

NORTH CAROLINA CENTRAL UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES



DEPARTMENT OF SOCIAL WORK
MSW STUDENT HANDBOOK
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**DEPARTMENT OF SOCIAL WORK
SOCIAL WORK GRADUATE PROGRAM**

PREFACE

In planning your course of study, you should become familiar with the MSW Student Handbook and the North Carolina Central University's Graduate Studies Catalog. The MSW Student Handbook:

- Introduces graduate students to the Social Work Program;
- Serves as a resource in planning course work;
- Articulates the policies and procedures of the graduate social work program;
- Describes the activities and opportunities provided by the graduate program;

It is the student's responsibility, as professionals-in-training, to learn and understand the social work purposes and values that guide the profession. Therefore, students are strongly encouraged to read the National Association of Social Workers (NASW) Code of Ethics as well as the NASW standards for the practice of clinical social work. These documents are included in the appendix of this handbook and used throughout the generalist and clinical curriculum. Students are also strongly encouraged to become members of one of a number of professional social work associations, including the NASW, and the Graduate Student Association at North Carolina Central University.

The Department of Social Work at North Carolina Central University maintains a policy that assures equal educational opportunity without regard to age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, political perspective, race, religion, sex, sexual orientation, gender, gender identity, and/or expression.

Disclaimer

Because changes may be necessary from time to time, this document is intended for general information purposes only; it should not be construed as creating a contract between North Carolina Central University or the Department of Social Work and any person. The Department of Social Work and its faculty specifically reserve the right to make any changes it deems necessary without advance notice in its policies, practices, academic programs, courses, schedules or calendars, including without limitation the elimination of courses, the modification of the content of any of the foregoing, and the cancellation or rescheduling of classes or other academic activities. This includes the right to correct clerical or typographical errors in any/all of its printed and/or online (e.g., web pages) documents. Matriculation at the University and in the Department of Social Work is a privilege and not a right. The Social Work Department and its faculty reserve the right in its discretion to separate any student who does not meet academic requirements.

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**NORTH CAROLINA CENTRAL UNIVERSITY
SOCIAL WORK GRADUATE PROGRAM**

MSW Program Mission Statement

The mission of our Master of Social Work degree program is grounded in the concept of social and economic justice with a focus on African Americans and other at-risk populations in the context of an urban inner-city environment. Our mission reflects the University's mission of preparing students academically and professionally to become leaders prepared to promote social justice and to serve its traditional African American clientele while expanding its commitment to a diverse student body. Our Master of Social Work degree program is committed to the education of advanced social work practitioners skilled in the promotion of social change at the individual, group, organizational and community levels of interventions that further the achievement of social and economic justice. We seek to develop advanced strategies of intervention to achieve social and economic justice while combating the cause and effect of institutional forms of oppression. Our mission is further informed by the history, demographic and social economic environment of the university. Our program and the University are located in an urban inner-city environment and have a history of community outreach and engagement. The Department of Social Work uses its knowledge and expertise to impact upon community problems associated with our urban setting. Some of the most intractable problems include crime, gangs, and family disorganization.

MSW Program Goals

The following goals for the MSW Program are derived from the Program's mission. The goals of the MSW Program are to:

- 1) Prepare students with the skills of advanced generalist practice essential for working with individuals, families, organizations and communities with a specific focus on at-risk populations based upon socioeconomic and minority status. This goal is grounded in the Program's mission statement which focuses upon the education of advanced social work practitioners skilled in the promotion of social change at the individual, group, organizational and community levels of interventions that further the achievement of social and economic justice.
- 2) Prepare students with advanced skills essential for impacting upon the local and regional communities outside the university through scholarly research and active participation in community problem solving. This goal is grounded in the part of the Program's mission statement that addresses the Department's and the University's commitment to applying its knowledge and expertise to community problem-solving.
- 3) Prepare students with specialized skills essential for working with at-risk children and families with a special focus on the development, delivery, and management of services across an array of practice settings. This goal is related to the part of the Program's mission statement that reflects our committed to the education of advanced social work practitioners skilled in the promotion of social change at the individual, group, organizational and community levels of interventions that further the achievement of social and economic justice.

- 4) Prepare students with specialized skills essential for working with juveniles and their families with a special focus on gangs, and other youth issues impacting upon urban areas. This goal is related to the part of the Program's mission statement that reflects our commitment to the use of our knowledge and expertise to impact upon community problems associated with our urban setting. Some of the most intractable problems include crime, gangs, and family disorganization.

Program Objectives

Foundation Objectives

Students completing the foundation curriculum will be able to:

- 1) Utilize a liberal arts focus to identify generalist knowledge, values, and skills of social work practice with various sizes and types of systems within the framework of the individual behavior in the social environment approach.
- 2) Describe, critically evaluate, and apply evidence-based theories of human behavior and life span development to understand individuals, groups, families, organizations and communities and the interactions between them.
- 3) Describe and apply the generalist social work perspective to practice with individuals, groups, families, organizations and communities.
- 4) Understand and interpret the history of the social work profession, describe and analyze past and present social welfare policy/policy research, and formulate and advocate for social policies against discriminatory and oppressive systems that advance social and economic justice.
- 5) Identify, evaluate and apply research relevant to practice and evaluate one's practice.
- 6) Demonstrate knowledge, values and skill in nondiscriminatory social work practice related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, race, religion, national origin, sex, and sexual orientation.
- 7) Demonstrate professionalism, including: critical thinking skills applied to one's own practice, self-awareness and the professional use of self in interactions with clients, and a commitment to the norms and standards of professional behavior.
- 8) Apply communication skills and professional relationship skills with diverse client populations, social work colleagues and those in other disciplines, supervisors, and individuals and groups within various organizational, community, and political systems.
- 9) Recognize the principles and importance of ethical social work practice and ongoing social work supervision and consultation.
- 10) Function within the structure of organizations and service delivery systems and seek necessary organizational change.
- 11) Use technology to access information and facilitate communication.

Advanced/Concentration Objectives

Students completing the advanced/concentration year curriculum will be able to:

- 1) Build on the foundation of generalist social work gained in the core year; apply advanced evidenced-based theory to understanding of client systems and apply advanced social work practice skills within the area of concentration (juvenile justice and children and family practice).
- 2) Recognize the global context of practice, particularly as the context affects residents of Durham and surrounding local and regional communities.
- 3) Demonstrate the ability to apply research concepts and strategies to inform social work practice and programs.
- 4) Demonstrate proficiency and in-depth knowledge about the core competencies of areas of concentration (juvenile justice and children and family practice) and demonstrate insight into practice through ethical, critical, and developmental self-reflection.
- 5) Apply advanced knowledge and skills, and social work values in practice with diverse urban populations without discrimination related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- 6) Demonstrate the ability to design, analyze, evaluate and change social policy and to intervene against discriminatory and oppressive systems to advance social and economic justice.
- 7) Use technology to advance practice skills and knowledge and to facilitate communication with clients and colleagues.
- 8) Understand a broad spectrum of change strategies and demonstrate the ability to match these strategies to the programmatic, organizational, and community challenges. Demonstrate differential application of these strategies in partnership with people who experience oppression and disenfranchisement.
- 9) Synthesize and apply scientific knowledge of both normal and abnormal adolescent development as it relates to juveniles and their families within the theoretical framework of the individual in the social environment.
- 10) Understand the history, current policies and issues associated with the development of the juvenile justice system within the criminal justice system in the United States and globally.
- 11) Identify, implement and evaluate appropriate interventions with at-risk youth and their families grounded in a focus upon the individual in the social environment with a high level of self-awareness and autonomy in working with vulnerable populations.
- 12) Utilize appropriate research and evaluative methodology in understanding the nature of societal conditions, which either enhance or impede the healthy adjustments of individuals to their social environments with a special focus on juveniles and their families.

Specific goals and learning objectives for individual courses are available to students for review from the faculty member responsible for an individual course or sequence. Students are also encouraged to review the Educational and Policy Statement (EPS) set forth by the Council on Social Work Education (CSWE), summarized in the Appendix. The full text of the CSWE Policies is available in the Social Work office, or on the web at <http://www.cswe.org>.

