AP Austin Peay State University

DEPARTMENT OF SOCIAL WORK

STUDENT HANDBOOK
2019/2020

www.apsu.edu/socialwork

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

Dear Social Work Student:

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

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

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

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

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

Sincerely,

Matthew Kenney, Ph.D.
Professor
Interim Chair, Department of Social Work
Kenneym@apsu.edu

Table of Contents

Social Work Faculty and Staff

Interim Chair
Matthew Kenney, Ph.D
Professor
Clement 102
Email: kennym@apsu.edu

Stephanie Hicks-Pass, Ph. D
Associate Professor
Clement 108
Email: hickss@apsu.edu

Barbara Beswick, MSSW
Instructor/Field Coordinator
Clement 106
Email: beswickb@apsu.edu

Tatsushi Hirono, MSW, Ph.D.
Associate Professor
Clement 105
Email: hironot@apsu.edu

Jeff Thompson, MSW, D.Min
Assistant Professor
Clement 110
Email: thompsonjd@apsu.edu

Shani Collins Woods, Ph.D
Associate Professor
Clement 104
Email: collinswoodss@apsu.edu

Notashia Crenshaw, LMSW, Ed.D.
Assistant Professor
Clement 107
Email: crenshawn@apsu.edu

Porter Jennings-McGarity, LCSW, Ph.D
Assistant Professor
Clement 109
Email: jenningsmcgarityp@apsu.edu

Andrew Flaherty, MSW
Instructor
Clement 151
Email: flahertya@apsu.edu

Wendy Stockdale
Administrative Assistant
Clement 103
Email: stockdalew@apsu.edu

BSW Program Context

Historical Context

The Social Work Program was created in 1976 in order to bring professional social work to the northern middle Tennessee region. In the past 26 years the program has succeeded in providing entry-level social work practitioners not only for the region, but also for the state, nation, and agencies abroad. The program offers students the Bachelor of Science (B.S.) degree with a major in social work. The BSW Social Work Program is fully accredited by the Council on Social Work Education, receiving candidacy status in 1986, initial accreditation in 1989, and reaccreditation in 1993, 2003, and 2011.

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

Mission

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

To provide an educational experience which opens students' minds and hearts to social work's historical commitment to social betterment, peace and justice. The department is organized around the vision and purposes of social work. It aims to inspire students to be proactive as generalist social workers not only enhancing the problem solving and coping capacities of people and linking them

with needed resources but also influencing policy change toward building a more just and equitable future in which access to life sustaining resources and opportunity structures is not thwarted by one's race, gender, ethnicity, sexual orientation, socioeconomic class, age, culture, religion or disability.

It is the program's intent to operate from a philosophy that reflects a strengths-based approach to practice. The program aims to educate generalist practitioners capable of building on the strengths and resources of people and their environments, engaging in advocacy, and using empowerment as a guiding principle in working with diverse individuals, families and groups and advancing social and economic justice. The program is equally intent on utilizing an ecological systems perspective for helping students balance a dual, simultaneous focus on person-in-environment in defining issues and planning interventions in such a way that does not place most of the burden of changing or coping on the person. With and through its graduates, the program strives to contribute to the uplifting and well-being of people in our respective communities as well as the profession itself. Graduates, who honor diversity, uphold the highest ethical standards as the conscience of social work and practice the creative art of blending social work knowledge, values, and skills from a strengths perspective are seen as crowning accomplishments of the program.

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

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

Mission and Vision of Austin Peay State University
Mission Statement
Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

Vision Statement
APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.

Goals of the BSW Program

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

• prepare students for entry-levels generalist social work with client systems of various types and sizes

• provide an integrated curriculum based on the purposes of social work and the knowledge, values, ethics and skills necessary for entry-level generalist practice

• provide an educational experience that promotes culturally sensitive practice with diverse and oppressed groups and encourages active community participation in advancing social and economic justice

• provide an educational experience that facilitates critical thinking and analysis of social work knowledge and practice

• provide a learning environment that encourages self-reflection, information literacy, lifelong learning and prepares students for professional growth and development

Competencies of the BSW Program

The main goal of the baccalaureate social work program is to prepare students for entry level generalist practice. Additionally, we strive to provide a strong foundation for students who wish to pursue a Master's degree in social work (MSW). The social work program at Austin Peay is accredited by the Council on Social Work Education (CSWE).

Consistent with CSWE standards the purposes of the Department of Social Work are to prepare competent and effective generalist professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purpose, and philosophy, and is based in an historic, but ever-developing, body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values and skills of the profession for competent practice. The professional foundation essential to the practice of any social worker, includes, but is not limited to, the following competencies and related practice behaviors (as identified by CSWE-EPAS 2015). Those graduating from an accredited degree program in the profession of social work will demonstrate competence with respect to each of the following areas:

Ethical and professional behavior (Competency 1)
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and

emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social Workers:

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

Engage diversity and difference in practice. (Competency 2)

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social Workers:

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

Advance human rights and social and economic justice. (Competency 3)
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice. Social Workers:
• Demonstrate the ability to apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
• Engage in practices that advance social, economic, and environmental justice.

Engage in research-informed practice and practice-informed research. (Competency 4)
Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.
Social Workers:
• Use practice experience and theory to inform scientific inquiry and research.
• Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding.
• Use and translate research evidence to inform and improve practice, policy, and service delivery.

Engage in policy practice. (Competency 5)
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.
Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

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

Engage with individuals, families, groups, organizations, and communities. (Competency 6)

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

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

Assess individuals, families, groups, organizations, and communities. (Competency 7)

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their

subjective experiences and emotional reactions may affect their assessment and decision-making. Social Workers:

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

Intervene with individuals, families, groups, organizations, and communities. (Competency 8)

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. Social Workers:

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

Evaluate individuals, families, groups, organizations, and communities. (Competency 9)

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

Social Workers:

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

Commitment to Cultural Diversity and Social and Economic Justice

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

1. "Act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, mental or physical disability, or socio-economic status" (NASW Code of Ethics, 6.04 (d).

2. Practice "strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitabl (CSWE, 2015 EPAS) and "understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power" (CSWE, 2015 EPAS).

3. Demonstrate an "understanding of how diversity and difference characterize and shape the human experience" (CSWE, 2015 EPAS) and respect for, and acceptance of, the unique characteristics of diverse populations (See NASW

Code of Ethics, Appendix A; CSWE Curriculum Policy Statement, Appendix B). In this regard, the Social Work Program curriculum shall "provide a supportive and inclusive learning environment" and include content about populations-at-risk, including people of color, women, and gay, lesbian and transgendered persons . . .emphasizing the impact of discrimination, economic deprivation, and oppression upon these groups . . .In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental disability and ability" (CSWE, 2015 EPAS).

