Social Work
Student Handbook

2022 – 2023

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Welcome to MWSU's Social Work Program!

We are pleased you have chosen Social Work as your career. The Council on Social Work Education (CSWE), the national social work accreditation body, accredits MWSU's baccalaureate Social Work Program. Accreditation means that our Social Work Program meets CSWE's high standards of excellence and effectively prepares students for beginning-level careers in the social work field.

Social work is a rewarding field and we look forward to sharing our knowledge and experiences with you. We anticipate a great year and hope you will become actively involved in the Program both academically and through extracurricular activities like the Organization of Student Social Workers (OSSW). We encourage you to take advantage of the many learning opportunities available both inside and outside the classroom.

The Social Work faculty created this handbook as a guide to the Program's policies, procedures, and resources. Your advisor will also be an invaluable resource and we encourage you to meet regularly with your assigned advisor.

We constantly work to improve the Social Work Program, and as a result, we value your feedback. Please talk with us about your experiences. We want to know what is working well in the Program and your suggestions for improvement.

Have a great year,

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BSW Social Work Program Director

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History of the Social Work Profession

Social work has a long and illustrious history in the United States. Between the Civil War and World War I, many social and economic changes (e.g., industrialization, immigration, and urbanization) led to severe social and economic problems. Two social and ideological movements evolved to address these social problems: The Settlement House Movement and Charity Organization Societies. These movements later became the foundation for social work practice and eventually consolidated to form the social work profession.

The profession is guided by two national organizations: The National Association of Social Work and the Council on Social Work Education. The National Association of Social Work was founded in 1955 and in 1960 adopted a formal code of ethics which identifies the standards of ethical behavior that professional social workers were expected to honor (Goldstein & Beebe, 1995, p. 1750). Although the NASW Code of Ethics has gone through several revisions, it remains the foundation for ethical social work practice.

The profession's accrediting body, the Council on Social Work Education (CSWE), was established in 1952. Its purpose is to preserve and enhance "the quality of social work education for practice that promotes the goals of individual and community well-being and social justice" (CSWE, 1999). CSWE established standards for accredited social work educational programs. Initially, CSWE only established standards for MSW programs. However, it first established standards for baccalaureate programs in 1962 and began accrediting baccalaureate programs in 1974 (Beless, 1995). In contrast to MSW programs, BSW standards emphasize a generalist, rather than a specialist curriculum and prepare students to work with individuals, families, groups, organizations, and communities.

Missouri Western State University's Social Work Program

Missouri Western State University (MWSU) started as St. Joseph Junior College in 1915. In 1969, it became Missouri Western State College and began offering four-year, baccalaureate degrees. MWSU inaugurated the Social Work Program that same year (September, 1969). The Council on Social Work Education granted the Social Work Program candidacy in 1977 and fully accredited the program in June, 1979. The program has maintained its CSWE accreditation since that time. It is the only accredited social work program in northwest Missouri.

The Social Work Program prepares students as generalist social work practitioners to work with individuals, groups, families, organizations, communities, and society to achieve more effective and efficient functioning at the various system levels (micro, mezzo & macro). We have designed the curriculum to help students acquire important knowledge, skills, values, and cognitive and affective processes. Areas of diversity, social and economic justice, populations-at-

risk, human behavior and the social environment, social work research, values and ethics, social welfare policy and services, and social work practice are emphasized. The program culminates in a 456-hour supervised field education practicum that allows students to work as an intern in a local, state, national, or international human services agency.

MWSU Vision, Mission and Values

The Social Work Program's Mission is integrally connected to Missouri Western State University's and the College of Professional Studies' missions and values.

MWSU Vision: Missouri Western will be the premier open access regional university, known for transforming the lives of our students and the communities we serve.

MWSU Mission: Missouri Western State University is a student-centered learning community preparing individuals for lives of excellence through applied learning.

MWSU Commitment to Diversity: As a student-centered learning community Missouri Western is dedicated to inclusion and the promotion of diversity as essential to our mission as a public university. This commitment contributes to transforming lives and demonstrates our values of freedom, respect and courage.

MWSU Values: In fulfilling our mission and pursuing our vision, we the people of Missouri Western State University holds in common these values:

Service: We share the common purpose of serving students, one another, and the people of the region.
Quality: We are committed to the quality of our programs, our students, and our partnerships with the people and the region.
Enthusiasm: We are enthusiastic about learning and confident that we can make a difference in the lives of students through their learning.
Freedom: We promote the free exchange of ideas that makes education liberating and democracy unique.
Respect: We act as individuals and as a campus community with respect for diversity and for the best in human potential.
Courage: We seek the challenge and adventure of shaping the future with an increasingly global perspective.

College of Science and Health
The College of Science and Health includes the Department of Health Professions, and Social Work, Education, Health, Physical Education and Recreation, Military Science/JROTC.

Programs in the College of Sciences and Health provide opportunities for development of both the intellectual and tactical skills necessary for professional competence. In class experiences are supplemented with laboratory classes, field experiences, student/faculty collaborative research,

and internships. Additionally, students focus on formal and informal writing processes, and application of computer technologies. These experiences provide learning situations that emphasize the combination of theory and hands-on-practice.

The College of Science and Health Faculty encourages students to reflect on the value of individual and organizational/intercultural sensitivity, and to promote personal and social responsibility.

The College of Science and Health, along with the College of Liberal Arts, and College of Business and Professional Studies, provides the core of the University's general education program. Individually, and collectively (team) learn to:

- Communicate ideas effectively
- Develop critical, analytical, and quantitative skills
- Use the scientific process in daily living
- Compare, contrast, and evaluate ideas
- Develop historical frameworks in which to evaluate current and possible future events
- Experience the arts and participate in the cultural life of the community

These components of a liberal arts/professional education allow students to become capable, well-rounded human beings, knowledgeable citizens, and productive members of society. Graduates are valued by graduate and professional schools, by employers in business and nonprofit organizations, and in other careers that require flexibility, creativity, and problem solving.

Social Work Program Mission

In keeping with the University's and College's goals, the mission of the MWSU Social Work Program is *to prepare undergraduate students for ethical and effective generalist social work practice with individuals, families, groups, organizations, and communities in Northwest Missouri and surrounding areas. Social work graduates will value human dignity, social and economic justice, and human and cultural diversity. They will competently serve individuals from diverse backgrounds including persons who are poor, vulnerable, oppressed, and living in rural areas. They will work to reduce poverty, oppression, and discrimination by making government and social service agencies more just and responsive to consumer needs. In addition to preparing competent social workers, MWSU's Social Work Program is dedicated to offering its professional expertise and academic resources to support community efforts to enhance human well-being*.