MSW ADMISSIONS

Admission Criteria

The Department of Social Work at North Carolina Central University is committed to recruiting applicants from diverse backgrounds. We are seeking students who are interested in working in a broad range of social work practice settings where juveniles and their families are the populations of interest. For example, we are seeking students who will work to enhance the quality of life for poor and oppressed populations living in urban areas.

Applicants are pre-screened to ensure that they reflect the minimum requirements necessary to succeed in graduate education, as reflected by their undergraduate grades and interest and commitment to the social work profession. The GRE is not required. Applicants to the graduate program must have an undergraduate cumulative grade point average (GPA) of 2.75; and, a 3.0 GPA in their undergraduate major, and evidence of emotional stability and maturity.

Applicants must commit to the values and ethics of the social work profession and demonstrate willingness to work with and advocate for poor and oppressed populations.

Applicants are pre-screened by the Admissions Committee using the *Applicant Rating Sheet* (Appendix A).

Factors rated include:

***Application Factor I:* Undergraduate cumulative GPA of 2.75 or higher**

Content Review: The applicant's official transcript will be reviewed for cumulative GPA.

***Application Factor II:* Undergraduate GPA in major is 3.0 or higher**

Content Review: The applicant's official transcript is reviewed for GPA in major.

***Application Factor III:* Official Transcript**

Content Review: The applicant's official transcript is reviewed to determine if applicant has a broad liberal arts background.

***Application Factor IV:* Personal Narrative**

Content Review: The quality of the applicant's responses to the following four questions/statements:

- What led you to choose social work as your profession? Which aspects of our educational program led you to apply to North Carolina Central University's Department of Social Work? Describe your career plan.
- If you are employed in a social service agency, describe your position and its importance to your development as a social worker. How will a graduate program in social work contribute to your current employment or future employment?

- If you are not employed in a social service agency, describe your position and how it relates to the social work profession. If your current position does not relate to social work describe any volunteer experience or community service work that you were or are engaged in and its importance to your development as a social worker. How will a graduate program in social work contribute to your future employment?; and
- Discuss a contemporary social problem as it relates to juveniles and their families. Include the following in your discussion; a) your reasons for identifying it as a social problem; b) what could be done to address the problem; and, c) what your role might be as a MSW in addressing the social problem on a micro level or macro level?

Application Factor V: Experiences contributing to the understanding and commitment to social work and social justice.

Content Review: Review the applicant's résumé for paid practice and non-practice work experience, unrelated work experience, volunteer and community service experience, evidence of leadership experience. In addition, presentation of resume (e.g. followed format) will be reviewed.

Application Factor VI: Letters of Recommendation (minimum of two required)

Content Review: The quality and content of the applicant's letters of recommendation addressing the following areas:

- The length of time and capacity they have known the applicant;
- Strengths and suggested areas of growth as a graduate student identified;
- Characterization of the applicant's ability to communicate and work effectively with others; and
- Applicant's ability to be flexible and understanding of diverse populations

Application Factor VII: Writing Sample (Article provided by the Department of Social Work)

Content Review: The applicant followed the guidelines provided regarding the writing sample. The writing sample is reviewed for comprehensiveness, clarity, writing skills, organization and integration and overall the reader's overall impressions of applicant readiness for graduate program in social work.

Criminal Record

As part of the application process, each applicant is asked if he or she has a criminal record, including a history of any felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a social worker or from making a major contribution to society. Applicants for admission to the Department of Social Work are evaluated based on their overall qualifications. However, applicants should be advised that a criminal conviction could prevent them from being placed in some practicum and agency settings. In addition, it may prevent them from being licensed, certified, or registered to practice social work in some states and jurisdictions.

Students are also asked if they have ever been dismissed from an undergraduate or graduate program for academic or nonacademic reasons. If the answer is affirmative, then the student is required to provide additional information so his or her application can be evaluated in light of all of the facts.

Liberal Arts Requirements

All applicants to the Master's of Social Work Program must hold a baccalaureate degree from a four-year college or university. Applicants are required to have earned a Bachelor's degree with a broad liberal arts focus that reflects courses in English composition, natural sciences, social sciences, the humanities, human biology, and quantitative analysis. International students must hold an equivalent degree based on a four-year curriculum; and, follow the admissions policies and procedures of North Carolina Central University's Department of Graduate Studies.

Life/Work Experience

The field work experience is of central importance for the educational development of the social work student. However, life and work experience in and of itself is not considered "field experience." The process by which the experience is gained is considered paramount within social work education. The key element of the field experience is the integration of course work, qualified supervision, and freedom to address concerns in a nurturing but academic environment. As a result, the Department of Social Work **will not** accept academic credit for past life work experience unless that experience is part of academic credit awarded by a social work program accredited by the Council on Social Work Education.

Attestations

All social work students admitted to the graduate program are required to sign attestations indicating that they have read, understood, and agree to abide by the policies, rules, and/or expectations set forth in each attestation. The attestations address (a) academic integrity and honesty, (b) confidentiality, (c) the student handbook, (d) the NASW Code of Ethics, (e) the American Psychological Association Publication Style Manual [Fifth Edition], (f) e-mail, (g) courtesy expectations and, (h) the department/university grading policy. The social work department faculty reserves the right to deny any student who refuses or fails to sign any/all of these attestations admission to the graduate program. Furthermore, any student who fails to comply with the policies and/or rules set forth in any of these attestations may be suspended and/or dismissed from the MSW program.

Financial Assistance

The Graduate School offers financial assistance in the form of a limited number of graduate assistantships. Graduate assistantships involve supervised teaching, research, or service to the University. They are available in some departments offering graduate programs in the regular session. Students who are recommended to the Dean of the College of Graduate Studies by the departmental chairpersons are considered for appointment. Interested students should confer with the chairperson in the Department of Social Work.

Transfer of MSW Academic Credits

A maximum of six semester hours of course work may be transferred from another institution if:

- The course is graduate level at an accredited university;
- The course were taken in a CSWE accredited Master of Social Work Program;
- The student earned a least a grade of “B” or equivalent in each course for which credit is to be transferred;
- The advisor, department chairperson, and dean of the college approve the course as part of the student’s graduate program; and
- The courses do not exceed the two-year limit for completing the master’s degree program in social work.

In most instances, transfer of six credits is only granted for first year foundation courses. In accordance with accreditation requirements, academic credit is not given for life or work experience.

All graduate transfer students must complete an application packet. One of the three letters of reference must come from the dean/department chair of the CSWE-accredited program from which the student is transferring. If the student was in a practicum placement while in the other program, he/she should obtain the second letter of reference from his/her field practicum instructor. All other letters of reference should be from full-time members of the teaching faculty in the host program, who have had the student in their classes. The MSW Admissions Committee will convene to consider the application.

Conditional Admission

With the approval of the department chairperson and the Dean of the College of Graduate Studies, conditional admission may be granted to an applicant who lacks strength in one of the application factor areas. In these situations, a trial period will be given to assess the student’s academic performance to qualify for unconditional admission. Full graduate status may be denied due to low performance during the trial period. The trial period usually lasts one semester.

MSW PROGRAM CURRICULUM

The conceptual framework of the curriculum is grounded in an inductive approach where generalized knowledge and concepts serve as a foundation for more specialized and advanced knowledge and practice skills. The concepts of continuity, sequencing, and integration serve as organizing tools for our curriculum design.

The first concept is continuity, which refers to reoccurring knowledge and practice experience across the professional foundation advance and concentration curriculum areas. The second integrating concept is sequencing. Sequencing refers to the increasing depth of the learning experience. It relates to experiences that provide higher levels of treatment of the subject matter with each successive learning experience. The third integrating concept is integration. Integration refers to the unity of practice and knowledge. Our field education component presents a model for infusion of practice skills into the instructional process where the goal is the development of an increasingly unified view of knowledge and practice.