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

Section 1.05 Cultural Competence and Social Diversity states:
   • (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
   • (b) Social workers should have a knowledge base of their clients' culture and be able todemonstrate competence in the provision of services that are sensitive to clients' culturesand to differences among people and cultural groups.
   • (c) Social workers should obtain education about and seek to understand the nature ofsocial diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

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

Nondiscrimination Statement
Both the University and the Social Work Program are committed to a nondiscriminatory philosophy that extends to all constituents. In its educational activities, all are treated equally regardless of factors such as age, disability, race, sex, sexual orientation, or national origin.
Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex (including pregnancy), sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by APSU. Inquiries or complaints regarding the

non-discrimination policies, including Title IX complaints, should be directed to the Director of Equal Opportunity and Affirmative Action and Title IX Coordinator, Sheila Bryant, 601 College Street, Browning Building/Rm 6A, Clarksville, TN 37044, bryantsm@apsu.edu, 931-221-7178. Title IX complaints may also be directed to the Deputy Title IX Coordinator, Greg Singleton Associate Vice President and Dean of Students, 601 College Street, Morgan University Center/ Rm 206D, Clarksville, TN 37044, singletong@apsu.edu 931-221-7005.

Curriculum Design

Generalist Social Work Practice

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

Organization of the Curriculum

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

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

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

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

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

The liberal arts courses in the University core curriculum are classified into six categories: English and communications, humanties and fine arts, social and behavioral sciences, history, natural sciences, and mathematics. The focus of courses in these categories is on the acquisition and integration of relevant knowledge; the development of reasoning, literacy, numerical understanding, historical consciousness, scientific knowledge, values, appreciation of the fine arts, multicultural experience and personal development. (Undergraduate Bulletin) They ground and complement the social work professional foundation by providing balance and allowing the acquisition of social work knowledge, values, and skills to occur within a broader intellectual context.

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

The professional foundation is organized into five sequences: **Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Work Practice, Research and the Field Practicum.** The sequencing of courses allows students to progress through the curriculum systematically and facilitates students using each

learning experience as a building block for subsequent knowledge, value and skill development and integration. Mechanisms are in place to promote prior learning recognition, assessment and integration as students move through the curriculum.

No Credit for Life Experience
Academic credit for life experience and previous work experience is not given in lieu of the field placement or any other required social work course.

Social Work Program Core Curriculum Requirements (60 hrs)
General Education Core (41 hours and 1 hour APSU course)

A. APSU 1000 (1 hr)

B. Communications (9 hrs)
   ENGL 1010
   ENGL 1020
   COMM 2045

C. Humanities /Fine Arts (9 hrs)
   ENGL 2330
   Plus select 2 classes, from different departments
   ART 1030
   MUS 1030
   MUS 2030
   PHIL 1030
   PHIL 2200
   THEA 1030

D. Social and Behavioral Science (6 hours)
   PSY 1030
   SOC 1010

E. History (6 hours)
   HIST 2010
   HIST 2020
   HIST 2030 (Tennessee History)
   HIST 2310
   HIST 2320

F. Natural Sciences (8 hrs)
   BIOL 1040/41 (preferred)
   BIOL 1010/11
   BIOL 2010/11
   Plus one other science with lab

G. Mathematics (3 hrs)
    MATH 1010
    MATH 1110
    MATH 1420
    MATH 1530 (Statistics recommended)
    MATH 1710
    MATH 1730
    MATH 1810
    MATH 1910

Social Work Major (58 hours): All are 3 hour classes except where noted:

SW 2110: Introduction to Social Work (prerequisite to all other social work courses)
SW 3400: Generalist Practice
SW 3410: Value, Ethics and Diversity
SW 3420: Human Behavior in the Social EnvironmentSW 3450: Human Behavior in
       the Macro Environment
SW 3620: Micro Social Work Practice
SW 3630: Macro Social Work Practice
SW 3770: Research Methods
SW 4400: Seminar for Field Instruction (1)
SW 4430: Social Policy
SW 4440: Law and Social
SW 4410: Field Instruction (12)
SW 4720: Senior Seminar
SW 4411: Field Instruction Concurrent Seminar

Social Work Electives (9 hours - Choose 3)
SW 3430: Elements of Rural Practice
SW 3440: Crisis Intervention
SW 3460: Community Mental Health Policy and Practice
SW 3470: Techniques of SW for Groups
SW 3480: Living with HIV
SW 3490: Social Work and Aging
SW 3495: Social Work and Addictions
SW 3500: Youth Gangs and Juvenile Delinquency
SW 3510: Positive Social Work, Compassion Fatigue & Resilience Theories
SW 3520: Professional Writing for Social Work
SW 3530: Social Work with the Military: Veterans and Families

SW 3550: Medical Social Work
SW 3680: Child Welfare I
SW 3700: Child Welfare II (prerequisite SW 3680)
SW 3710: School Social Work
SW 4020: Human Sexuality
SW 4030: Child & Adolescent Mental Health
SW 4035: Social Work with Children and Families
SW 4040: Social Work and Family Violence
SW 4045: Spirituality and Social Work
SW 4050: International Social Work
SW 4900: Selected Topics

SOCIAL WORK COURSE DESCRIPTIONS

SW 2110 Introduction to Social Work (3)
Definition of social work, the social work role, and social work outcome for the individual, group, organization, community, and institution in society. Introduction to and exploration of the generalist framework, problem-solving model, values, diversity, and their development in the 20th century as defined by critical thinkers in the profession.

SW 3400 Generalist Social Work Practice (3)
Prerequisite: SW 2110, 3410, 3420 and admission to the Social Work Program
Exploration of each phase of the generalist framework from a strengths-oriented, ecological perspective, with emphasis on core practice skills and skill development for carrying out entry-level, direct generalist practice. A grade of "C" or higher is required in this course in order to take SW 3620 or SW 3630. This is a web-enhanced course.

SW 3410 Values, Ethics, and Diversity (3)
Prerequisite or Concurrent enrollment: SW 2110
Web course emphasizes developing heightened awareness of personal, professional, and societal values that inform decisions. It focuses on a process for ethical decision making, particularly in handling ethical dilemmas. Additionally, it explores the nature of cultural competence and diversity sensitivity.

SW 3420 Human Behavior in the Social Environment (3)
Prerequisite or Concurrent enrollment: SW 2110, PSY 1010, SOC 2010, BIOL 1040, BIOL 1041

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

SW 3430 Elements of Rural Practice (3)
Web course examinations of the distinctive nature of rural, generalist practice, historical development, special skills, knowledge, attitudes, and values which are particularly relevant for practice in nonurban settings, as well as current issues facing rural practitioners.

SW 3440 Crisis Intervention (3)
Prerequisite: SW 2110
Exploration of crisis intervention models, processes, strategies, and skills with particular attention to HIV/AIDS, suicide, sexual assault, and family violence.