Social Work Program Goals
The BSW Program goals are derived from the program's mission. The goals are:

1. The program will prepare students in a broad, liberal arts perspective.

2. The program will prepare students for generalist social work practice with individuals, families, small groups, organizations, communities, and society in changing social contexts.

3. The program will prepare students to be knowledgeable in the social work's history, values, ethics, and theories.

4. The program will prepare students to be sensitive to issues regarding diversity, social and economic justice, social advocacy, social change, and populations-at-risk.

5. The program will prepare students to effectively apply knowledge and skills related to human behavior in the social environment, social work practice, social work ethics, policy, practice evaluation and research, and professional and personal development in practice with diverse populations.

6. The program will provide professional expertise and resources to community efforts designed to promote human well-being and social and economic justice.

BSW Curriculum

Missouri Western's Social Work Program combines theory with practice to prepare graduates for an entry-level, career in generalist social work practice. The Program organizes the curriculum in sequences: human behavior in the social environment (HBSE): social work generalist practice methods; social policy; cognitive and affective processes, social work research and, the social work practicum. The Program integrates values, ethics, diversity, populations-at-risk not only in Northwest, Missouri; but on a state, national and international level, human rights and economic justice content throughout the curriculum.

Students learn:
● Theories about different levels of client systems in the HBSE sequences;
● Practice skills and about ethical practice in the generalist practice sequence;
● The laws and regulations that affect our clients and how to make them more socially and economically just in the policy sequences;
● To understand and evaluate research, evaluate the efficacy of their curriculum and organizational practice, develop grant writing skills, and conduct original research in the research sequences; and,
● To integrate theories, skills, values, cognitive and affective processes, and knowledge in the 456-hour Social Work Field Education Practicum

Throughout these courses, the Program challenges students to improve their critical thinking, self-awareness, and communication skills, to examine their own values, practice skills, and synthesize learning from other classes. Electives, such as Introduction to Aging Studies, Child and Family Welfare, Death and Dying, Substance Use and Disorders, and Mental Health allow students to expand their knowledge in specific practice fields.

The Social Work Major requires students to complete 120 credit hours to graduate with a BSW degree. Sixty-six of these credit hours are in social work and related courses in other disciplines (see Curriculum Section below). In conjunction with required general education courses, the Social Work Program provides students with a broad **liberal arts and science/professional** foundation and the specialized courses needed to effectively practice as generalist social workers.

Curriculum

Required Social Work Classes	Other Required Courses
SWK 250 (4): Introduction to Social Work	SOC 110 (3): General Sociology
SKW 320 (3): Philosophy and Policy in Social Services I	ENG 108 (3): College Writing and Rhetoric
SWK 330 (3): Human Behavior in the Social Environment I	SOC 230 (3): Social Problems
SWK 340 (3): Human Behavior in the Social Environment II	SOC 460 (3): Methods of Social Research OR LAW 325 (3): Research Methods
SWK 350 (4): Social Work Practice I	PSC 101 (3): American National Government
SWK 360 (3): Social Work Practice II	PSY 101 (3): General Psychology
SWK 415 (4): Social Work Practice III	MAT 111 (3): Elementary Statistics OR PSY 300 (3): Psychological Statistics or equivalent***OR LAW 420 (3): Understanding Research Criminal Justice OR GBA 210 (3): Business Statistics OR NUR 314 (3): Quantitative Analysis for Health Care OR
SWK 420 (3) Philosophy and Policy in Social Services II	Biology (3-5): BIO 101, equivalent
SWK 470 (3): Program Evaluation	ECO 101 (3) (Current Issues in the Economy) OR 260 (3) (Principles of Economics I)
SWK 480 (10): Practicum in Social Work (block placement)	
SWK485 (2): Social Work Program Seminar	**PSY 200 (3): Intermediate Psychology is a prerequisite for PSY 300
Restrictive Social Work Electives *Nine (9) credits* (SWK 260, SWK 270, SWK 325, SWK 345, SWK 365, SWK 425, SWK450, SWK 465, LAT 335)	Diversity SOC 400(3): Race and Ethnic Relations **AND** one (1) Additional Diversity Course (3): EDU 308, PED 222, PSC 317, PSY 222, REL 150, REL 250, REL 251, REL 252, SOC 325, SOC 330, SOC 360, SOC 430.
Total 51 Credits	**Total 34 Credits**

Sample Course Schedule
Below is a sample course schedule based on the curriculum requirements. The schedule will differ for transfer students.

Suggested General Studies courses that are also required (or recommended) within the major requirements or are prerequisites to major requirements:

PSC 101 American National Government (required)	SOC 110 General Sociology (required)
PSY 101 General Psychology (required)	BIO 101 Principles of Biology (required)
ECO 101 Current Issues in the Economy (required)	MAT 111/MAT 111E (preferred)
ENG 108 College Writing/Research (required)	
Please consult the university catalog for the complete general studies curriculum and all course options. **http://catalog.missouriwestern.edu/undergraduate/**	