The curriculum for the foundation year like the second year concentration curriculum is grounded in the liberal arts perspective (See Table 1). The first semester of the foundation year includes Human Behavior in the Social Environment, Social Welfare Policy and Services and Data Analysis. The Field Education component is concurrent with classroom instructions in these curriculum areas. This allows for the integration of the knowledge and practice areas of the curriculum. The second semester of the foundation year introduces the concept of discrimination and inequality based upon the Human Behavior and the Social Environment conceptual foundation. The curriculum at this point offers background information related to the specific mission, goals, and objectives of the MSW Program at North Carolina Central University. Here the emphasis is upon practice with individual families, organizations, and communities with a special focus on at-risk populations based upon the social economic and minority status. The focus is upon urban populations and problems associated with inner city environments that have created a special type of intractable poverty over the past several decades. The other curriculum component of the second semester is the foundation research component which focuses and integrates the concept of evaluating practice. Again, the Field Education is concurrent with the instructional component allowing for the integration of knowledge and practice.

Table 1 - Continuity

| Foundation Content Areas | Foundation Courses |
|---|--|
| Values and Ethics | Human Behavior and the Social Environment I (Individual and Family Development), Human Behavior and The Social Environment II (Discrimination and Inequality), Research Methods for Social Work Practice, Foundations of Social Welfare and Social Work Policy I, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Field Practicum I & II, Foundation Field Seminar I & II |
| Diversity | Human Behavior and The Social Environment I (Individual and Family Development), Human Behavior and the Social Environment II (Discrimination and Inequality), Research Methods for Social Work Practice |
| Populations-at-Risk and Social and Economic Justice | Human Behavior and The Social Environment I (Individual and Family Development), Human Behavior and the Social Environment II (Discrimination and Inequality), Research Methods for Social Work Practice, Social Work Practice with Individuals and Families, Foundations of Social Welfare and Social Work Policy, Social Work Practice with Organizations and Communities |
| Human Behavior and the Social Environment | Human Behavior and the Social Environment I (Individual and Family Development), Human Behavior and the Social Environment II (Discrimination and Inequality) |
| Social Welfare Policy and Services | Foundations of Social Welfare and Social Work Policy I |
| Research | Foundation of Data Analysis, Statistics for Social Work Research, Research Methods for Social Work Practice |
| Social Work Practice | Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities |
| Field Instruction | Human Behavior and the Social Environment I (Individual and Family Development), Human Behavior and The Social Environment II (Discrimination and Inequality), Research Methods for Social Work Practice, Foundations of Social Welfare and Social Work Policy I, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Field Practicum I & II, Foundation Field Seminar I & II |

Advanced/Concentration Curriculum: The second year presents the advanced and concentration component of the MSW curriculum. The first semester of the second year focuses upon the advanced curriculum. The components making up advanced curriculum are Advanced Human Behavior and the Social Environment, Advanced Policy with a focus upon the Criminal Justice System, and Advanced Research with a focus upon evaluating practice. During this semester students will be provided and experiencing with analyzing, evaluating, and intervening in ways that are highly differentiated, discriminating, and self critical. In the policy component, students are also introduced to background information on the concentration area through a policy course which examines the history, theory, policies, and practices associated with the American criminal justice system. Again, the concurrent Field Education allows for the integration of knowledge and practice (See Table 2).

Table 2 - Sequencing

| Concentration Fields of Practice | Foundation Courses | Concentration Courses |
|---|---|--|
| Child and Family Practice | Foundations of Social Welfare and Social Work Policy I, Human Behavior and the Social Environment I (Individual and Family Development), Human Behavior and the Social Environment II (Discrimination and Inequality), Social Work Practice with Individuals and Families, Research Methods in Social Work Practice | Human Behavior and the Social Environment III (Middle and Adolescent Development), Foundations of Social Welfare and Social Work Policy II, Child Welfare Practices, Social Work Practicum III and IV, Advanced Field Seminar III and IV, Evaluation in Social Work Practice, Human Behavior and the Social Environment IV (Children and Families with Multi-Problems), Special Topics in Children and Family Services |
| Juvenile Justice | Foundations of Social Welfare and Social Work Policy I, Human Behavior and the Social Environment I (Individual and Family Development), Human Behavior and the Social Environment II (Discrimination and Inequality), Social Work Practice with Individuals and Families, Research Methods in Social Work Practice | Social Work and the Juvenile Justice System, Social Work in the Juvenile Justice System, Special Topics in Juvenile Justice, Human Behavior and the Social Environment IV (Gangs and Family Redefined), Evaluation in Social Work Practice, Advanced Field Seminar III and IV, Advanced Field Seminar III and IV. |

The third concept guiding the organization of the curriculum is integration. Integration refers to the unity of practice and knowledge. Our field education component presents a model for infusion of practice skills into the instructional process where the goal is the development of an increasingly unified view of knowledge and practice (See Table 3).

Table 3 - Integration

| Field Instruction Learning Outcomes | Liberal Arts Courses | Foundation Courses | Concentration Courses | Practice Methods and Field Instruction |
|--|--|--|---|--|
| Organizational Context of Practice | Sociology, Political Science, History Macroeconomics | Foundation of Social Welfare and Social Work Policy I | Social Welfare and Social Work Policy II, Social Work and the Juvenile Justice System | Social Work Practicum I, Foundation Field Seminar I, Social Work Practicum III, Advanced Field Practicum Seminar III, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work in the Juvenile Justice System |
| Communication Skills | English, Elements of Speech, Technical Writing | Human Behavior and the Social Environment I & II | Human Behavior and the Social Environment III (Middle and Adolescent Development) & HBSE IV, (Gangs and Family Redefined) and Children and Families with Multi-Problems | Social Work Practicum I, Foundation Field Seminar I, Social Work Practicum III, Advanced Field Practicum Seminar III, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice in the Juveniles and Families |
| Assessment | Math, Statistics, Research, Sociology, Psychology, Political Science | Foundation Data Analysis, Statistics for Social Work Research, Research Methods in Social Work | Evaluation in Social Work, Research Project | Social Work Practicum I, Foundation Field Seminar I, Social Work Practicum III, Advanced Field Practicum Seminar III, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice in the Juveniles and Families |
| Social Policy | Sociology, Political Science, History Macroeconomics | Foundations of Social Welfare and Social Work Policy I, | Foundation of Social Welfare and Social Work Policy II, Social Work and the Juvenile Justice System | Social Work Practicum I, Foundation Field Seminar I, Social Work Practicum III, Advanced Field Practicum Seminar III, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice in the Juveniles and Families |

| | | | | |
|-------------------------------|---|--|--|---|
| Community Context of Practice | Sociology, Political Science, History Macroeconomics | Foundations of Social Welfare and Social Work Policy I, | Foundation of Social Welfare and Social Work Policy II, Social Work and the Juvenile Justice System | Social Work Practicum II, Foundation Field Seminar II, Social Work Practicum IV, Advanced Field Practicum Seminar IV, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice in the Juveniles and Families, Special Topics in Juvenile Justice, Special Topics in Children and Families |
| Intervention | Human Biology, Sociology, Psychology, Ethics, Humanities and Fine Arts, Foreign Language, Math, Research, Statistics, Health and Wellness | Human Behavior and the Social Environment I & II | Human Behavior and the Social Environment III (Middle and Adolescent Development) & HBSE IV, (Gangs and Family Redefined) and Children and Families with Multi-Problems. | Social Work Practicum II, Foundation Field Seminar II, Social Work Practicum IV, Advanced Field Practicum Seminar IV, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work in the Juveniles and Families, Special Topics in Juvenile Justice, Special Topics in Children and Families |
| Evaluation | Math, Statistics, Research, Sociology, Psychology, Political Science | Foundation Data Analysis, Statistics for Social Work Research, Research Methods in Social Work | Evaluation in Social Work, Research Project | Social Work Practicum II, Foundation Field Seminar II, Social Work Practicum IV, Advanced Field Practicum Seminar IV, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice with Juveniles and Families, Special Topics in Juvenile Justice, Special Topics in Children and Families |
| Professional Use of Self | Human Biology, Sociology, Psychology, Ethics, Humanities and Fine Arts, Foreign Language, Math, Research, Statistics, Health and Wellness | Human Behavior and the Social Environment I & II | Human Behavior and the Social Environment III (Middle and Adolescent Development) & HBSE IV, (Gangs and Family Redefined) and Children and Families with Multi-Problems. | Social Work Practicum II, Foundation Field Seminar II, Social Work Practicum IV, Advanced Field Practicum Seminar IV, Social Work Practice with Individuals and Families, Social Work Practice with Organizations and Communities, Child Welfare Practices, Social Work Practice in the Juveniles and Families, Special Topics in Juvenile Justice, Special Topics in Children and Families |

Children and Family Practice Concentration

This advanced/concentration prepares graduate students to acquire specific knowledge and skills to work with children (middle childhood to adolescents) and their families who are at-risk. The concentration uses the person in the environment approach that considers the biological, social, and psychological systems and external environmental factors (i.e. socio-economic, political, institutions, discrimination, and oppression) that directly impact the social and psychological functioning of children and families who present with multiple-problems.