SW 3450 Human Behavior in the Macro Social Environment (3)
Prerequisite or Concurrent enrollment: SW 3400
Applying the systems framework for creating and organizing knowledge of human behavior and the social environment on the macro-scale. Exploration of the family, the group, the organization, and the community; investigation of societal dynamics surrounding ethnic, oppressed minority, and gay and lesbian communities; the connection among the biological, economic, political, social, and ethical systems; and the generalist social work problem solving model.

SW 3460 Community Mental Health: Policy and Practice (3)
Survey of current social work methods for working with the severe and persistently mentally ill, incorporating an explanation of the DSM IV and the diagnostic process. Exploration of the consumer movement and its impact on services and treatment methods, as well as a focus on advocacy for specific populations such as the homeless, alcohol and drug dependent, women, gays and lesbians, people of color, and other oppressed groups in their struggle for adequate treatment. Review of the history of work with the "insane," including the development of legal rights and precedents, and a survey of current societal biases that affect the development of a program for insuring mental health for all in society.

SW 3470 Techniques of Social Work for Groups (3)
A hands-on experience in leading groups of people who are faced with the need for rehabilitation, skills-training, and emotional development based on social work

methods. Exploration of the ways in which people behave in groups, think about groups, and achieve life satisfaction through participating in a group. Investigation of the different group leader styles appropriate for oppressed groups such as women, gays and lesbians, people of color, and the mentally ill.

SW 3480 Living with HIV (3)
Explores psychosocial issues related to providing quality care to persons with HIV/AIDS. Includes basic knowledge for assessment and intervention including assessing risk behavior, risk reduction, resource linkage, and appropriate skills for serving the vulnerable client. This is a web-based course.

SW 3490 Social Work and Aging (3)
This course offers an empowerment-oriented approach to social work practice with the elderly. It explores problems such as health, mental health, and financial and housing needs for this at risk group. The roles and responsibilities of the SW practitioner are clearly identified.

SW 3500 Youth Gangs and Juvenile Delinquency (3)
This course promotes critical analysis of the history of youth gangs, societal response to gangs, and how youth gangs and juvenile delinquency are inter-connected. Additionally, this course explores the theories of gang involvement, juvenile delinquency, prevention and intervention with an emphasis on a family systems approach.

SW 3510 Positive Social Work, Compassion Fatigue and Resiliency Theories (3)
An introduction to theories of personal and work satisfaction, resiliency theories and factors, social worker compassion fatigue and tools they can incorporate in their own life to reduce stress, increase personal strength and resiliency, improve coping skills and prevent compassion fatigue from occurring.

SW 3520 Professional Writing for Social Work
This course introduces students to the APA style of writing required for social work. Additionally, this course explores other professional writing, including grant writing, business letters and professional e-mail, court reports, and case file documentation.

SW 3530 Social Work with the Military: Veterans and Families (3)
This generalist course introduces students to the military culture in which military and their families function; the challenges faced by military families during times of deployment; and, the developmental phases of military life, to include early

retirement. Students will also learn the range of physical, mental and psychosocial issues resulting from the stresses of deployment and combat.

SW 3550 Medical Social Work (3)
This course integrates a study of the history of health care, policy creation and service delivery in the U.S. The course utilizes a biopsychosocial perspective to study the interrelatedness of systems and the influence of diverse cultures. Practice skills are focused on chronic illness and working with caregivers and health care teams.

SW 3620 Micro Social Work Practice (3)
Prerequisite: SW 3400 with a minimum grade of "C"
Exploration of a systematic-eclectic framework for integrating a variety of theoretical perspectives for entry-level, direct generalist practice with individuals, families, and small groups. Includes selected theoretical models of social casework, family treatment, empowerment, social group work, and crisis intervention, as well as the ecosystems perspective. A minimum grade of "C" is required in this course. This is a web-enhanced course.

SW 3630 Macro Social Work Practice (3)
Prerequisite: SW 3400 with a minimum grade of "C"
Exploration of methods of social work for working with women and oppressed communities such as gays and lesbians and people of color through group work, advocacy, community organization, and community development. Students learn how to apply a macro-practice method in order to solve a macro-practice problem which they identify in a real life setting. Students are guided through an out-of-class experience in which they interview members of a community, define and analyze a problem, explore possible solutions, and then propose a specific macro-practice solution. A minimum grade of "C" is required for the course.

SW 3680 Child Welfare I (3)
This course is designed to instill knowledge and commitment to the principles of practice in the Tennessee Public Child Welfare arena. Study content specifically provides information on the characteristics of the populations served and social issues addressed by the Tennessee Department of Children's Services (DCS).

SW 3700 Child Welfare II (3)
Prerequisite: SW 3680
This is the second course in the Child Welfare Certification Program which develops the skills and treatment interventions related to social work with abused/neglected

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

SW 3710 School Social Work (3)
Prerequisite: SW 2110, SW 3400
Overview of significant issues children and adolescents bring to school. Offers tools and strategies for understanding and working within the constraints of the school environment. Covers treatment strategies that enable social workers to assist children and adolescents who have issues related to violence and trauma, parental absence, alcohol and drug abuse as well as death and loss.

SW 3770 Research Methods (3)
Prerequisite or concurrent enrollment: SW 3400
Exploration of the scientific method through research design, hypothesis testing, and data analysis. In a hands-on process, the student is guided through formulating a research question, collecting data to answer the question, and analyzing the data for its scientific importance and its importance for social work. The importance of research for providing a knowledge base for the solution of social problems affecting oppressed groups such as women, gays and lesbians, people of color is emphasized in addition to the emphasis on values and ethics required for work with human subjects.

SW 4020 Human Sexuality (3)
Designed to prepare social workers and other professionals whose careers involve working with people having problems of human sexuality, and to increase students' awareness, factual knowledge, and understanding of human sexuality, involves explicit films and topics some students may find offensive.

SW 4030 Child and Adolescent Mental Health (3)
This class prepares social work students to understand the children's mental health system. Any social worker providing services to children will need to be familiar with psychiatric terminology, diagnosis, medication, and the interventions provided to assist children with mental health needs.

SW 4035 Social Work with Children and Families (3)
This class explores the range of social work practice settings that help children and their families, and child and family assessment. It looks at a range of problems affecting children and their families, and specific intervention techniques to help.

SW 4040 Social Work and Family Violence (3)

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

SW 4045 Spirituality and Social Work (3)

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

SW 4050 International Social Work (3)

This course integrates a study of the international social work issues related to human trafficking, global warming, sanitation, poverty and gender. This course utilizes social system theory and focuses on the international issues at micro and macro levels. Students can learn international issues that affect their clinical social work practice.

SW 4400 Seminar for Field Instruction (1)

Prerequisites: 2110, 3400, 3410, 3420, 3450, 3620, 3630, 3770, 4430, 4440; must earn a minimum grade of "C" in SW 3400, SW 3620, SW 3630 (3620, 3630, 4440, 3450, 3770, 4430, may be taken concurrently)

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

SW 4410 Field Instruction (12)

Prerequisites: SW 2110, 3400, 3410, 3420, 3450, 3620, 3770, 4400, 4430, 4440; must earn a minimum grade of "C" in SW 3400, 3620, and 3630

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

SW 4411 Field Instruction Concurrent Seminar (3)

Corequisite: SW 4410

Integrative learning application of theoretical knowledge and social values, and skill development through direct practice activities in an approved social service

agency. Includes processing learning experiences in the field agency and connecting them with theoretical perspectives on social work practice.