Sample Plan

FRESHMAN YEAR – First Semester			FRESHMAN YEAR – Second Semester		
UNV 101	The University Experience	1	SOC 110	General Sociology	3
PSC 101	American National Government	3	BIO 101	Principles of Biology	4
PSY 101	General Psychology	3	ENG 108	College Writing/Research	3
ENG 104	College Writing/Rhetoric	3	COM 104	Oral Communication	3
Gen Studies	General Studies Math (MAT 111/111E preferred)	3	Gen Studies	Humanities & Fine Arts	3
	SEMESTER TOTAL	13		SEMESTER TOTAL	16
SOPHOMORE YEAR – First Semester			**SOPHOMORE YEAR – Second Semester**		
SWK 250	Introduction to Social Work	4	ECO 101	Current Issues in the Economy	3
SOC 230	Social Problems	3	Gen Studies	Humanities & Fine Arts	3
Elective	Free Elective	3	Elective	Restricted Elective	3
Elective	Diversity Elective	3	Gen Studies	Natural Science	4-5
Gen Studies	Humanities & Fine Arts	3	Gen Studies	General Studies	1
	SEMESTER TOTAL	16		SEMESTER TOTAL	14-15
JUNIOR YEAR – First Semester			**JUNIOR YEAR – Second Semester**		
SWK 330	Human Behavior & the Social Environment I	3	SWK 320	Philosophy & Policy in Social Services I	3
SWK 350	Social Work Practice I	4	SWK 340	Human Behavior in the Social Environment II	3
Elective	Restricted Elective	3	SWK 360	Social Work Practice II	3
Elective	Free Elective	3	SOC 400	Race and Ethnic Relations	3
Elective	Diversity Elective	3	Elective	Restricted Elective	3
	SEMESTER TOTAL	16		SEMESTER TOTAL	15
SENIOR YEAR – First Semester			**SENIOR YEAR – Second Semester**		
SWK 415	Social Work Practice III	4	SWK 480	SWK Practicum in Social Work	2
SWK 420	Philosophy & Policy in Social Services II	3	SWK 485	Social Work Practicum Seminar	10
Elective	Restricted Elective	3	SWK 470	Program Evaluation	3
Elective	Free Elective (as needed)	2			
SOC 460 or CRJ 325	Methods of Social Research or Understanding Research in Crim Just	3			
	SEMESTER TOTAL	15		SEMESTER TOTAL	15

*Please see MWSU catalog for additional Social Work entrance and other requirements

**This sample plan does not include any developmental coursework or minor courses.

Additional Suggestions and Information

- **Graduate School:** Those students who plan to complete a Master's of Social Work (MSW) degree should contact their advisor to discuss their educational options. Students who hope to pursue an advanced standing MSW program immediately after graduation should maintain an undergraduate GPA of at least a 3.0. MSW programs may accept experienced BSW graduates into advanced standing programs with lower GPAs.

- **Graduate School:** Fewer graduate schools require applicants to take the Graduate Record Exam (G.R.E.) or the Miller Analogy Test as part of their entrance requirements. However, if necessary, students are advised to complete these tests during the Fall or Spring semester before graduation. Specific information about these tests can be obtained from the Center for Academic Success. These tests may be taken more than once.

- **Field Education Practicum:** The Social Work Field Education Practicum (SWK 480) is scheduled in the last semester of the student's senior year. Students spend eight (8) hours, four days per week as a student practitioner in an assigned social service agency. Other than SWK 470 and SWK 485, which are scheduled on Mondays. It is suggested that students should not take any other courses or work during the semester they are enrolled in field education practicum, with the exception of SWK 470.

- **Course Prerequisites:** Most social work courses have required prerequisites. Which are listed in Western's University Catalog. Some classes may be taken concurrently. Students should consult their advisor for assistance in scheduling courses.

Admissions into the Social Work Major

Majoring in social work involves a two step-process.

Step 1: Pre-major Status
Pre-majors are those students who 1) have Not yet completed one or more of the following courses: SWK 250, ENG 108, SOC 110, PSY 101, PSC 101, General Studies Math (MAT 111 preferred), BIO 101, and SOC 230 and; 2) have Not formerly applied to the Program. To declare social work as a pre-major, students should meet with a social work faculty member to complete the necessary forms. The Social Work Program does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, religious beliefs, political affiliation or sexual orientation.

Step 2: Formal acceptance and admission into the Social Work Program
The Social Work Program operates under a selective admissions policy. Students are considered "pre-majors" until they meet the minimum requirements to be accepted as a Social Work major. Admission to the Social Work Program involves the completion of an online application and interview. Students can apply online at the following link: https://aps3.missouriwestern.edu/socialwork.

Minimum requirements for admission into the Social Work Major include:
- Completion of the general studies math requirements (MAT 111, 111E preferred);

- Completion of the ENG 108 general studies requirements;
- Completion of SOC 230 and PSC 101 and ECO 101;
- Completion of Biology 101 (or equivalent); and:
- ENG 108, SWK 250, SOC 110, and PSY 101 with a minimum grade of C in each course.
- Must have a minimum overall GPA of 2.5;
- Must have earned a "C" or better in all completed SWK prefix classes required for the major;
- Must agree to and conduct themselves in a manner consistent with accepted professional social work practices and the current NASW Code of Ethics (p. 40):
- Cannot have exhibited behavior (past or present) that will infringe on their present or future ability to adequately fulfill professional social work responsibilities.

The Social Work Program's Admission Committee reserves the right to require applicants to submit additional materials if the Committee questions the student's ability to adequately fulfill professional responsibilities; and must complete and pass a criminal background check.

Criminal Background Check:
The MWSU Social Work Program will need an up-to-date criminal background check on all prospective Social Work students making application to the program and again, when applying to the field. These checks are done to ensure that students do not pose a risk to their clients, the school and the agency.

If a student has registered previously with the Family Care Safety Registry, the student can receive a free updated copy of the background check. The students should contact the Family Care Registry at (Toll Free): 866-422-6872 and request an updated background check. A copy will be emailed out the next business day. Once the student receives the updated Registry check, they should provide a copy to the BSW Program Director.

If the student has not registered with the Family Care Safety Registry he or she must go to http://www.health.mo.gov/safety/fcsr/ to register online. Students should click, "No Employer" and indicate they are a student. The cost of the screening is $14.00+ $1.25 processing fee. The student is responsible for paying for this background check. Once a copy is received, the student should provide a copy to the BSW Program Director. Updated background checks will need to be provided to the Field Director before the start of the practicum semester.

Students typically complete the Social Work admissions process during the fall semester of the junior year when enrolled in SWK 330/SWK 350. Students must be accepted into the Social Work Program prior to beginning SWK 360 unless a student has spoken to the social faculty advisor and plans to submit his/her application concurrently with taking SWK 360.

Students must submit the formal online application (https://aps3.missouriwestern.edu/socialwork) which includes the following:
- Online application
- Upload personal statement
- Three letters of references- submitted electronically
- Provide an updated Background Check
- Verify by digitally signing that the student has read and understands:
  - Code of Ethics

- o Social Work Student Handbook
- o Substance Use Policy
- Complete a formal interview process

Completed applications are due by the first Friday in October or March. Applicants must contain all required material and submitted by the due date to be considered for review. Incomplete applications and/or late submissions will be reviewed at a subsequent review date. The Social Work Admissions Committee will review all online applications and interview all applicants. Admission decisions are based on a student's academic performance, professional, personal and academic conduct, references, and responses to applications and interview questions. All members of the Admissions Committee, by a simple majority vote will then make one of the following decisions:

- To unconditionally accept a student into the Program;
- To place a student on conditional status; or
- To deny formal acceptance.