At the advanced/concentration level, students are prepared to use the acquired knowledge and skills to further enhance the assessment of and intervention with children and families who are at-risk. Furthermore, students continue to advance their ability to incorporate the strengths and resources of children and families in practice. Students are also prepared for designing, implementing, evaluating, and improving social welfare programs and policies for at-risk populations. Emphasis is placed on the ability to work toward changes in the urban, social, and political environments and to promote social justice. The curriculum is designed to prepare graduate students for advanced social work practice at a variety of micro, mezzo, and macro levels that provide services to children and families confined to urban poverty.

Juvenile Justice Concentration

Students selecting this concentration are equipped with the skills, which are essential for working with juveniles and their families in the juvenile justice system. This concentration focuses on the social worker's role in the juvenile justice system. Emphasis is placed on the environmental, community, and organizational conditions that influence juveniles' affiliation or membership with youth gangs. Coursework in this concentration provides the theoretical foundations in critical areas like: the intersection of the juvenile and adult criminal justice systems; community resources and alternatives to out-of-home placement, detention, and incarceration; theories on the etiology of juvenile crime; and theories on human behavior in communities and organizations. A rigorous field component supports the theoretical foundations of the concentration. Through collaborative partnerships with the juvenile justice system, students have the opportunity to practice and reinforce the skills taught in the classroom. Upon completion of the concentration, students will have knowledge of:

- 1) The theoretical explanations undergirding juvenile delinquency, juvenile crimes, and juvenile gang membership.
- 2) A comprehensive understanding of the overarching criminal justice system—its purpose, culture, language, and lines of communication.
- 3) The ability to identify opportunities for organization, community, and policy-level changes with respect to the policing, treatment, and prevention of at-risk youth's entry into gangs and the juvenile justice system.
- 4) The necessary skills and knowledge to plan, design, implement, and evaluate culturally specific programs and services geared towards reducing the risk factors associated with out-of-home placement for children and adolescents.
- 5) The needs of detained and institutionalized children and adolescents and their families, and the skills and abilities to serve as advocates at the judicial, legislative, and executive branches of government.
- 6) How to disseminate primary, secondary, and tertiary juvenile crime prevention education and treatment programs to individuals, families, and communities.

MSW Program Curriculum

1st Year/Foundation Curriculum

Fall Semester

| Course Number | Course Title | Credits |
|---------------|---|---------|
| SOCW 5101 | Foundations of Social Welfare & Social Work I | 3 |
| SOCW 5103 | Human Behavior & The Social Environment I (Individual and Family Development) | 3 |
| SOCW 5104 | Foundation of Data Analysis | 3 |
| SOCW 5105 | Social Work Practice with Individuals and Families | 3 |
| SOCW 5109 | Social Work Practicum I (Field) | 3 |
| SOCW 5111 | Foundation Field Seminar I (Field) | 1 |
| | Total Credit Hours | 16 |

Spring Semester

| Course Number | Course Title | Credits |
|---------------|--|---------|
| SOCW 5201 | Research Methods in Social Work I | 3 |
| SOCW 5203 | Human Behavior & The Social Environment II (Discrimination and Inequality) | 3 |
| SOCW 5205 | Social Work Practice with Organizations and Communities | 3 |
| SOCW 5209 | Social Work Practicum II (Field) | 3 |
| SOCW 5213 | Foundation Field Seminar II (Field) | 1 |
| | Total Credit Hours | 13 |

*Satisfies the foreign language requirement

2nd Year – Advanced/Concentration Curriculum

Fall Semester

| Course Number | Course Title | Credits |
|---------------|---|---------|
| SOCW 5302 | Foundation of Social Welfare and Social Work Policy II – Children and Family Services Concentration | 3 |
| SOCW 5305 | Evaluation in Social Work Practice (Research) | 3 |
| SOCW 5309 | Social Work Practicum III (Field) | 3 |
| SOCW 5311 | Advanced Field Seminar III (Field) | 1 |
| SOCW 5301 | Human Behavior and The Social Environment III (Middle and Adolescent Development) | 3 |
| SOCW 5303 | Child Welfare Practices – <i>Children and Family Services Concentration Only</i> | 3 |
| SOCW 5304 | Social Work and the Juvenile Justice System– <i>Juvenile Justice Concentration Only</i> | 3 |
| SOCW 5405 | Social Work in the Juvenile Justice System – <i>Juvenile Justice Concentration Only</i> | 3 |
| | Total Credit Hours (<i>Hours reflect 10 credit hours of advanced core courses and six credit hours of concentration courses</i>) | 16 |

Spring Semester

| Course Number | Course Title | Credits |
|---------------|--|-----------|
| SOCW 5406 | HBSE IV (Gangs and Family Redefined) – Juvenile Justice Concentration | 3 |
| SOCW 5407 | HBSE IV (Children and Families with Multi-Problems) – Children and Family Services Concentration | 3 |
| SOCW 5408 | Special Topics – Child and Family Services – Children and Family Services Concentration | 3 |
| SOCW 5409 | Practicum IV | 3 |
| SOCW 5410 | Special Topics: Social Work in the Juvenile Justice System | 3 |
| SOCW 5411 | Field Seminar IV | 1 |
| SOCW 5513 | Master's Research Project | 3 |
| | Total Credit Hours (<i>Hours reflect seven credit hours of advanced core courses and six credit hours of concentration courses</i>) | 13 |
| | Total MSW Program credit hours = | 58 |

ACADEMIC ADVISEMENT

Academic Advising and Student Development

Advising will be provided to assist students in the development of meaningful educational plans that are compatible with their life goals. On admission, each student will be assigned an academic faculty advisor. Advisors assist students in completing their Educational Time Management (ETM) Plan (Appendix B) as well as assist students with registration each semester. The ETM Plan assists students in mapping out realistic study time based on their other responsibilities and obligations.

The Social Work Department faculty embraces an adult-learner model of advising, with advisory conferences usually scheduled as requested by the student. However, the student must meet face-to-face with her/his advisor at the time of each enrollment. The faculty advisor will complete a MSW Activity Advisement Form (Appendix C) after each advisement session with the student. The advisor will review with the student their ETM Plan as well as discuss academic progress and non-academic concerns. The student and advisor will sign the form to verify the activities that occurred during the advisement session.

If, at some point during his/her period of study, a student wants to change advisors, he/she must submit the request in writing to the Director of the MSW Program. The student is expected to discuss this request with both his/her current advisor and the prospective advisor. Whenever practicable, such requests will be honored; however, there may be times or circumstances when a request of this type will be denied.

ACADEMIC RETENTION AND TERMINATION

Grading Policies

The University recognizes the following grades in the evaluation of the performance of graduate students.

- A Work of superior quality
- B Satisfactory passing work
- C Low passing work
- I Work that has not been fully completed. The incomplete grade must be removed by the end of the semester following the semester in which the incomplete was given.
- F Failure
- NF Represents a course in which the student stopped attending classes without officially dropping the class, counts as a failing grade.
- W Indicates that the student withdrew from the University for the term.
- WC Indicates that the student officially dropped the class.