SW 4430 Social Policy (3)
Exploration of the process by which problems and issues in society are turned into rules, regulations, and laws. Focus on the transition from private troubles to public issues in such areas as divorce, mental illness, welfare, and child abuse, and the response of society to the needs of oppressed groups such as single parents, the elderly, women, gays and lesbians, and people of color. The role of social work and social workers in society is investigated, as well as the history of social welfare in the United States and the role of institutions in the delivery of services to people in need.

SW 4440 Law and Social Work (3)
Prerequisite: SW 3400 with a grade of "C" or higher
The course explores the legal environment of social work, the legal system, and legal concepts. The course is taught in a lecture format focusing on ethics, confidentiality, and national, state, regional level laws.

SW 4720 Senior Seminar (3)
Prerequisites: SW 4410 or concurrent with SW 4410
The course is designed to be the "capstone" or final synthesis and integration course for the social work major. Self-directed, independent learning is a cornerstone of the course. Prior learning recognition, assessment, and integration through construction and evaluation of a social work portfolio is the major dynamic of the course. A minimum grade of "C" is required. This is a web-based course.

SW 4900 Selected Topics in Social Work (3)
Specially selected topics of current or continuing social significance, from social work perspectives.

SW 499A, B, C Directed Individual Study (1, 2, 3)
Prerequisites: junior standing and permission of supervising faculty required
Specialized individual study under the direction of a faculty member with emphasis on core practice skills and skills development for carrying out entry level, direct generalist practice. A grade of "C" or higher is required in this course in order to take SW 3620. This is a web-enhanced course.

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

Semester	Hours	Semester	Hours
Fall/Freshman	**13 Hours**	**Spring/Freshman**	**16 Hours**
APSU 1000	(1)	English 1020	(3)
English 1010	(3)	History 2020	(3)
History 2010	(3)	Biology 1010/1011	(4)
Psychology 1030	(3)	Sociology 1010	(3)
Social Work 2110	(3)	Humanities Elective	(3)
Fall/Sophomore	**16 Hours**	**Spring/Sophomore**	**15 Hours**
Comm 2045	(3)	Math 1530	(3)
English 2330	(3)	Electives	(12)
Biology 1040/1041	(4)		
Humanities Elective	(3)		
Elective	(3)		
Fall/Junior	**15 Hours**	**Spring/Junior**	**15 Hours**
Social Work 3410	(3)	Social Work 3400	(3)
Social Work 3420	(3)	Social Work 3450	(3)
Social Work Elective	(3)	Social Work 3770	(3)
Electives	(6)	Social Work 4430	(3)
		SW Elective	(3)
Fall/Senior	**13 Hours**	**Spring/Senior**	**18 Hours**
Social Work 3620	(3)	Social Work 4410	(12)
Social Work 3630	(3)	Social Work 4411	(3)
Social Work 4400	(1)	Social Work 4720	(3)
Social Work 4440	(3)		
Social Work Elective	(3)		

Application Process for the BSW Program

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

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

2. Students are notified in writing by the faculty committee of the decision on their admission to the program.
There are **four possible outcomes of this admission process:**
- **Acceptance to the program**
- **Acceptance to the program, conditional with mentoring by faculty**
- **Denial to the program, referred for mentoring by faculty with option to reapply to the program**
- **Denial with notification of specific reasons for non-acceptance based on failure to meet suitability requirements**

In the case of **denial**, the student is notified in writing and instructed to speak with either their advisor or the Chair of the Department. The Chair reviews suitability requirements and identifies areas of concern. These **suitability requirements** include:
• consistent attendance and the ability to meet deadlines
• demonstration of appropriate interpersonal relationship and communication skills, including communicating acceptance, empathy, warmth, respect, genuineness, and positive valuing of diversity
• emotional stability evidenced by adequate coping capacity, emotional control and growing self-awareness of strengths and limitations

 • commitment to the mission of social work and acquisition of the professional knowledge, value and skill base
 • freedom from untreated chemical dependency and/or unresolved emotional issues which result in impaired functioning

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

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

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

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

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

Full Progression

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

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

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me or Disabilities Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged.

Class Attendance

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

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

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

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

Incomplete Grades

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

Course Withdrawal

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

Field Education
The field practicum is offered both fall and spring semesters. Students who have been admitted to the program are eligible for admission to the field practicum upon **successful completion of SW 4400-Seminar for Field Instruction and all courses in:**
- the social work practice sequence
- the human behavior and social environment sequence
- the social welfare policy and services sequence
- research methods

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

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

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

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

Requirements for the Field Practicum
Students must submit a formal application as well as the most recent compilation of their social work field packet to the Field Practicum Coordinator. This occurs

upon completion of SW 4400 Seminar for Field Instruction. In order to be admitted to the field practicum, all students must have:

1. been admitted to the social work program;

2. maintained at least a minimum overall GPA of 2.0;

3. completed all pre/co requisites in the liberal arts foundation

4. completed all courses in the human behavior and social environment sequence, the social work practice sequence, the social welfare policy and services sequence, and research methods;

5. proof of membership in NASW and liability insurance through the NASW Insurance Trust at the end of the semester prior to field instruction.

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

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

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

An updated list of placements is maintained by the Field Education Coordinator. For more information on Field Education please refer to the **Field Practicum Handbook available on the social work web page or from the Field Education Coordinator.**

Student Participation and Development in Extracurricular Activities

Faculty actively encourage students to become members of professional organizations, university committees and organizations as well as to organize themselves in order to voice concerns, participate in policy formation, and enhance

their professional development and leadership skills. Faculty members act as mentors and advisors for a number of student organizations.