Conditional status requires students to successfully address faculty-identified issues within a specified period of time (the end of the student's junior year before attaining full acceptance into the program. Students who fail to successfully address these provisional issues will not be allowed to enroll in the following SWK-prefix courses: SWK 480 and SWK 485.

Social Work majors must successfully complete a second formal application process before entering SWK 480 and SWK 485 (p. 19).

The Social Work Program does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political affiliation, or sexual orientation. Students granted conditional status or denied acceptance will be sent an email that specifies the social work faculty's reasons. The Admission's Committee also will identify the timeframe and the issues conditional status students need to address to continue to take required SWK-prefix courses. Students may appeal the admission decision using the procedure detailed below. Students who believe that discrimination has taken place should contact the Title IX Coordinator (see Western's Student Handbook).

Student Appeal Procedures

Disciplinary and Grade Appeal Procedures

The Social Work Program follows Missouri Western State University's Student Disciplinary Code and Academic Honesty and Due Process procedures. Social Work students charged with disciplinary infractions or cheating or who plan to appeal a course grade should follow the procedures outlined in the *MWSU Student Handbook*.

For a social work major or pre-major who wishes to appeal their status in the Social Work Program, the student should follow the procedures outlined below:

BSW Appeal Guidelines

- Students <u>denied acceptance</u> into the social work major;
- Students granted <u>conditional status</u> in the social work major; or
- Students <u>terminated</u> from the social work major

The Social work profession is committed to serving individuals, families, groups, organizations, and communities within society. Professional social workers often work with vulnerable individuals who have experienced abuse, discrimination, assault, and other adverse situations. Therefore, social workers must be intellectually, psychologically, ethically, emotionally, and interpersonally prepared to work with vulnerable populations and not cause further harm. In accordance with the Council on Social Work Education and the National Association of Social Work guidelines, the Social Work Program expects all social work majors to conduct themselves in a professional manner consistent with the current NASW Code of Ethics. The Social Work Program at Missouri Western reserves the right to make one of the following decisions if a student exhibits deficiency in academic and/or nonacademic areas:

- Deny admission into the major;
- Place an accepted/applying major on "conditional status"; or
- Terminate a student from the major

Academic Considerations

Future social workers must meet the ethical and intellectual demands required by the social work profession and outlined in the NASW Code of Ethics ([NASW Code of Ethics](#)). Consequently, the social work students who fail to meet the social work program's educational expectations, may be denied admission into the social work program, placed on conditional status, or removed from the major. Examples of the types of behaviors that could negatively impact on a student's status in the social work major include:

- A cumulative GPA below a 2.5
- Plagiarism: See MWSU Student Handbook and Code of Conduct ([Student Handbook](#))
- Cheating; See MWSU Student Handbook and Student Code of Conduct.
- A grade of "D" or "F" in any SWK prefix classes (students applying for admission must have a "C" or better in all completed SWK prefix classes required for the major)
- Falsification of information (oral or written) to gain admission into the major

Professional Performance Considerations

Students are expected to behave in a manner consistent with social work guidelines. Students may be denied admission into social work program and/or the field education practicum program, placed on "conditional status," or terminated from the Social Work Major or field education practicum for:

- Failure to meet generally accepted standards of professional conduct, personal integrity, emotional stability requisite for professional practice (violations of [NASW Code of Ethics](#));
- Inappropriate or disruptive behavior toward colleagues, faculty or staff (in or out of the classroom or field placement);

- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships (for example, unable to demonstrate non-judgmental attitude, unable to allow client self-determination).

Substance Use Policy

The MWSU Social Work Program recognizes that the state of a student's health may affect school and future job performance, the type of work that he/she can perform, as well as opportunities for continued employment. The MWSU Social Work Program also recognizes that alcohol and drug abuse ranks as one of the major health problems in the world today. Therefore, the MWU Social Work Program adheres to the Drug Free Workplace Act and has established a policy on substance abuse, which is set forth in detail below.

a) Definitions
1) "Controlled Substance" – means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812), and further defined in regulation 21 CFR 1308.11-1308.15.
2) "Conviction" – means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the Federal or State criminal drug statutes.
3) "Criminal Drug Statute" – means a Federal or non-Federal criminal statute involving the manufacture, distribution, dispensing, possession, or use of any controlled substance.
b) The MWSU Social Work Program will give the same consideration to persons with chemical (alcohol and other drugs) misuse patterns or dependencies as it does to employees having other diseases.
c) A student's acceptance status into the Social Work Program can be affected but if a student is conscientiously seeking assistance, the social work faculty will take this into consideration.
d) Students who appear to be impaired while on duty may be asked by the faculty to leave the classroom.
e) Students who must use a prescription drug that causes adverse side effects which impairs their ability to adequately perform (e.g., drowsiness or impaired reflexes or reaction time) should inform his/her faculty that they are taking such medication on the advice of a physician.
f) Any student who suspects or has direct knowledge of on-duty substance use or suspects substance abuse by a fellow student may report those reasonable suspicions to a faculty member, chair of the Health Professions Department or, if impractical, to Risk Management. Such reports may be made without fear of retaliation or discipline. Any report of suspected use or abuse shall be promptly investigated by the faculty (Code of Ethics 4.05b)
g) The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on MWSU's premises and while engaged in workplace activities for the MWSU. Violation of this prohibition shall be deemed Misconduct and will result in disciplinary action up to and including possible termination from the Social Work Program.

h) Students shall notify the Social Work Faculty in writing of the student's conviction under a criminal drug statute for a violation five days after such conviction. The Social Work Program must, within 30 days of such report, take appropriate action, up and including possible termination from the Program, or require the student to participate satisfactorily in an approved substance abuse or rehabilitation program and/or counseling.

i) The conviction of any student for the sale of illegal drugs is a gross Misconduct, and may result in immediate termination from the Social Work Program.