Quality Points

Quality points are assigned for the purpose of determining the cumulative grade point average as follows:

- A = 4 credits
- B = 3
- C = 2
- F = 0
- NF = 0

Grades of W, WC, NP, PR, and AU do not figure into the grade point average.

Grade Point Average Requirement

A cumulative grade point average of at least 3.0 is required for graduation and for the student to remain enrolled in the Graduate Division. The cumulative grade point average is computed by dividing the total number of quality points earned by the total number of hours attempted. Students in the MSW Program are required to maintain a GPA of at least 3.0 ("B") and must complete their degree program requirements within the 2-year limit. The Program's term is on a semester basis; excluding the two summer sessions.

Incomplete Grades

An incomplete ("I") grade is given to allow students to complete the required work when over 70% of the course work has been completed and the student has earned a passing grade to that point. An incomplete "I" is not considered in the calculation of a student's GPA.

Grades of "F"

REVISED Policy

Graduate students are expected to remain in good academic standing through-out the MSW program. A final course grade of "F" indicates that a student is not making satisfactory progress even if his/her overall GPA is above 3.0. Upon receiving a grade of "F", the student must report

immediately to the Department Chair for a discussion of their status in the MSW program. The Chair and student will discuss circumstances leading the failing grade and the chair will explain dismissal as well as appeal options to the student. Prior to dismissal, students receiving a grade of F have the right to appeal the grade through the University grade appeal process. A CBSS Grade Appeal Committee hears all College grade appeal petitions and will hold the hearing and yield a recommendation prior to the beginning of the next semester (the graduate and undergraduate grade appeal process is provided in Appendix E). If the Grade Appeal Committee concludes that the grade of "F" stands, the student will be immediately dismissed from the MSW program. If the Grade Appeal Committee determines that the grade of F was given in error, the committee will recommend a grade change to the faculty member and the Dean of the College. When dismissed, the student must spend a minimum of one semester discharged from the MSW program before petitioning for readmission. Requests for reinstatement must follow the procedures outlined below.

Reinstatement Procedure Following Dismissal for Receiving a Grade of "F"

1. The student should write to the department chair and request that he or she be permitted to continue in the program.
2. The chair will review the student's request and prepare written recommendation to the Dean of the College of Graduate Studies.
3. The Dean will consult with the Graduate Council and convey to the student, in writing, the Graduate Council decision regarding reinstatement.
4. The Dean's decision may be appealed to the Provost and Vice Chancellor for Academic Affairs by making a written request.
5. Enrollment in future terms will not be permitted unless the student is reinstated.
6. Students are permitted to apply for reinstate one time during their matriculation in the MSW program.

(Approved by faculty April 2013)

Grades of "C" ***Revised Policy***

All grades are closely monitored by academic advisors. A student who receives three final course grades of "C" is ineligible for continuing enrollment in the MSW program even if his/her overall GPA is above 3.0. or better. Students who believe their final grade was recorded in error can seek redress through the Academic Grade Appeal Process. Students who are dismissed can apply for reinstatement after remaining out of the program for one semester and no longer than two years after receiving the third "C". Students wishing to seek reinstatement should follow the reinstatement procedures indicated for receiving a grade of "F" (above). Students have two years from the date of dismissal to complete the reinstatement process.

(Approved by faculty April 2013)

Course Withdrawal

All withdrawals from classes, including student or instructor initiated withdrawals, put the student in violation of the Program's Satisfactory Academic Progress Policy. Therefore, any withdrawal is a request for withdrawal from the MSW Program; and, the student must immediately upon granting withdrawal report to the Department Chair for a discussion regarding their exit from the MSW Program. A student can obtain further information in the University's graduate catalog (p. 24).

Academic Grade Appeal

Revised Policy

The grade appeal policy is intended to provide a standardized, formal process for undergraduate and graduate students to resolve instances of alleged unfair or improper treatment in academic matters. The policy seeks to protect both students and faculty from acts of caprice, while preserving the integrity of the teaching/evaluation process.

The policy is written to be consistent with the university's concern for due process through a system of appeals. A student is therefore allowed to remain in class during an appeal except when doing so would endanger human life or the integrity of the academic program.

Step 1: A student who believes that he or she has been graded unfairly or improperly must first schedule a conference with the concerned faculty member to attempt to arrive at an understanding and to resolve any differences in an informal, cooperative manner. The student must express the appeal clearly and listen to the instructor's rationale. The meeting should be scheduled within 10 calendar days of the incident, or two weeks after the grade is posted in Banner.

Step 2: If consultation with the instructor is impractical, or if the student is dissatisfied with the results of the initial conference with the instructor, the student should seek the assistance of the department chair within seven calendar days of meeting with the instructor. If the instructor involved is the department chair, or if a satisfactory solution is not reached, the student should seek the assistance of the Appeals Counselor. This contact should be made within seven days of the meeting with the department chair. The counselor's role is to guide the student through the remaining steps of the appeals process. In no way is the role of the counselor to be construed as that of advocate for either the student or the instructor.

Step 3: Upon conferring with the counselor, the student may choose to file a formal grievance.

Step 4: To file a formal grievance, the student must submit four copies of the formal written statement to the counselor. The appeal statement should include the following:

- (a) date of incident,
- (b) date of first meeting with instructor,

- (c) details of rationale for changing grade or taking other corrective action, and
- (d) copies of pertinent examinations, papers, and other relevant materials. (Students failing to meet these deadlines forfeit their right of appeal under this policy. Further, it is understood that only issues documented in the grievance statement will be considered at the hearing that follows. The appeal statement must be filed with the Appeals Counselor within 20 calendar days of the initial meeting with the instructor.

Step 5: After a formal appeal has been filed, the Appeals Counselor must, within four calendar days, forwards a copy of the student's appeal statement to the instructor, the instructor's immediate supervisor and to the chairperson of the Academic Integrity Committee.

Step 6: The chair of the Academic Integrity Committee shall convene a meeting of the board not sooner than seven and no later than 10 calendar days after receipt of the grievance statement. In a closed hearing, the student shall present the grievance, including any supporting evidence and pertinent arguments. Decisions by the appeals board shall be determined by majority vote by both faculty and student members. A tie vote shall be considered a vote in favor of the appeal.

Step 7a: If an appeal is determined to be unfounded at the hearing, the chair of the appeals board shall provide written notification of the fact to the student, the faculty member, and the immediate supervisor.

Step 7b: If an appeal is deemed valid, the board shall forward a written account of its deliberations, including recommendations for redress, to the Dean. The Dean shall take whatever action is deemed appropriate.

Step 8: Should either the student or the faculty member be dissatisfied with the decision of the Dean, a formal, written appeal may be made to the vice chancellor for academic affairs, who will review all written material and make final disposition of the appeal. This final appeal must be filed within seven calendar days of notification of the decision of the Dean.

Exceptions to the procedure

If the alleged grievance presents at the end of the fall, spring or summer sessions, the student must notify the concerned instructor, department chair and Appeals Counselor, in writing, of his/her intention to file an appeal. Appeals must be filed within 20 calendar days of the grade being posted on Banner or notify the concerned instructor and department chair, in writing, of an intention to appeal a grade when classes resume at the beginning of the next semester.

In the event that the aggrieved student is a graduating senior or graduate student, a separate process designed to expedite the matter will be followed. The latter process is described as follows:

Step 1: Conference with instructor

Step 2: Conference with department chair or Appeals Counselor

Step 3: Meeting with Appeals Board. To expedite the matter, the appeals board will establish a time to hear any grievance for which redress is sought. Such a time for hearing should be set not less than 24 hours before the graduation ceremony is scheduled to begin or before the beginning of the next semester.

The Appeals Counselor

A Grade Appeals Counselor shall be appointed by the Dean of CBSS. The Appeals Counselor is an ex-officio non-voting member of Grade Appeals hearings. Student members shall be nominated by the Department Chair to serve on the Academic Integrity Committee. The Dean of the College makes the final student appointment. Students serve a one year term; they can be re-nominated by their chair to serve a second term.

