL COURSE DESCRIPTIONS

SWO 101.   VOLUNTEERING IN THE COMMUNITY I.. This is an elective open to all students in the university. Assigned volunteer experiences in social welfare organizations in the Delta. Required weekly seminar on community resources and beginning skills in helping.

SWO 102.   VOLUNTEERING IN THE COMMUNITY II. This is an elective open to all majors in the University. Design, organization, and supervision of volunteer services. Assigned structured field experience in community agencies in the Delta. Required weekly seminar.

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.

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.

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.

SWO 303. INTRODUCTION TO CHILD WELFARE.   This course introduces risk factors that children may face, changing dynamics of families, the impact of poverty, the problems of violence and addiction, teenage pregnancy, child abuse and neglect, daycare, counseling, the continuum of care including in-home and out-of-home services for children and families. Limited volunteer experience. Majors/non-majors.

SWO 304.   INTEGRATED HEALTH AND MENTAL HEALTH FOR THE HELPING PROFESSIONS. This course in 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.

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.

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.

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.

SWO 315.   HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I.   This course examines human development from pre-natal to middle childhood.   Developmental theories are introduced in relation to human behavior and the social environment.

SWO 320.   SOCIAL WORK METHODS I.   The planned change process focusing on engagement/assessment, planning, intervention, evaluation, and termination with individuals. Structured volunteer experience.

SWO 370.   METHODS OF SOCIAL RESEARCH.   This course introduces ethical research practice, quantitative and qualitative research methods, research proposal development, and evaluation of practice.

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.

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.

SWO 421.   SOCIAL WORK METHODS II.   The planned change process of focusing on engagement/assessment, planning, intervention, evaluation, and termination with groups and families. Structured volunteer experience.

SWO 422.   SOCIAL WORK METHODS III.   The planned change process focusing on engagement/assessment, planning, intervention, evaluation, termination with organizations, institutions, and communities.

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.

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.

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.

FIELD INSTRUCTION EXPERIENCES

SWO 201, SWO 303, and SWO 309 Volunteer Experience

The student spends ten hours in a private or public social service agency in: SWO 201 Introduction to the Profession of Social Work, and twelve hours in each of the following courses SWO 303 Introduction to Child Welfare, and SWO 309 Aging and the Community. Observation is the primary focus of the SWO 201 experience; however, some students will be able to provide some direct services to clients, depending on the student's life experiences, abilities, and opportunities within the particular agency where the student is volunteering. Direct services are not a requirement of this experience; rather in SWO 201 the student 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. In SWO 303 students are to observe the biopsychosocial development of children and learn about social services provided for children. Again, activities will vary depending on the student's readiness to give direct services and opportunities within the agency for the student to give services. In SWO 309 the primary focus of the volunteer work is on observing the life stage development of elderly persons; possibly this is done while providing simple direct services to clients. For each of these courses, the student is responsible for finding their own placement, with assistance as needed, from the course instructor. At the end of these volunteer experiences, the student will be evaluated by the agency staff member who has worked with the student.

SWO 320 Volunteer Experience

During the second practice course, SWO 320 Social Work Methods-I, taken during the spring semester of the junior year, the student participates in a twenty-one hour 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 does direct services according to assignments from the course instructor, 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 Volunteer Experience

During the third practice course, SWO 421 Social Work Methods-II, taken during the fall semester of the senior year, the student will have a second twenty-one hour 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, with this evaluation being focused on the student's capacity to perform in the senior field practicum.

SWO 475 Field Instruction

During the spring semester of the senior year in SWO 475 Field Practicum, social work majors spend thirty-two hours per week in field instruction in a social welfare agency. Students will be in seminar on campus 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 campus on Mondays to help the student integrate theory with actual Field experiences.

The overall objective of this placement is to provide educational opportunities for the student to put into practice the theory 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; the student is not an apprentice in training for a job in the agency of their placement. In some agencies, non-traditional services will need to be created and assigned to students so they can meet all of the academic objectives of this experience (i.e., a hospital that does not usually make home visits might allow a student to do so for the learning opportunity). On the other hand, students will not need to learn total agency procedures that do not lend themselves to generalization to other settings (i.e., completing monthly reports). 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.

Unlike earlier field experiences in which the student finds their own placement, the Director of Field Education locates agency placements, matches students, and makes assignments based on the academic needs of each student.

Students will be supervised in the agencies by Field Instructors, full-time staff members of the agencies. A Social Work Field Liaison, a faculty member of the Delta State Social Work Department, will maintain close, regular contact with students and Agency Field Instructors through visits to the agencies and through telephoning and other forms of communication.

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. Student assignments and fieldwork supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution 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 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.

REQUIREMENTS FOR ADMISSION TO FIELD PRACTICUM

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 of the Social Work Ethics Committee or department chair, liberal arts courses that are not prerequisites to other courses may be taken after entering Field.

2. Students are required to have a 2.25 GPA to be admitted to Field Practicum.

3. Student must have satisfied the university writing proficiency requirement by having passed the writing proficiency exam or by completing ENG 301 before entering the senior field practicum, unless permission is granted by their advisor, director of field education, and the chair of the Social Work department.