Low GPA or Earning a "D" or "F" in a Social Work Class

Social Work students whose GPA falls below 2.5 or who receive a "D" or "F" in all completed SWK prefix courses required for the major may be denied admission to the program. Students receiving a "D" or "F" in any SWK prefix course may be placed on "conditional status" or removed from the program. The Social Work Faculty Advisor will review majors' grades and cumulative GPAs each semester. They will notify the social work faculty, and the faculty and the Program Director will decide on a course of action. The Social Work Faculty Advisor will notify students who fail to meet the program's academic standards in writing and will encourage students to schedule a meeting with the Program Director and their Social Work Faculty Advisor to discuss their status. Students may appeal the faculty's decision (see appeal procedure description below). For appeal of Field Education Practicum decisions see Field Practicum section (pg. 25).

Reasons Other than Low GPA

Anyone who witnesses behavior that calls into question a social major's or pre-major's appropriateness for the social work profession must submit their allegation along with description of the alleged behavior in writing to the Social Work Program Director and Social Work Faculty Advisor. The Program Director shall notify the student in writing of the allegations against him/her and will begin to collect evidence regarding the allegation(s). The evidence shall include:

- Written and/or verbal statements made by the student, information provided by the complainant, and any information provided by individuals who might have knowledge of the alleged behavior;
- Related documents or reports (e.g., police reports)

The Program Director along with all members of the social work faculty will examine all of the evidence and based on the evidence, the faculty will make one of the following decisions:
- No further action – allegations unsubstantiated
- Student is placed on conditional status
- Student is terminated from the Social Work Major

If the student is placed on conditional status, a written plan of remediation/correction will be prepared by the Program Director in consultation with the social work faculty. The plan will be signed by the student (if the student agrees), the student's SWK advisor, and the Program Director. The plan will be placed in the student's confidential file, and monitored by the Program

Director and the student's SWK Advisor. The remediation plan will explicitly state the criteria for judging compliance, criteria for success or failure and timeframes for completion.

If the student is terminated from the program, the Program Director in conjunction with the SWK faculty will prepare a written "reconsideration plan" for reinstatement that specifies when the student can apply for reinstatement, the criteria to be met, and the timeframe for completion of reinstatement. The written plan must be signed by the student, the SWK advisor, and Program Director and placed in the student's confidential file.

Appeal of Program Decisions

If a student disagrees with the faculty's decision, the student may appeal by submitting a letter to the Program Director, within seven (7) days of being informed of the faculty's decision. The student's letter will need to provide specifics of the nature of the appeal and any other collaborating documents. After receiving the letter, the Program Director shall call a hearing of the social work faculty.

- The Program Director and the social work faculty shall review the student's appeal letter along with all collected documents.
- The student will receive a seven (7) day advance notice of a meeting with the social work faculty, however; the meeting may be scheduled earlier, with the student's permission, if graduation occurs before the seven (7) day deadline.
- The Program Director shall facilitate the meeting, unless she/he is a primary party in the complaint. In such an instance, the Director shall appoint another member of the social work faculty to fulfill the role of the chair.
- After hearing evidence presented by all parties, the faculty shall either uphold the original decision or make another determination.

The findings of the panel shall be summarized in a written report and provided to the student. The report will be sealed and maintained by the Program Director. These findings shall not be revealed to other schools or to potential employers without the written consent of the student. If the student is terminated from the program, individuals inquiring into the student's status will be told that a hearing was held and that the student left the Program.

In cases where a student is removed from the BSW Program, the Chair of the Department of Health Professions and the Dean of the College of Science and Health will be notified of the dismissal and the reason(s) for this action.

If a student disagrees with the faculty's decision she/he may submit a letter of appeal within seven (7) days of the determination to the Chair of the Department of Health Professions. This letter shall also outline the specifics of the student's complaint. The Chair and a panel of three faculty members (from the disciplines in the department) will review all evidence after talking with all affected parties. They will either uphold the program's decision or make a different decision. The social work faculty member will be a nonvoting member on this panel. The student and Program Director will be informed of the panel's decision in writing within seven (7) days of the decision.

If the student disagrees with the departmental decision, she/he will submit a letter of appeal and other supporting documents within seven (7) days of the department's decision to the Dean of the College of Health Professions. The Dean shall review all evidence and hear from all involved pertinent parties. The Dean will either deicide to uphold the departmental decision or make a different determination. The Dean will notify the student, the Chair of the Department, and the Program Director in writing within seven (7) days of his review of the evidence.

Students who disagree with the Dean may appeal the Dean's decision to the Vice President of Academic and Student Affairs.

Program Director/Field Education Director/Faculty Appeal Process Concerning Contested Decisions

If the Program Director, the Field Education Director, or a faculty member disagrees with the decision of the Program Panel, the disagreeing member will within seven (7) days of the panel's decision discuss his or her disagreement with the panel and request a reconsideration of that decision. The panel will either revise its initial decision or will uphold its initial decision. This information will be conveyed to the dissenting faculty member in writing within two (2) days of the decision. If the dissenting faculty member is dissatisfied with this decision, they may appeal the panel's decision within seven (7) days to the Chair of the Department of Health Professions and Social Work. The appeal must be in writing and will outline the faculty member's reason for the appeal. The Social Work faculty member will be a non-voting member on this panel. The Chair and the panel will review the pertinent documents and will hear from all involved parties. The departmental panel with either uphold the program panel's original decision or may make another determination. The written decision will be conveyed to the involved parties within two (2) days of the decision of the Department Panel will be final.

Graduation Requirements

Students must maintain certain standards to graduate with a BSW:
1. Maintain a 2.5 overall GPA:
2. Earn at least a "C" or equivalent in all SWK prefix courses to graduate; and,
3. Continue to meet the professional and academic standards of conduct.

Graduating students must submit an Application for Graduation to the Registrar's Office by the following deadlines:
1. Fall Graduate – July 1
2. Spring graduates – October 1
3. Summer graduates – March 1

Proficiency Exams

Missouri Western State University uses the ETS® Proficiency Profile as one indicator of student learning within the general education curriculum of degree programs. The ETS® Proficiency Profile is taken by all Missouri Western graduates when they have earned 90 credits. Results are used to refine the general education curriculum and instructional delivery.

The ETS® Proficiency Profile is administered by the Office of Academic Affairs, Popplewell Hall 214. For information about the ETS® Proficiency Profile, call 816-271-4364 or email testing@missouriwestern.edu.

Minors/Certificates

Social Work
The MWSU Social Work Program does not offer a Social Work Minor.

Minors in Other Disciplines
Social Work is considered a comprehensive major. Thus, students are not required to complete a minor. However, many students choose to do so. There are several minors students may want to consider.