Academic Integrity Committee

Each Academic Integrity Committee consist of seven voting members — four faculty, three students and one nonvoting member, the appeals counselor. Each student board member will serve a one-year term, with the option of being appointed to a second term at the discretion of the appointing dean.

A chairperson for the appeals board shall be elected from among the faculty members.

A secretary shall also be elected from among the board members. A quorum shall consist of five board members, including at least three faculty and two students.

Appeals board members are necessarily excluded from deliberations in which:

1. The board member is related to one of the two principals,
2. The board member is a departmental colleague of one of the principals,
3. The board member is enrolled in a course taught by one of the principals, or
4. The board member is one of the two principals involved.

All questions of scheduling and satisfying deadlines shall be adjudicated by the chair of the appeals board.

All records of the appeals board shall be kept in a file maintained and preserved by the board chair.

(Approved by faculty April 2013)

Student Conduct and Ethical Behavior Policy

Students in the Department of Social Work are bound by our student conduct and ethical behavior policy, which is based upon the NASW Code of Ethics. Based upon this policy, a student's enrollment may be terminated for the following reasons:

1. Violation of the NASW Code of Ethics: Students are responsible for being familiar with the NASW Code of Ethics (Appendix D). Content from the code is infused throughout the curriculum.
2. Presenting oneself in such a way as to be rejected by three different agencies for practicum placement.
3. A pattern of complaints that indicates the student is unable to engage clients in such a way as to form a professional and helpful relationship, (for example, being unable or unwilling to demonstrate nonjudgmental attitude, unable or unwilling to allow client self-determination).
4. A pattern of complaints that indicates the student is unable to work within agency policies and procedures, when such policies and procedures are not in violation of professional social work values and/or codes of ethics. (For example, failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability, inability to engage in a supervisory relationship with an assigned field instructor including an inability to follow supervisory guidance, directives, or instructions; inappropriate or disruptive behavior toward colleagues, faculty, or staff, whether at school or within field placement.)
5. A pattern of complaints that indicates the student's behavior does not reflect a standard of objectivity suitable to the profession, (for example, failure to maintain professional boundaries with clients, over identification or other behaviors with clients for personal advantage.)
6. Engage in behavior that renders the student ineligible for licensing in the State of North Carolina for membership in the National Association of Social Workers or for certification by the National Association of Social Workers.

Professional conduct resulting in non-academic dismissal is defined in terms of the Code of Professional Ethics adopted by the National Association of Social Workers.

Non-Academic Dismissal Committee

Students who have been accused of violating the Department's Student Conduct and Ethical Behavior Policy are referred to the Department's Student Review and Appeals Committee. The Committee is made up of the Program's administrative staff which includes the chairperson of the department, the director of the undergraduate program, the director of field education, the coordinator of the graduate studies, two faculty members, and two representative of the Graduate Student Association. The Committee will review a written complaint stating the specific violations and evidence supporting the allegation(s). After careful review of all relevant

information, the Committee, by a majority vote will render a decision regarding the student's dismissal.

If the Committee determines that the student's personal or professional conduct is such as to render him/her an undesirable member of the professional community, the Committee may dismiss the student from the Program. The decision to dismiss may be appealed to the Dean only on the grounds of gross error in procedure, material violation of the student's rights, new evidence unavailable at the time of the review, or extreme bias on the part of the Committee. Appeals may not be filed based on disagreement with the Committee's decision. This decision will be communicated to the student in writing by the Chair of the Department.

STUDENT RIGHTS, RESPONSIBILITIES, AND SERVICES

EEO/ADA Policy Statement

North Carolina Central University emphatically states that it will provide equal employment opportunities to all persons and prohibits employment decisions based on race, religion, color, creed, national origin, sex, age, disabling condition, political affiliation, or sexual orientation. All selection, hiring, and promotion decisions will be based on valid job related requirements consistent with performance of the essential functions of the position. This policy is in keeping with Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972. The Equal Pay Act of 1963, Sections 503 and 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Vietnam Veterans Readjustment Assistance Acts, N.C.G.S. §126-16, and other applicable federal and state laws.

In furtherance of this policy, North Carolina Central University prohibits any individual from creating a hostile or intimidating work environment. Personnel policies and practices are to be conducted in a work environment that is fair, free from discrimination and free from harassment based on race, religion, color, creed, national origin, sex, age, disabling condition, political affiliation or sexual orientation. Moreover, retaliatory action of any type exercised by any employee(s) of the University against another employee or applicant for employment because the individual filed a charge, testified, assisted, or participated in any manner in a hearing, proceeding, or investigation of employment discrimination is prohibited.

The principle of equal employment opportunity shall apply with respect to all incidents of an employment relationship, including, but not limited to:

- recruitment, including advertising or solicitation for employment;
- job selection, hiring, and placement;
- treatment during employment and probation period including compensation, promotion and upgrading;
- evaluation of work performance;
- administration of all forms of pay and other compensation;
- selection for training and other professional development opportunities including trainee, work-against, intern and apprenticeship opportunities;
- other career development opportunities; and
- transfer, demotion, layoff, termination, and reduction-in-force;

In addition, the University will provide reasonable accommodations for applicants and/or employees with disabilities in an effort to enable them to successfully perform essential functions of the job or benefit from training.

To ensure equal employment opportunity exists throughout the University, a results oriented program will be implemented to overcome the effects of past discrimination. It will also eliminate artificial barriers to employment opportunities for all qualified individuals that may exist in any of our programs.

This program encourages greater utilization of all individuals by identifying underutilized groups in the workforce. Once identified special efforts are initiated to increase the

group's participation in recruitment, selection, training and development, upward mobility programs, and other term, condition, or privileges of employment.

Program objectives and timelines will be established to reduce or eliminate under-utilization through the Equal Employment Opportunity plan and program. Responsibility for the development of this plan is assigned to the Equal Opportunity Officer. However, the implementation of, and compliance with this plan and its program objectives will be shared by all administrators and supervisors.

NCCU's Equal Employment Opportunity Program will be evaluated and monitored continuously. The Equal Opportunity Director will present periodic reports relative to the progress of this program to the Chancellor. Our Chancellor is committed to this program and is aware, that with its implementation, positive benefits will be the outcome of the increased utilization, growth and development of previously underutilized human resources.

Adopted this the 1st day of March 2002

Revised the 27th day of March 2008

EEO/AA Statement of Commitment

North Carolina Central University is committed to Equal Employment Opportunity. Therefore, university policy and employment practices to prevent discrimination affecting any employee or prospective employee based on consideration of race, color, religion, creed, age, sex, disabling condition, political affiliation or sexual orientation.

The principle of equal employment opportunity applies with respect to all incidents of the employment relationship; including: recruitment comprising of advertising or solicitation for employment; job selection; hiring and placement; treatment during employment and probation period; promotion and advancement; compensation and fringe benefits; selection for training and other professional development opportunities; transfer, demotion, layoff, termination and reduction-in-force; formulation and application of personnel rules and regulations, access to facilities, and reasonable accommodations for applicants and/or employees with disabling conditions to facilitate job performance and training.

To ensure equal employment opportunity exists university-wide, EEO and Affirmation Action Plans are implemented to overcome the effects of past discrimination. Plans also eliminate artificial barriers to employment opportunities for all qualified individuals that may exist in our programs. In addition to Vice Chancellors, Deans, Department Heads and Chairpersons having copies or summary copies of these plans, reference copies are located in the Office of the EEO/AA Director, Shepard Library, and in the Department of Human Resources.

It is within the context of the above EEO/ADA Policy Statement that the MSW Program makes specific and continuous efforts to provide a learning environment that create diversity and respects all persons. North Carolina Central University is a state supported Historically Black University that has a stellar record of providing educational opportunities to persons having blocked opportunities for attendance at majority institutions. The university continues to serve the higher educational needs of this population. We view our university as an “opportunity institution of higher education.” One of the major goals of our MSW Program is to create leadership opportunities for a population under-represented of higher policymaking levels by offering access to advanced professional education. The MSW degrees program seeks to reach this goal through a culturally sensitive approach that welcomes all persons and groups.