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

Social Work Club
The Social Work Club serves as a significant "collective voice" for students and provides numerous opportunities for professional growth and development. The club plays a major role in addressing students' concerns and facilitating communication of those concerns to the Program Director and full-time faculty. Social Work Club officers are elected annually by the membership. Dues to join are minimal. Fundraising activities are the primary source of revenue for various projects the club undertakes The Social Work Club does exist to serve persons in need and to promote the personal as well as support to all social work majors and opportunities to engage in social activities. The club takes special field trips, for example, to Chicago to visit Hull House and the University of Chicago School Of Social Work. The club also invites social work professionals, representatives from social work graduate schools, and community leaders to give presentations. Peer support is organized by second year students through a buddy system to help other students in preparing for tests and written assignments. Involvement in the club's activities fosters important skills for social work practice, especially communication and relationship-building skills. The Social Work Club has received the University's Student Affairs *Outstanding Community Service of the Year Award.* The club engages in numerous community activities from organizing Christmas baskets for low income families, collecting nice work apparel for low income mothers going from welfare to work, to volunteering at various social service agencies. A number

of club members have helped moms going from welfare to work get enrolled in the university, providing coaching and support to help them be successful. **(Social Work Club Bylaws can be found in Appendix D)**

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

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

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

The committee operates under a set of recently revised bylaws. There are three elected officers: including a moderator, co-moderator and recorder. Membership is open to any social work major. The committee is comprised of no more than eight (8) students who reflect the wide diversity of social work majors. Members are chosen by the existing membership or members can be self appointed with approval of the existing committee. Committee members are given the option of remaining on the committee until they graduate or voluntarily relinquish their position. The president of the Social Work Club and a representative from the Minority Affairs Committee, are strongly encouraged to be on the committee. The committee has provided significant leadership in curriculum matters, resulting in changes of course sequencing and content. Required courses have been offered

more frequently, and in the summer, the senior seminar has been moved in its semester order, and the field placement procedure has been reviewed to increase timelier placement of students. Additionally, the committee working with a social work practitioner from the community has been actively involved in revising the student handbook and providing input in the self-study process for reaccreditation.

Awards

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

Scholarships

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

Criteria for applying for the scholarship include:
> • applicant must be a social work major
> • applicant must have an overall GPA of at least 3.0
> • applicant must have taken SW 2110 and SW 3420
> Considerations for awarding scholarship follow the following formula:
> • 50 % based on GPA
> • 30 % based on financial need
> • 20 % based on involvement on and off campus

Communication between staff, faculty and students

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

Mailboxes
Students who wish to communicate with faculty who are not available at a given time may place information in the **faculty mailboxes** located in Clement 103. Students may request an assigned on-campus post office box for receiving official university and program communications.

Bulletin Boards
There are several prominent bulletin boards in the hallway outside Clement room 133. Recognitions and information about service projects, fundraisers, and campus activities are located here. One of the bulletin boards is for general use by social work students and faculty. Plans are to have the general use bulletin board become more dedicated to sharing information from faculty and the Social Work Student Advisory Committee. A variety of information would be shared including activities of the advisory committee, announcements, upcoming conferences and workshops, class schedules, new courses, and other pertinent information for social work students.
   Students are expected to check the bulletin boards regularly.

Email
Email is a significant means of communication between students and faculty. Faculty members frequently require assignments to be turned in using email attachments. Students are expected to maintain a campus email account and to check it regularly for official university and program communications. AP mail is the official communication. Email sent from home email may not be delivered. Students registering for web based and web-enhanced courses will automatically be registered under their campus email account. Students are expected to notify faculty of changes in their email address.

APSU Home Page, and Social Work Home Page
The university web site is a significant source of updated information for students. Faculty encourages students to visit this site regularly. The social work home page is also very important to students. Students find updated information about the program as well as professional issues. More information can be located at the [APSU Home Page](#) and the [Social Work Home Page](#).

Change of Address
Students are expected to take responsibility for making sure the Social Work Program has an up-to-date home address and phone number on file. Any change

of address or phone number is to be provided to the Program Director or student's faculty advisor as soon as possible.

Handling Problems

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

Concerns Related to Classroom Instruction:

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

Concerns Related to the Field Practicum:

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

Concerns not related to the Field Practicum or Classroom Instruction:

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

University Grievance Policy

Instructions regarding the grievance procedure are available in the Office of the Vice President for Student Affairs and are published in the University Student Handbook and Planner. The purpose of the **University's Non-Academic Grievance**

Policy is to hear students' grievances and complaints about the action and performance of University personnel in nonacademic matters, to determine the validity of the grievance or complaint, and to recommend resolution.

1. A student who has a grievance or complaint concerning a faculty member first should discuss the matter with the faculty member.

2. If the difference cannot be resolved, the student may file an appeal in writing to the chair of the academic department in which the faculty member is located.

3. If the grievance is not satisfactorily resolved with the department chair, the student may file an appeal with the dean of the college in which the academic department is located.

4. If the grievance is not satisfactorily resolved with the college dean, the student may file an appeal to the Vice President for Academic Affairs. The vice president will forward the appeal to the Academic Grievance Committee.

5. The Academic Grievance Committee will conduct a hearing, during which all sides of the grievance are discussed. After the hearing, the Committee will meet to make a decision concerning the student's appeal. The student will be notified in writing of the decision. An appeal of a committee decision may be made to the Vice President for Academic Affairs.

Grade Appeal

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

University Harassment Philosophy

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

University Policy on Smoking, Alcohol Use and Other Illicit Drugs

Smoking, inclusive of electronic smoking devices and vapors, in all APSU buildings, grounds and state-owned vehicles is prohibited (except in otherwise designated areas as provided in APSU policy 9:022). Regardless of whether classes are in session, smoking is prohibited in all APSU buildings, grounds and stateowned vehicles twenty-four (24) hours a day, year round. Students who want to use smoke-free tobacco products may do so thirty (30) feet from each building exit and entrances. Smoke-free tobacco product use is prohibited in APSU buildings and state-owned vehicles.

Alcoholic beverages. The use and/or possession of alcoholic beverages and/or public intoxication on APSUowned or controlled property, violation(s) of any local ordinance or state or federal law concerning alcoholic beverages, on or of campus, or a violation of the terms of the Austin Peay State University Drug-Free Policy Statement. It shall not be a violation for students twenty-one (21) years of age or older to consume alcohol within areas designated by the President where alcohol is permitted to be served. In addition, officially registered student organizations that sponsor events of campus, where alcoholic beverages are present and available for consumption, must adhere to all local, state and federal laws concerning alcoholic beverages and must follow APSU's Risk Management Guidelines for Student Organizations

Drugs. The unlawful possession or use of any drug, controlled substance or drug paraphernalia (including, but not limited to, any prescription drug, stimulant, depressant, narcotic or hallucinogenic drug or substance, or marijuana), or sale or distribution of any such drug or controlled substance, or a violation of any terms of the APSU Drug-Free Policy Statement. (Student Handbook, 2019)

Termination Policy
Professional and Ethical Conduct
Students enrolled in the Social Work Program are expected to engage in ethical conduct toward students, staff, faculty, and clients. The NASW Code of Ethics and the Austin Peay State University Code of Student Conduct serve as guidelines and standards for professional conduct both on-and off-campus. Full text of the NASW *Code of Ethics* is available on the Social Work Program Home Page at http://www.apsu.edu/socialwork. The University Code of Student Conduct is

available in the Student Handbook and Planner provided to each student by the University. Acts that would constitute unethical behavior, professional misconduct, or violations of law, whether committed in Program-related activities or not, are grounds for disciplinary action, including termination from the program.