Childhood Studies
Western offers an interdisciplinary minor in Childhood Studies intended for those students who plan to pursue careers working with children. Students must successfully complete at least eighteen hours from a list of approved classes (see University Catalog), including any 1-3 credits internship, special topics course, and/or independent study relevant to childhood studies and arranged through any academic department. To ensure that the minor is a truly interdisciplinary experience, at least three disciplines must be represented with no more than nine hours coming from any one discipline.

Psychology
The twenty-one (21) credit psychology minor requires several psychology courses beyond PSY 101 including PSY 200, one natural science core course (PSY 335, 340, 350, 355, or 360), one social science core class (PSY 230, 310, 319, 325, or 365) and nine (9) hours of approved electives.

Criminal Justice
The eighteen (18) credit criminal justice minor requires the completion of CRJ 100; CRJ 110 or CRJ 130 or CRJ 200; CRJ 260 or CRJ 305; CRJ 101, CRJ 335, and CRJ 420 or nine (9) credit hours in CRJ courses which much be 300 level or higher.

Other
BSW students have minored in other areas such as: General Business, Professional Communication and Wellness. Students are directed to review the MWSU Course Catalog for specifics for minors in other disciplines.

Field Education Practicum

Admissions into Field Education Practicum

Majors must successfully complete a second admissions process before enrolling in SWK 480 & SWK 485. During the second semester of the junior year (April) or beginning of the senior year (September) students typically complete the required application for field application. However,

only social work students who have met the following criteria can apply and be admitted to the field practicum:

- Have been **unconditionally** admitted to the major;
- Have a C or better in all *major* social work prefixed courses (SWK 250, 320, 330, 340, 350, 360, 415, and 420) *except* SWK 485 which will be taught concurrently with SWK 480 (Field Practicum);
- Have a 2.5 overall GPA;
- Have completed all core social work courses **prior** to entry into field (SWK 250, 320, 330, 340, 350, 360, 415, and 420).

The Field Education Practicum application includes submission of a Field Application. The Online Field Application can be found at the following link https://aps3.missouriwestern.edu/socialwork and consists of the following:

- Submit the Field Application via the database which includes:
  o Upload the Field Essay
  o Obtain an updated Background Check
  o Acknowledgement of Risk in the Field Practicum
  o Acknowledgement of Policy and Procedures/Code of Conduct

In addition, students applying for entry into field must also complete:

- An interview with the Field Education Director

Additional placement steps include interviews with prospective field instructors, and submission of Student Interview Forms (electronic) to the Field Education Director by their due date. Students will be referred to a minimum of two field instructors for placement interviews. While every effort is made to identify those students ready for field practicum, it is the student's responsibility to notify the Field Education Director of their intent to qualify for the practicum. Admission decisions for practicum will be made by the Field Education Director.

The Students not admitted into Practicum may appeal the Social Work Faculty's decision to the Program Director. The following factors are reasons for denial of entry into field (See Field Manual for reasons for termination from Field):

- Cumulative GPA below 2.5
- Prerequisites not met to enroll in SWK 480/485 or SWK 470
- Received a "D" or "F" in any SWK prefix courses
- Field online application not submitted by due date
- Field placement process not completed by due dates (completion of all interviews, submission of an updated background check through Family Safety Care Registry form and submission of student interview forms)
- Falsification of information (written or oral) presented to the Field Director to gain entry into field
- Undisclosed criminal record or founded incidences of abuse, neglect, such as child, elderly, partner/spouse, disabled

- Upon completion of two rounds of interviews no field instructor has agreed to accept the student in placement
- Students demonstrates behavior that would jeopardize the field agency or the clients
- Documented incidents of violation of the MWSU and Social Work Program's Academic Conduct Code
- Documented incidents of violation of the NASW Code of Ethics
- Substance use abuse and/or mental instability

If a student is denied admission into practicum, the Social Work Faculty and Program Director will develop a remediation plan. The plan will be signed by the student, the Field Education Director and the Program Director. A copy of this plan will be given to the student, and a copy placed in the student's field file. If the student is removed from practicum, the Practicum Director, the Field Instructor (if the student will remain with that field instructor), and the Social Work Faculty will develop a remediation plan. If the student will be placed with a different field instructor, the new field instructor may be involved in developing the plan if that field instructor will be involved in monitoring or implementing the plan. This plan will be signed by the student, the field instructor (if involved in developing or monitoring the plan), the Field Education Director and the Program Director. A copy of this plan will be given to the student, the Field Instructor, the Field Education Director and the Program Director.

Appeal Procedures for Field Decisions

The student must first meet with the Field Education Director within seven (7) days of the decision to discuss their concerns. If the student believes that the action is incorrect then the student will submit a letter of appeal along with any supporting documents to the Program Director within seven (7) days of the meeting with the Field Education Director. The Program Director will notify the Field Education Director of the appeal and will provide the committee with all pertinent documents. A committee will be developed and will meet with the student and the Field Education Director to review information presented by all parties involved and will review any written supporting documents obtained from the student and the Field Education Director. The Field Education Admission Committee will decide to either uphold the original decision or to make another determination. The Field Education Admission Committee will convey this decision to the Field Education Director and the student in writing within seven (7) days of the meeting with the student and Field Education Admission Committee.

If the student disagrees with the Field Education Admission Committee's decision, the student will follow the appeal process concerning Program Decisions (pg. 19).

If the Field Education Director disagrees with the Social Work Faculty decision the Practicum Director will first talk to the Field Education Practicum Committee within seven (7) days of the decision to seek a reconsideration of their decision. The Field Education Practicum Committee will meet with all parties involved to seek information and will review all submitted documents. The Field Education Practicum Committee will render a written decision to the affected parties within two (2) days of hearing and examining the evidence. If the Field Education Director disagrees with the Field Education Practicum Committee's decision the Field Education Director will follow the Program Director/Practicum Director/Faculty Appeal process.

The Social Work Program does not discriminate on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation. Students who believe that discrimination has taken place may contact the Title IX Coordinator (See MWSU Student Handbook).

Social Work Program's Academic Policies

Transfer Credits

The student's social work advisor or the Program Director will determine whether courses transferred from another university or university will be considered equivalent to the required classes in the Social Work Major. The advisor will consult with faculty members from other departments as necessary to make this decision. Courses accepted for transfer must be similar in content and credit value to those they replace. ***MWSU's Social Work Program will only accept social work courses transferred from CSWE accredited Social Work Programs, other than SWK 250: Introduction to Social Work***. The Social Work Program will accept the equivalent of SWK 250 from a non-CSWE accredited institution, <u>if</u> the class was taught by a social worker and used a social work textbook.