Disability Support

The Office of Student Support Services (SSS) was created as a part of the Division of Student Affairs to respond to Section 504 of the Rehabilitation Act of 1973. The University’s charge is to serve students with disabilities, to ensure that they have reasonable accommodations and services, and to offer equal opportunities for a successful and satisfying college experience. All currently enrolled students with documented disabilities are eligible for services.

Student support services may include reader and attendant services; interpreter services; campus orientation, mobility, and accessibility services; adaptive transportation; parking; tutoring, and counseling. To provide these specialized services North Carolina Central University maintains an office for the Director of Student Support Services/Section 504 Coordinator and a Learning Activity Center in Suite G20 Student Services Building. Appropriate educational assistance is available to students with documented disabilities, including but not

limited to learning disabilities, visual and/or auditory impairments and other physically disabling conditions.

Academic Integrity

Academic dishonesty is defined as any conduct that is intended by the student to obtain for him/her, or for others, an unfair or false evaluation in connection with any examination or other work for academic credit. Cheating, fabrication, plagiarism, and complicity are examples of conduct that is academically dishonest.

Penalties for Academic Dishonesty

The imposition of the penalty for academic dishonesty shall be made by the instructor responsible for assigning the final grade in the course. The penalty will be assessed in relation to the gravity of the offense, the type of academic exercise on which the offense occurred, and the weight of that exercise in the computation of the final grade.

Communication

All students are expected to maintain and use their NCCU email account. In addition, all students should be able to access Black Board as it is used to supplement the instructional process. Students experiencing difficulties with accessing their accounts should contact the University's IT Department at 530-7676.

Instructors/Course Evaluations

The instructor will ask the class for feedback regarding the course frequently. Students are encouraged to let the instructor know how the course is going. If a student has trouble with the content, readings, assignments, he/she must let the instructor know immediately.

The instructor and course will be evaluated at the end of the term by students using a standard evaluation instrument from the University. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information that will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met. In addition, the Department of Social Work conducts annual program evaluations of the students' evaluation of instruction, advisement and support services. This feedback is intended to help improve the quality of the MSW Program and the Department of Social Work.

COURSE DESCRIPTIONS

FOUNDATION YEAR COURSES

SOCW 5101 - Foundations of Social Welfare and Social Work (Policy) I (3 credits)

This course provides content on social welfare history, critically examines and analyzes social welfare policy and increases awareness of institutional racism, sexism, ageism and discrimination against people with disabilities. It also provides information on policy practice as a critical part of social work advocacy and social justice.

SOCW 5103 - Human Behavior in the Social Environment I (Individual and Family Development) (3 credits)

This course has two foci. First, students learn about specific challenges in studying the development, structure and dynamics of families and strategies for addressing these challenges. The second part is dedicated to reviewing major theories for understanding families, critiquing studies informed by these theories and developing research agenda guided by them.

SOCW 5104 - Foundation of Data Analysis (3 credits)

This course will deepen the understanding of theory and the rationale behind the use of univariate and bivariate statistics in the analysis and interpretation of data. It includes an in depth review of various bivariate statistical tests (t-test, one-way ANOVA, chi-square, parametric tests, correlation); and the introduction of two-way ANOVA, simple regression and non-parametric tests.

SOCW 5105 - Social Work Practice with Individuals and Families (3 credits)

This course provides students with the advance practice knowledge and skills needed to work with individuals and families in generalist practice. Students develop practice skills including engaging with clients, assessing client's needs and resources, goal setting, and problem solving. This course teaches students to implement empirically based interventions and evaluate outcomes. Emphasis is placed on generalist practice intervention including case management, client advocacy, brokering, education, solution focused issue management, and crisis intervention with diverse and multicultural individuals and families.

SOCW 5113 - Statistics for Social Work Research (3 credits)

This course provides "hands-on" experiences with evaluating the outcomes of social work practice. Students are expected to apply more advanced research and statistical methods to the analysis of practice outcomes and to evaluate their own educational experiences.

SOCW 5201 - Research Methods in Social Work I (3 credits)

This course provides students with the skills needed to understand and participate in social work research. It integrates material from epistemology, research design, data collection, management, and analysis into a coherent view of the social research process.

SOCW 5203 - Human Behavior and the Social Environment II (Discrimination & Inequality) (3 credits)

The course emphasizes the systematic nature of oppression and the responsibility of social workers to engage in the struggle for social justice and human rights. The meaning and implications of related concepts such as discrimination based on race, ethnicity, gender, sexual orientation, class, disability, and aging are discussed. In addition to professional literature, an emphasis is on experiential learning, encouraging students to get in touch with their own

oppression and the biases they have toward others. Students gain an understanding of the practice principals and skills needed to be effective as change agents with diverse populations at the micro, mezzo, and macro levels.

SOCW 5205 - Social Work Practice with Organizations and Communities (3 credits)

This is an advanced methods course, which has a two parts structure. The course expands on the foundation course content with a focus on mezzo and macro level interventions including the development, implementation, and evaluation of change strategies in both communities and organizations. Students are exposed to a variety of theories, intervention models, and methods for the implementation and evaluation of change strategies as well as value dilemmas encountered with the advocacy and social change process. An emphasis is placed on the need to include social work values, diversity, equity and empowerment into the change process through course assignments and field applications.

SOCW 5109 – SOCW 5209 Social Work Practicum I & II (6 credits)

SOCW 5111 – SOCW 5213 Foundation Field Seminar I & II (2 credits)

The primary purpose of field instruction is to provide students with advanced educational opportunities that lead to competent practice. This course is designed to provide students with the opportunity to apply foundation knowledge, skills and professional ethics in practice. It consists of a field internship and a field seminar. The internship in conjunction with the field seminar, provides the student with learning opportunities to complement foundation academic courses and to provide a basis for generalist social work practice. The field seminar is designed to help students integrate classroom learning with the experiences of the internship, and it serves as professional support group for discussing field issues.

ADVANCED/CONCENTRATION YEAR COURSES

SOCW 5301 - Human Behavior and the Social Environment III (Middle and Adolescent Development) (3 credits)

This course teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with health issues, mental health issues, juvenile delinquency, and school-related problems using several social work modalities. The impact of gender and culture on teenagers and their families is stressed.

SOCW 5302 - Foundations of Social Welfare and Social Work (Policy) II (3 credits)

This course builds upon the in SOCW 5103 Foundations of Social Welfare and Social Work (Policy) I. A major focus in the course is the development of a social welfare policy framework that emphasizes dimensions of choice in the functional areas of social allocations, social provisions, delivery system structure, program financing and program planning. Throughout the course there will be an emphasis on the impact of values on policy and resulting programs. In addition, global/international policies and perspectives of social welfare will be examined to increase student awareness of alternative views and applications of social welfare.

SOCW 5303 - Child Welfare Practices (3 credits)

This course emphasizes social work practice with children and families. It structured to acquaint students with the origins of child welfare, the services that are provided for children and families, and the policies that govern service delivery. Considerable emphasis is placed on enabling the student to work with a socially diverse range of client systems toward the identification and formulation of problems, goal setting, problem-solving, and advocacy.

SOCW 5304 - Social Work and the Juvenile Justice System (3 credits)

This course provides a detailed view of the juvenile justice system. Students in this course will become acquainted with the history of juvenile justice through readings and discussions. Students will also be provided an opportunity to examine, evaluate, analyze and articulate knowledge and beliefs about juvenile justice system in a scholarly fashion. Policy and practice issues will also be discussed.

SOCW 5305 - Evaluating Social Work Practice (3 credits)

The course focuses on using and evaluating the knowledge base of social work practice. It applies concepts learned in Research Methods to the empirical evaluation of one's own practice. The course stresses issues related to the conduct of research in a practice profession, including the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical consideration crucial in research development.