The Social Work Program, through its faculty and appropriate committees, reserves the discretionary right to terminate any student from the program for reasons including but not limited to the following:
> **1. failure to maintain appropriate personal conduct and professional standards;**
> **2. violations of the NASW *Code of Ethics*;**
> **3. academic cheating, lying, or plagiarism;**
> **4. failure to meet or maintain GPA requirements of the university and the Social Work program;**
> **5. unresolved personal issues that, in the professional judgment of the social work faculty, could lead to impaired functioning as a social worker;**
> **6. psychiatric illness that, in the professional judgment of the social work faculty, could lead to impaired functioning as a social worker;**
> **7. evidence of untreated chemical dependence documented as occurring during the course of study;**
> **8. inappropriate behavior and/or inability to develop appropriate interpersonal skills necessary for effective social work practice;**
> **9. documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission. Students are hereby notified that any information obtained in this process is subject to the Family Educational Rights and Privacy Act 10 USC Sec 1232g.**

Criteria for Probation and Suspension for Academic Performance
Probation and suspension regulations of the University are outlined in the ***Undergraduate Bulletin, 2019-2020*** located on the APSU catalog website under "University Academic Policies - Academic Status" Students who do not meet University academic requirements and/or the progression policy of the Social Work Program (described in an earlier section) are placed on academic probation or suspension. Students must consult their faculty advisor for assistance in dealing with deficiencies. Any reinstatement must comply with University regulations and have approval of the faculty advisor, the program director, and dean of the college.

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

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

2. **Unethical Conduct**
Upon admission to the program, students sign a statement that they have read and are bound by adherence to the NASW Code of Ethics. Violations of the Code of Ethics are evaluated and may result in termination from the program. Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. **Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.**

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

Student Performance Review Committee

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

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

Academic Suspension-Procedure for Review

Review regarding academic suspension includes the following procedures:

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

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

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

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

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

Unprofessional Conduct-Procedures for Review
Procedures for review regarding unprofessional conduct include the following:
>1. Violations are to be reported immediately to the Program Director.
>2. The Program Director informs the student that he/she is to be reviewed by the Committee, including the reason and the date of the hearing.
>3. The student is notified ten (10) days in advance of the hearing.
>4. The student is informed of his/her right to appear before the Committee and to submit letters of support to the Committee Chair.
>5. When the review is complete, the Program Director submits the Committee's decision to the student in writing within two (2) days.
>6. If the student is dissatisfied with the Committee's decision, he/she has ten (10) days to appeal to the dean of the college.
>7. If the student is dissatisfied with the final decision, the student has thirty (30) days to appeal to the University. A copy of the University's Non-Academic Grievance policy is available in the Office of the Vice President for Student Affairs. (See the current University Student Handbook and Planner for the current academic year for the appeal process).

Graduation from the BSW PROGRAM

Application for Degree
- Sign in to OneStop and click the tab 'Web Self Service.'
- Choose the 'Student Records' menu on the 'Student' tab.
- Select the second link: 'Application for Graduation.'

Students who will complete all degree requirements must apply for graduation by the application deadline date for the semester in which they intend to graduate. Refer to the University Calendar in the Undergraduate Bulletin for specific dates. Applications for the degree are not accepted if a student does not have a minimum cumulative 2.0 GPA. Should you wish to request your diploma to be mailed or have general graduation questions, please email graduation@apsu.edu. All requirements for degree must be completed by the applied graduation date in order to participate in a ceremony. If you plan to march in the December ceremony, all requirements for degree must be completed by December. If you plan to march in the May ceremony, all requirements for degree must be completed by May. If you plan to march in the August ceremony, all requirements for degree must be completed by August. Candidates may choose to graduate following degree requirements of the Bulletin current during their time of admission to the social

work program or any subsequent Bulletin. A student may not elect to graduate under a Bulletin more than six years old. Refer to the University Calendar in the Bulletin for specific dates. All grades of "Incomplete" must be removed by the end of the semester in which the candidate expects to graduate.

Employment Opportunities

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

Employment for social workers is expected grow much faster than the average for all occupations through 2024. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas. Employment of social workers is expected to increase by 12 percent during the 2014-24 decade, which is much faster than the average for all occupations.

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

The *Occupational Outlook Handbook* reports that social worker employment in home healthcare services is growing, in part because hospitals are releasing patients earlier than in the past. However, the expanding senior population is an even larger factor. Social workers with backgrounds in gerontology are finding work in the growing numbers of assisted-living and senior-living communities. The *Handbook* also notes that employment of substance abuse social workers will also continue to grow over the projection period. Substance abusers are increasingly being placed in treatment programs instead of being sentenced to prison. As this trend grows, demand will increase for treatment programs and social workers to

assist abusers on the road to recovery. According to the **Handbook**, employment of school social workers is expected to grow due to expanded efforts to respond to rising student enrollments. Continued emphasis on integrating disabled children into the general school population will lead to more jobs. Opportunities for social workers in private practice will expand, but this growth will be inhibited to a certain degree by funding cutbacks and by restrictions that managed care organizations place of services. The growing popularity of employee assistance programs also is expected to spur some demand for private practitioners, some of whom provide social work services to corporations on a contractual basis.

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

- •Median annual earnings of child, family, and school social workers were $46,270 in 2018. The lowest 10 percent earned less than $30, 750 and the top 10 percent earned more than $81,400.
- •Median annual earnings of medical and public health social workers were $56,200 in 2018.
- •Median annual earnings of mental health and substance abuse workers were $44,840 in 2018.

Be sure to visit the [Occupational Outlook Handbook](#) website for more information

Two other sites provide significant assistance in locating social work positions. NASW JobLink provides job listings, new job alerts and posting of resumes. You can access JobLink from NASW's website: http://www.naswdc.org

The New Social Worker: The Magazine for Social Work Students and Recent Graduates focuses on career development and practical professional information for social workers and social work students. **The New Social Worker Online** is the Web companion to the print magazine. It includes social work job listings and a social work career page among other helpful sections: http://www.socialworker.com.

Advisement

Advisement, both academic and professional, is essential in social work education. Advisement is required of all social work majors throughout their period of study. Advisors are assigned by the Chair of the department to students to ensure equitable distribution among faculty. Academic advisement is designed to enable

students to schedule core curriculum requirements as well as liberal arts prerequisites/co requisites and professional foundation courses in the appropriate sequence.

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

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

Pre-Admission Advisement
This process begins with the identification of the student as a prospective social work major. Students may self-identify upon admission to the university or later in their course of study. Students may also transfer from another university. Students who transfer or who self-identify with an interest in social work meet with a social work faculty advisor. Transfer students must meet with the Chair of the department who determines which courses will transfer into the major. Description of pre-professional foundation courses, program and university liberal arts core requirements, a timeline for taking courses and basic professional guidance are emphasized. The professional nature of the major is discussed including standards and suitability requirements for admission to the program. Students are encouraged to read the online student handbook and encouraged to become a member of a Social Work student organization to begin socialization into the program. Students are then assigned a faculty advisor to ensure equity of

advisement responsibilities. Students remain with the same advisor throughout the program to facilitate a close working relationship. Students who desire to change their major to social work once they have begun their academic studies go through the same initial process of advisement as described above.