4. Student must have exhibited at all times ethical social work conduct and practice based on the *NASW Code of Ethics* and as outlined by CSWE core competencies. Students should keep in mind that some agencies background checks on all employees and potential student field placements who apply to be a part of their agency. Therefore, students should be prepared to 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.

5. Student is responsible for their own transportation to and from their assigned agency. Students without proper transportation should provide a written plan to the field director prior to entering field regarding transportation concerns.

6. Student is required to have professional liability insurance by December of 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 between the spring and 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 Spring 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 between the spring and summer semester group 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.

Some students may have good potential for social work practice, but academically marginal and need more time to develop maturity and awareness. If determined that the student is not ready for Field Practicum, a referral will be sent to field director who will meet with 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 field director has concerns that needs further exploration the student will be referred to Social Work Ethics Committee.

Student will sign acknowledgment of responsibility and all details discussed therein.

APPENDICES

<u>Code of Ethics</u>

Of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW
Delegate Assembly

<u>Preamble</u>

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

2.   The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3.   The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4.   The Code provides ethical standards to which the general public can hold the social work profession accountable.

5.   The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6.   The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.

* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

<div align="center">Ethical Standards</div>

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 inspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

(d) In instances when clients are receiving services involuntarily, social workers should provide information

about the nature and extent of services and about the extent of clients' right to refuse service.

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

(c) Social workers should obtain education about and seek to understand the nature of social diversity and

oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers   who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records,

only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files. (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the 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 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being

effective or making reasonable progress with clients and that additional service is required.

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have

actually performed and to which they have contributed.

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

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

   5.01 Integrity of the Profession

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

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

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

(d)   Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to con-tribute 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 evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

NASW Code of Ethics Standards for Technology

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

additional, 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 faceto-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.

CORE COMPETENCIES AND STUDENT PRACTICE BEHAVIORS/OUTCOME

The Department of Social Work has adopted the following nine core competencies identified by CSWE's 2015 EPAS for the professional social work curriculum. These core competencies are consistent with EP 2.0 through EP 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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SOCIAL WORK LICENSING

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 psycho social 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:

1. Applicant for LSW must submit the following for review, per directions from the Board:
    a. Initial application.
    b. 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).
    c. Passing score on the ASWB basic exam.
    d. Full licensure fee ($70.00 LSW).

2. Applicant for LMSW must submit for review, per directions from the Board:

a. Initial application.
b. 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.).
c. Passing score of 70 on the ASWB intermediate exam.
d. Full licensure fee ($100.00).

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:
   a. Initial application.
   b. Supervision plan and contract for supervision.
   c. Four evaluations (1 every six months for 24 months)
   d. Termination of supervision contract.
   e. 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.
   f. Applicable fees ($100.00). No fees if upgrading from LMSW in good standing.
   g. 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:
   a. The examination completed for licensure is the same examination endorsed or prescribed by the Association of Social Work Boards (ASWB) for particular level requested.
   b. 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.)
   c. 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.

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 201 or 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 Social Work Department 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 the social work files. All information is confidential.

Statements are not graded but are required for admission to the Social Work Program and successful completion of SWO 305 class. Statements should be submitted to the advisor before the student is interviewed for admission to the program during the Fall semester.

Other requirements for admission include two letters of reference, transcript, and an interview with the faculty advisor. Sign up sheets for interviews will be posted on doors of each social work faculty the week before preregistration. All paperwork must be turned in when the student is interviewed.

Admission Application
Baccalaureate Social Work Program
Delta State University

Name: _____   SSN: _____

Mailing Address:_____ Ph: _____ Cell: _____

_____

Campus Address: _____ Phone: _____

_____

Date of Birth: _____ Faculty Advisor: _____

Classification: Freshman _____   Sophomore _____   Junior _____   Senior _____

Estimated Grades of Current Classes: _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

Cumulative GPA on Last Grade Sheet _____ Estimated Graduation Date _____

Do you possess a valid Driver's License?   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
Application	Application
Typed Autobiography	Autobiography
Current Copy of Transcript	Current Copy of Transcript
2 letters of Recommendation	Letters of Recommendation
Attached	
To be mailed directly	Interview Completed
	Orientation Attended
	Handbook Documentation
	Current GPA
	Complete & Referred to Admissions Committee
	Incomplete (as explained)

_____   _____

Student's Signature   Date   Faculty Signature   Date

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

Name and Location   Dates of Attendance   Degree/Major or Certification

_____

_____

_____
(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   Paid or
MO/YR   Firm/Agency & Address   Nature of Position   Volunteer_____

_____

_____

_____

_____

_____

I certify that this application is true and factual. Any misrepresentation of the facts could result in dismissal from the Delta State University Social Work Program.

_____ _____

Student Signature   Date

HANDBOOK SIGNATURE PAGE

I have reviewed the *Social Work Department Student Handbook*. I also read and understand that I am responsible for the content, therein.

_____
Print Name

_____
Signature

_____
Date