SOCW 5405 – Social Work in the Juvenile Justice System (3 credits)

This course examines the role of social workers within the juvenile justice and legal systems. The course will place special emphasis on theory, advocacy, and organizational change with diverse forensic populations: including offenders, victims, juveniles, and related systems. Furthermore, the course will focus on the role of social workers as experts in child welfare, expert witnesses, and as change agents will explored. The course adopts social justice, multi systems, and interdisciplinary perspective. The course also involves the examination of the behaviors and structures of “newly” formed families and communities that function to fill voids in traditional juvenile justice structures. This course will prepare advanced social work students with the knowledge and skills needed to be competent practitioners in communities and in their work with juveniles and their families.

SOCW 5406 – Human Behavior in the Social Environment IV (Gangs and Family Redefined) (3 credits)

This course builds on the foundation year and theories discussed in SOCW 5103 (Human Behavior and the Social Environment I - Individual and Family Development), SOCW 5203 (Human Behavior and the Social Environment II – Discrimination and Inequality) and the advanced core course, SOCW 5303 (Human Behavior and the Social Environment III – Middle and Adolescent Development). This course involves the examination of the behaviors and structures of “newly” formed families and communities that function to fill voids in traditional structures. This course will prepare advanced social work students with the knowledge and skills needed to be competent practitioners in communities and in their work with juveniles and their families.

SOCW 5407 – Human Behavior in the Social Environment IV (Children and Families with Multi-Problems) (3 credits)

This course advances students knowledge and skills for working with families and children with multiple problems such as the challenges of poverty, mental illness, sexual abuse, family violence, drug abuse, discrimination, and disenfranchisement. Emphasis is placed on integrating culturally sensitive perspectives and evidence based research to guide practice.

SOCW 5408 – Special Topics in Children and Family Practice (3 credits)

This course builds on the foundation year and theories discussed in SOCW 5203.01 to address theories about the impact of race, culture, and gender on family intervention. It focuses on theories that help practitioners assess families from a variety of cultural backgrounds in addition to helping practitioners formulate culturally respectful interventions. This course has a special focus on the intersection between culture and family issues, such as divorce, violence, and substance abuse. Social class, immigration history, and rural versus urban environments, as well as ethnicity will be viewed as playing important roles in families' cultures. Similarly, the course examines social and family constructions of gender roles and how these impact the adjustment of children and the course of family intervention.

SOCW 5410 – Special Topics in Juvenile Justice (3 credits)

Restorative Justice offers a refreshingly different framework for thinking about wrongdoing. It moves beyond the confines of traditional justice systems to embrace social justice principles. The course will be structured around intensive readings in restorative justice in correctional and juvenile justice settings globally and in community and correctional settings in the United States. The course offers students an opportunity to study the leading restorative justice practices to explore the possibilities that restorative justice offers to move beyond the limitations of retributive justice. The goal is to increase students' knowledge of how different cultures have utilized the community corrections movement and to note how, despite vast cultural differences, many countries have adopted similar practices. Moreover, one of the ultimate objectives of this class is to encourage students to critically examine if, how, and whether these international practices could be adopted here in the United States.

SOCW 5309 – 5409 Social Work Practicum III & IV (6 credits)

SOCW 5311 – 5411 Advanced Field Seminar III & IV (2 credits)

The primary purpose of the advanced field practicum is to provide students with opportunities to engage in experiences related to their area of concentration. These areas include direct practice (children and their families, and at-risk populations based on minority and social economic status); and juvenile justice (mezzo and macro social work practice). The field seminar is designed to help students integrate classroom learning with the experiences of the internship, and it serves as professional support group for discussing field issues.

SOCW 5513 Masters Research Project (3 Credits)

The Masters Research Project is a capstone experience in which students demonstrate mastery of the knowledge, values, and skill content of the foundation, advanced and concentration components of the MSW curriculum. The focus of the research project is on the ability of the student to analyze, conceptualize, and apply important social work knowledge and skills to the understanding of and solutions to current issues and problems associated with at-risk youth and families and juvenile justice issues. Students will be expected to demonstrate skills in implementation of data collection, data analysis, interpretation of findings, and their application and implication of social work practice.

7. **Writing Sample:** (score = 0-10) _____
Comprehensiveness:

- ___ A score of "2" indicates the applicant presented a comprehensive writing sample; all content items were addressed
- ___ A score of "1" indicates the applicant addressed some of the content items
- ___ A score of "0" indicates the applicant did not address the content items

Clarity:

- ___ A score of "2" indicates the applicant expressed their ideas with clarity
- ___ A score of "1" indicates the applicant lacked clarity in some areas of their writing
- ___ A score of "0" indicates the applicant lacked clarity in expressing their ideas

Writing Skills:

- ___ A score of "2" indicates the applicant has strong writing skills in that they followed APA format, used good grammar and punctuation
- ___ A score of "1" indicates the applicant has "fair" to "good" writing skills but they need to work on the APA format, grammar and punctuation
- ___ A score of "0" indicates the applicant has weak writing skills in that they did not follow APA format, grammar and use of correct punctuation needs strengthening.

Organization and Integration:

- ___ A score of "2" indicates the applicant organized and integrated the main ideas and concepts addressed in the article
- ___ A score of "1" indicates the applicant demonstrated some organizational skills in presenting material and integrating main ideas but writing sample lacked consistency in these areas.
- ___ A score of "0" indicates the applicant lacks organizational skills and an ability to integrate main ideas and concepts in an article

Impressions:

- ___ A score of "2" indicates the applicant demonstrated strengths in their writing skills; thus an indication of their readiness to engage in acceptable graduate level writing.
- ___ A score of "1" indicates the applicant demonstrated some strengths in their writing, but may need support to achieve an acceptable level of graduate writing skills.
- ___ A score of "0" indicates the applicant writing skills are weak and may have difficulty meeting acceptable graduate level writing assignments.

Additional comments: _____

APPENDIX B

**NORTH CAROLINA CENTRAL UNIVERSITY
COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL WORK - MSW PROGRAM
EDUCATIONAL TIME MANAGEMENT (ETM) PLAN**

Name of Student _____ ID # _____

| Indicate Roles (Example: Parent, Caregiver, Student, Employee, etc.) | Prioritize roles based on responsibilities (Example: Parent 1, Student 2, etc). |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

Fill in calendar (work, practicum, etc.) with time allocated to studying at least 5 consecutive hours a week.

| Time | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------|--------|--------|--------------|-----------|--------------|--------|----------------|
| 8:00 | | | | | | | |
| 9:00 | | | | | | | Classes |
| 10:00 | | | | | | | ↓ |
| 11:00 | | | | | | | ↓ |
| Noon | | | | | | | ↓ |
| 1:00 | | | | | | | ↓ |
| 2:00 | | | | | | | ↓ |
| 3:00 | | | | | | | ↓ |
| 4:00 | | | | | | | ↓ |
| 5:00 | | | | | | | |
| 6:00 | | | Class | | Class | | |
| 7:00 | | | ↓ | | ↓ | | |
| 8:00 | | | | | | | |
| 9:00 | | | | | | | |
| 10:00 | | | | | | | |
| 11:00 | | | | | | | |

Student Name _____ Date _____

Advisor's Name _____ Date _____

APPENDIX C

NORTH CAROLINA CENTRAL UNIVERSITY
 COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
 DEPARTMENT OF SOCIAL WORK
 MSW ADVISEMENT ACTIVITY SHEET

NAME OF STUDENT _____ ID# _____

FULLY ADMITTED _____ CONDITIONAL ADMIT _____

FACULTY ADVISOR _____ DATE _____

PURPOSE OF ADVISEMENT:

- Educational Time Management Plan Completed : _____ Yes _____ No
 (Attach a copy of Educational Time Management Plan)
- Discussion of Educational Time Management Plan _____
- Assessment of Academic Progress _____
- Pre-Registration/Registration _____

NARRATIVE OF ACTION TAKEN:

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

APPENDIX D

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

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

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

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

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

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

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

are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third

party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

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

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose

confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that

interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.