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

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

Post Admission Advisement
Post admission advisement focuses on facilitating students' full progression in the program. Full progression occurs at the end of spring semester of the sophomore year when students successfully complete SW 3400 Generalist. Advisors continue to meet with students after the mid-point of each semester for on-course tracking as well as to review student progress and to plan preregistration for the next semester. Advisors and students also engage in a mutual review and evaluation of students' performance in courses as well as professional aptitudes and interests and address any concerns that come out of this process. Advisors work to help students maintain steady progression through the program and the completion of degree requirements.

Progression Through the Program

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

The **National Association of Social Workers** sets forth in its *Code of Ethics* the values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The *Code of Ethics* stipulates that "social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. Further, social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others." (*Code of Ethics,* 4.05) See *Code of Ethics,* Appendix A. A high standard of conduct which reflects the values and ethics of social work is expected throughout the professional program of study. For admission and progression through the program, students must meet and maintain numerous suitability requirements.

Suitability Requirements
     1. Consistent class attendance and the ability to meet deadlines.

2. Demonstration of appropriate interpersonal relationship and communication skills, including communicating acceptance, empathy, warmth, genuineness, respect, and positive valuing of diversity.

3. Emotional stability evidenced by adequate coping capacity, emotional control and growing self-awareness of strengths and limitations.

4. Commitment to the mission of social work and to acquisition of the professional knowledge, value and skill base

.

5. Freedom from current chemical dependency and/or unresolved emotional issues which result in impaired functioning.

Appendix A

NASW CODE OF ETHICS
Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.

- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.

- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

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

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

address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

- service

- social justice

- dignity and worth of the person

- importance of human relationships

- integrity

- competence

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code.*

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their

professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid 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 should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

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

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

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption,

firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages .

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

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers

engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or

expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through

appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of 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 using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of

such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

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

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

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

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

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

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

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

Appendix B
Statement of Ethical Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries;
others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.

- The fact that social workers function as both helpers and controllers.

- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.

- The fact that resources in society are limited.

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

2. Definition of Social Work

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

3. International Conventions

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

- Universal Declaration of Human Rights

- The International Covenant on Civil and Political Rights

- The International Covenant on Economic Social and Cultural Rights

- The Convention on the Elimination of all Forms of Racial Discrimination

- The Convention on the Elimination of All Forms of Discrimination against Women

- The Convention on the Rights of the Child

- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles
4.1. Human Rights and Human Dignity

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

1. Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.

2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable

them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

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

1. Challenging negative discrimination* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.*In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

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

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

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

National Code of Ethics

You can view the Code of Ethics documents from around the world by visiting our National Code of Ethics page.

Retrieved from International Federation of Social Workers

Appendix C

Council on Social Work Education

C – 1 CSWE Accreditation Statement

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

Austin Peay State University BSW Program is accredited by the Council on Social Work Education's Commission on Accreditation.
Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education' Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards. Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.
For more information about social work accreditation, you may contact **<u>Accreditation</u>.**

C – 2 Purpose:
Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

C – 3 Competency Based Education

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking,

affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies. Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes. Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

For the complete Educational Policy and Accreditation Standards for Baccalaureate Social Work Progams, please visit www. cswe.org

Appendix D

Constitution and By-Laws
Social Work Club
of
Austin Peay State University
Amended August 23, 2016

Article I - Name
The name of this organization shall be the **Social Work Club**

Article II - Purpose

Statement of Purpose:

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

Article III – Membership

Membership Qualifications:

Section 1.   Membership is limited to currently enrolled APSU students or current faculty and staff.

Section 2.   The Social Work Club shall not deny membership based on age, race, sex, sexual orientation, religion, disability, or national origin.

Section 3.   **New Member Intake**: Membership in the Social Work Club is voluntary and may be obtained by presenting a request for membership at any regularly scheduled meeting.

Section 4.   **Membership Requirements**:

- **Membership dues $8.00 a semester** with a discounted price of $14.00 when paying for 2 semesters.
- Members should attend meetings as regularly as possible and be available for on and off campus events.
- There are no GPA requirements nor is there any set number of community service hours that must be completed.

Article IV – Officers

Section 1.   **Officers** - This organization shall have at minimum 4 officers. These positions must include but are not limited to President, Vice President, Secretary, and Treasurer. *Faculty, staff and Alumni MAY NOT BE OFFICERS.*

Section 2.   **Qualifications of Officers**

- Officers shall be Social Work Majors
- To be eligible to serve as an officer in a registered student organization, students must maintain a GPA of no less than 2.5.
- Any student who is on disciplinary or academic probation during a term of office may not serve as an officer.
- An officer who is placed on disciplinary or academic probation during his/her term must step down. This can be enforced by the Student Tribunal or the Associate Dean of Students.

Section 3.   **Terms of Office**
- Terms of office shall begin with the following fall semester.
- Officers shall serve for one academic year

Section 4.   **Duties**: The duties of the elected officers shall be:

President duties shall include:

a. To call and reside over all the meetings of the general membership and executive board.
b. To appoint the chairman of all standing committees.
c. To represent the organization as an official body at APSU when called upon.
d. To attend two Presidential meetings with the Student Government Association each semester.
e. To perform all other usual duties.

Vice-President duties shall include:

a. To schedule a meeting place for each of the regular meeting times.
b. To announce in class or hang flyers announcing where meetings will be held.
c. To assume the duties of the president in the event of her/his absence.
d. To head any committees as outlined in the by-laws.
e. To supervise/approve bulletin board design and appoint committees as needed.

Secretary duties shall include:

a. To keep minutes of the meetings and to read minutes of the previous meeting.
b. To keep a sign in sheet for each meeting, so that attendance can be maintained.
c. To keep a current list of all officers, board members, and general membership.

d. To notify all members (by email) of meetings and to conduct correspondence as directed
e. To head any committees as outlined in the by-laws.

Treasurer duties shall include:

a. To collect all membership dues.
b. To receive and disburse all organizational monies as necessary.
c. To maintain proper and current records of all funds.
d. To prepare and present a financial status report of the club at each meeting.
e. To prepare and forward financial statements annually or at other times as requested by APSU.
f. To authorize, with the approval of the president and adviser, all payments of money.
g. To attend one financial meeting with the Student Government Association each semester.
h. To head any committees as outlined in the by-laws.

Community Relations duties shall include: (optional)

a. To update, twice a month, the activities of the club.
b. To post all upcoming meetings and events.
c. To maintain current and appropriate information on the web site.
d. To prepare an email list of current members.
e. To post any active committees and provide accurate committee membership procedures, along with committee leader contact information, and upcoming events.
f. To upload any pictures taken during club events.
g. To head any committees as outlined in the by-laws.
h. To promote campus events including location approval and flyer design.
i. In the event of Community Relations vacancy, duties will revert to the responsibilities of the Vice President.

Section 5.   **Removal of Officers**:
1. Officers may be removed from their position by a majority vote of the four other officers and with a 2/3 vote from members.
2. Terms for removal are unexcused, repeated absence from meetings, failing to be prepared for meetings, not actively participating in activities, failing to notify other officers if they will not be able to attend, and/or not fulfilling their required officer duties

<div align="center">

Article V – Elections

</div>

Section 1.   The election of officers for the following academic year shall take place during a regularly scheduled meeting. New officers will win by a majority, popular vote count. Newly elected officers are strongly encouraged to shadow present officers the semester prior to taking office.

Section 2.   All active members are allowed to vote and are highly encouraged to do so. Elections will be conducted via Peay Link.

Section 3.   Notifications for elections will be presented via meetings, PeayLink and through the Social Work Facebook page.

Article VI – Meetings

Section 1.   **Time and Location:** Not less than one regular meeting shall be held each month, and power is vested in the vice-president to announce publicly where the meeting shall be held and when.

Section 2.   **Special Meetings**: Any member of the SW Club has the right to request a special meeting of the membership. The requester must submit in writing the nature of the requested meeting and justification to the president of the club.

Section 3.   A simple majority shall constitute a quorum for conducting business

Article VII – Advisors

Section 1.   The advisor of this organization shall be a full-time faculty or staff member at APSU.

Section 2.   **Advisor Selection**:

- Full-Time faculty members at APSU may serve as faculty adviser to a student organization and may be non-teaching members of the University staff whose positions are comparable to full-time faculty members.
- Advisors will be nominated and voted upon at the same time as officer elections.
- Advisors will be on a one-year term and can continue to be an advisor for more than one-year, but they must be voted on each year.
- Neither the organization nor the advisor should assume that the role of the advisor will last longer than a year.

Section 3.   **Duties and Roles of Advisor**
- To be available to answer and questions and provide guidance to the club.
- Agrees and Accepts responsibility for encouraging the organization in its purposes and activities within the limits of University policy.

Section 4.   **Advisor Removal**
- Advisors may be removed from their position by a majority vote of the four other officers and with a 2/3 vote from members.
- Removals can voluntary or involuntary depending on individual situations.

VIII – Handling of Funds

Section 1.   The organization's accounts will be managed primarily by the Treasurer/financial officer and all monies collected MUST BE DEPOSITED into the organization's account in a timely manner.

VIII – Amendments and Revisions

Section 1.   This constitution should be reviewed at least once a during the organizations re-registration process.

Section 2.   This constitution may be amended by a 2/3 vote of the membership provided the proposed amendment was submitted in writing at the previous meeting.

Section 3.   All officers will be responsible for initiating the creation and distribution of the new/changed constitution and by-laws.

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

Appendix E

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

Date:_____

Name:_____ Banner ID #: A_____

Mailing Address:_____ Phone:_____

_____CityStateZip

E-Mail Address:_____

Gender:_____ Race; Ethnic Origin _____ Traditional/Non-Traditional Student:_____

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

Advisor: _____

Do you drive? _____Do you have a car available for field practice? _____

Are you presently working? _____How many hours per week? _____

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

Overall GPA: _____ (Minimum Overall GPA of 2.0 is required.)

Total semester hours earned by the end of the current semester: _____

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

_____
_____
_____
_____
_____
_____

Personal Statement

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

1) Discuss personal values and important life experiences that shaped who you are today;

2) Describe chronologically your volunteer/ community services experiences and work experience relevant to social work;

3) Explain your interest in social work and how it developed;

4) Relate personal qualities which equip you for the social work profession as well as areas needing further development

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

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

National Association of Social Workers C*ode of Ethics* Statement
I hereby declare that I have read the *Code of Ethics* and promise to adhere to them as a social work major and future social worker.

Signature: _____   Date:_____

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

Signature: _____   Date: _____

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

The NASW **Code of Ethics** stipulates that
"Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they are professional responsibility. Further, social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice or taking any steps necessary to protect clients and others." (*Code of Ethics,* 4.05) This does not by any means disqualify anyone who has personal difficulties. Everyone experiences personal difficulties. It is the handling of those personal difficulties in a professionally responsible manner that is at issue. If you need accommodation, please let us know.

For Department Use Only
GPA_____ Date_____
Number of credit hours earned_____ Action taken_____
Grades in social work courses_____ _____
_____ _____

Appendix F

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

Please type or print neatly using black ink.

Date:_____

Name:_____ Banner ID #A_____

Mailing Address: _____

_____   Phone:

_____

Permanent   Address   (if
different):_____

_____

1. Academic Performance

Overall GPA:_____

Grades in Social Work Practice courses:

SW 3400:_____ SW 3620:_____ SW 3630:_____

Indicate grades in other social work courses completed:

_____
_____
_____

Indicate any social work courses you have retaken:

_____
_____

2. Commitment to Social Work

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

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. Social and Interpersonal Skills

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

_____
_____
_____

_____
_____
_____
_____
_____
_____
_____
_____

4. Commitment to Social Work Values and Ethics
Describe social work values you believe will be crucial in your field practicum and comment on
the compatibility of your personal values with the values of social work:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. List volunteer experiences related to social work:
Organization Activity Dates

_____
_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____
_____
_____
_____
_____
_____

Signature:_____ Date:_____

Appendix G

A Sample of Field Instruction Sites
(Do not call without permission)

Ahava Health Care 111 Ussery Rd. Clarksville, TN 37040	Nia Association 275 Dover Road Clarksville, TN
Big Brothers/Big Sisters 420 Madison Street B-4 Clarksville, TN 37044	Robertson County CAC 101 5th Ave West Springfield, TN 37172
CASA of Robertson County 101 5th Avenue West Ste 201 Springfield, TN 37172	Salvation Army 210 Kraft Street Clarksville, TN 37040
Centerstone Regional Intervention Program 404 Pageant Lane Clarksville, TN 37040	Signature Health Care 198 Old Farmers Road Clarksville, TN 37043
Dickson County School System 817 N. Charlotte Street Dickson, TN 37055	TN-DCS Montgomery County 450 Pageant Lane Ste 401 Clarksville, TN 37040
Health Connect America 1820 Memorial Drive, Ste 203 Clarksville, TN 37043	TN-DCS Cheatham County 318 Frey Street Ashland City, TN 37015
Highland Rim 3215 Hwy 149 Erin, TN 37061	TN-DCS Robertson County 812 Brown Street Springfield, TN 37172
Legal Aid Society of Middle Tennessee 120 Franklin Street Clarksville, TN 37040	Tennessee State Veteran's Home 250 Arrowood Drive Clarksville, TN 37042
Main Street Interventions 100 N. Main Street Dickson, TN 37055	Tennessee Suicide Prevention Network 295 Plus Park Blvd. Ste. 201 Nashville, TN 37217