Credit for Life and Work Experience

In accordance with CSWE standards, MWSU does not grant academic credit, course waivers, or field education practicum credit for previous life or work experience.

Dated Social Work Credits

Social Work is a dynamic, constantly changing field that requires social work programs to continuously update their curriculum. Courses taken more than five years ago may no longer reflect current knowledge. Consequently, the Social Work Program may require students to submit course syllabi for courses taken more than five years from the time they enter and compete practicum, and if the Social Work faculty by a simple majority vote deems the course content dates, students will repeat social work courses.

Evaluation of Faculty/Courses

The Social Work Program uses faculty/course evaluations to obtain student views regarding the quality of their education. In accordance with MWSU Policy, students are not required to identify themselves on the evaluation form and evaluations can only by reviewed <u>after</u> grades are posted on GoldLink. All social work instructors are open to informal, continuous student feedback regarding social work courses, the Program's policies, curriculum, procedures, etc.

Students with Disabilities

The Social Work Program's educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all civil rights laws and

statutes. It is the policy of the Social Work Program to accommodate students with disabilities, pursuant to federal and state law. Any student who needs accommodations because of a disability should inform the class instructor at the beginning of a course or contact the Program Director. Students with disabilities are also encouraged to contact the Accessibility Resource Office in Blum 212 or 816-271-4330.

Students Rights and Responsibilities

The Social Work Program is accredited by the Council on Social Work Education (CSWE) which verifies students receive academic and professional training in the field of social work. CSWE as well as the Social Work Program, demonstrate the rights of individuals to advocate and have a voice. The Program has established policies and procedures to ensure a student's voice is heard and their right to be heard is protected.

The Social Work Program follows the MWSU policies regarding student rights. These can be found MWSU Student's Rights . In addition, the Social Work Program also acknowledges and encourages students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. The rights and responsibilities can be seen below:

Rights
Social Work majors have the right:
- ➢ To be treated with respect and fairness by other students, faculty, staff, and university administration.
- ➢ To expect to by physically and emotionally safe in the practicum placement.
- ➢ To be afforded appropriate learning opportunities.
- ➢ To have appropriate access to Social Work Faculty which includes the Program Director to meet student's learning needs.
- ➢ To request a review of any transfer coursework that was not accepted for the Social Work major.
- ➢ To receive timely, specific and corrective feedback on assignments and exams regarding performance in the classroom. Students have a right to be informed what they need to correct or improve performance.
- ➢ To be informed of problems/concerns that could jeopardize the student's continuance in the major.
- ➢ To have access to needed information, material, supplies, space and resources to carry out student learning responsibilities.
- ➢ To have personal, academic, and advising information retained in a safe and secure manner and not released without written consent.
- ➢ To not have the student's assignments (written/audio/video-audio) copied or distributed with the student's written consent.
- ➢ To appeal and follow procedures in regards to admission/retention/dismissal from the Program and their academic grades.
- ➢ To grieve decisions that they believe have violated or disallowed their rights.
- ➢ To change advisors by following the procedures.
- ➢ To have a voice in selecting their shadowing and field agency and the client population.
- ➢ To participate and provide feedback in the hiring of full-time Social Work Faculty.
- ➢ To participate on the Program and Field Advisory Board.

➢ To participate in curriculum development and revisions by providing feedback to the Social Work Faculty.
➢ To be informed of any changes to the Faculty, curriculum, or Program developments.
➢ To form organizations and/or clubs and carry out activities with other Social Work majors.

Responsibilities
Social Work majors have the responsibility:
➢ To treat with respect and fairness other students, faculty, staff, and university administration.
➢ To adhere to the NASW Code of Ethics.
➢ Students must conduct themselves in a professional manner and must not exhibit behaviors that could result in disciplinary action.
➢ To become familiar with the Council of Social Work Education's Educational Policy and Accreditation Standards (EPAS) found in the Social Work Student Handbook.
➢ To read the Social Work Student Handbook. Become familiar with the Social Work major requirements, curriculum, and policies.
➢ To read the Field Education Manual and be familiar and follow the expectations for field placements.
➢ To meet course assignment, registration, drop/add course, incomplete, and fieldwork deadlines.
➢ To maintain good attendance and be on time to class and field assignments.
➢ To fill out course, field and any other Social Work Program evaluations.
➢ To meet with assigned Social Work Faculty Advisor regularly.
➢ To respect confidentiality in the classroom, field settings, and Program interviews.
➢ To be forthcoming with advisor in regards to any decisions related to the major and/or transfer to another university, and any academic or field placement performance issues.

In accordance with the NASW Code of Ethics, it is the hope that any concerns regarding a violation of a student's right would be handled informally with the student and the person of concern. However, if this is not possible, the student will follow the university's formal procedures for any grievance.

Student Participation in Formulating and Modifying Policies

The Social Work Program encourages students to provide feedback in formulating and modifying policies. The goal is to make sure a student's rights is protected and this is seen from a student's perspective and not just a faculty member. Student feedback is also sought in matters of scheduling, course offerings, teaching methods, and textbooks. Feedback is sought in a variety of ways including: course evaluations, participation on the Program and Field Advisory Board, focus groups, hiring committees (when needed), or through conversation with the Program Director and/or Social Work Faculty.

Social Work majors are encouraged to be active in the Organization of Student Social Workers (OSSW) as well as other Registered Student Organizations (RSOs).

Academic Honesty and Due Process

Academic Honesty Policy
Since honesty in the classroom, laboratory, or field education practicum agency is required, cheating, plagiarism, or knowingly furnishing false information to the University or the practicum agency constitutes a violation of this policy. Students are encouraged to see the MWSU Student Handbook for the student due process procedure.

Grade Appeal Process
Students are responsible for meeting the standards for academic performance established for each enrolled course. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor delegated by this University.

Please consult the MWSU Student Handbook for the Student Grade Appeal Process.

Nondiscrimination/Equal Opportunity Policy and Sexual Misconduct

The BSW Program exists within the broader Missouri Western State University. Respect for diversity is institutionalized through the University's Nondiscrimination/Equal Opportunity/Sexual Misconduct Policy. This statement is in all major publications which apply to all employees and students. It reads:

NONDISCRIMINATION AND SEXUAL MISCONDUCT:

Missouri Western State University does not discriminate on the basis of race, color, national origin, ancestry, religion, sex* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence.

*Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the University's Title IX Office at (816) 271-4432, Counseling Center (816) 271-4327, and Esry Health Center (816) 271-4495. To report sexual misconduct or sex discrimination, contact the Title IX Coordinator (816) 271-4432 or MWSU Police Department (816) 271-4438.

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. Although faculty must make that notification, the student who makes the report will control how the case will be handled, including whether or not the student wishes to pursue a formal complaint. Our goal is to make sure students are aware of the range of options

available to them and have access to the resources they need. Please also be aware that retaliation for making or supporting a report of discrimination or harassment is also prohibited. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/student-services/titleix/.

Missouri Western encourages anyone experiencing unlawful discrimination or harassment to contact an individual from the Campus and Local Resources.

For students or employees who believe that they have been discriminated against, MWSU has established policies and procedures. These policies can be found in the *MWSU Student Handbook* (p.6).

Social Work Program's Sexual Misconduct Policy

The Social Work Program strongly supports the University's Sexual Misconduct Policy, violation of which may be grounds for termination of a student from the Social Work Program and/or the filing of a complaint with the NASW Committee on Inquiry. Social work faculty are available to discuss with students any concerns they may have in this area.

Field Education Practicum Sites

Student interns are expected to treat the staff and clients of their practicum agencies with respect and courtesy. The sexual harassment of such persons by a social work intern may be grounds for termination of their placement, failure of the practicum course, and/or dismissal from the social work program. In addition, staff of practicum agencies as 3rd party contractors are expected to follow and adhere to the Sexual Misconduct Policy. It is expected that students will not be subjected to such behavior at these sites. Any reports of students being sexually harassed during their internships will be reported and investigated by the Title IX Coordinator. This coordinator will follow the procedures set forth in the Complaint Resolution Procedures Policy. Pending the outcome of the Title IX investigator, additional actions may be taken by the social work program. Examples of additional actions that may be taken include, but are not limited to: holding a problem-resolution conference with the harasser; reporting of the incident to the supervisor of the harasser; changing field instructors; termination of the placement, temporarily or on a long-term basis; or reporting the harassment to the NASW Committee on Inquiry or other appropriate regulatory body.

Social Media Policy

Students are expected to adhere to professional social work values and ethical standards when interacting on any social media or social networking sites. Social media provides a domain for personal and professional presentation of self. A student's personal image is guided by their personal values and standards, while their professional image is directed by social work values and ethical standards which extends beyond the classroom and field agency. Proper guidelines and boundaries on social media and networking sites must be kept in order to avoid potential negative consequences such as the legal and ethical responsibilities we have as professionals. The National Association of Social Workers (NASW) Code of Ethics and Council on Social Work Education (CSWE) EPAS competencies provide guidance on the use of social media. These guidelines can be found at NASW Code of Ethics.

COVID-19 Policy

The program reserves the right to adjust program policies in accordance with federal, state, county, local, and/or university public health responses to COVID-19. Additionally, CSWE accreditation mandates may influence policy revision and/ or implementation. Students are advised to stay up-to-date with program communications and review MWSU's COVID-19 Response website regularly (https://www.missouriwestern.edu/covid-19/).

Additional Program Information

Social Work Program and Field Advisory Board

The Social Work Program works with an advisory board composed of students, community social workers, stakeholders, social work faculty members, and practicum field instructors. The purposes of the Social Work Program Advisory Board are:

- To facilitate curriculum planning by suggesting ways that the social work curriculum can more effectively educate BSW practitioners for agency and community social work

- To assist the faculty: developing and monitoring standards and procedures for recruitment, admission, and retention of students; field program management; selection of faculty; evaluation of students, faculty, and the program; and other program-related concerns that may arise

- To advocate for the Program within the University and also in the broader community

- To increase community awareness of the presence and usefulness of the Social Work Program

The Advisory Committee meets at least once a year.

O.S.S.W. – Organization of Student Social Workers

The purposes of the Organization of Student Social Workers (O.S.S.W.) are:
- To develop familiarity among students and professionals interested in the field of social work and social problems
- To promote an understanding of professional social work
- To encourage the professional identification of social work majors
- To be informed about and have a better understanding of social service agencies in the St. Joseph area
- To take action on common social concerns
- To undertake projects of various kinds to benefit the organization, university, and community.

Any student enrolled full or part-time at MWSU, majoring in social work is eligible for full membership in O.S.S.W. Other students who are interested in the social work field and/or social problems may join as affiliated members.

Phi Alpha Honor Society

The Social Work Program participates in Phi Alpha, the national social work honor society. Delta Epsilon, our local Phi Alpha chapter, fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Students are eligible to join the Phi Alpha Honor Delta Epsilon Chapter if they:

1. Have declared a major in social work,
2. Have been formally admitted into the social work program;
3. Have a GPA of at least 3.25;
4. Are academically in the top 35% of their class (determined by GPA ranking);
5. Have completed at least 9 hours in required social work courses.

Students are inducted into the Phi Alpha Honor Delta Epsilon Chapter at the BSW senior recognition ceremony and presented with a medal to be worn at graduation. Phi Alpha Honor Society inductees may choose to become a life-time member of Phi Alpha and pay the one-time membership fee to Phi Alpha.

NASW – National Association of Social Workers

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. With headquarters in the Washington, D.C. area, it has over 120,000 members in 55 chapters. NASW's mission is to:

- Support legal regulations and consumer protection in the practice of social work;
- Carry on the profession's tradition of social action;
- Maintain a deliberate, systematic tie between social work practice and the making of social policy;
- Participate in an annual nationwide public service campaign designed to raise public consciousness about pressing social issues;
- Provide a full range of services and benefits to its members, such as insurance programs, continuing education offerings, opportunities for professional interaction and leadership developed, a tax-deferred annuity plan, and the NASW NEWS and Social Work Journal;

NASW members are professional social workers and social work students who work in a wide variety of settings such as hospitals, business and industry, schools, community health and mental health centers, nursing homes, adoption and child protection agencies, and a range of public agencies.

NASW members must meet strict education or experience requirements. Students in accredited social work degree programs may apply for student membership. All members must pledge to abide by NASW's NASW Code of Ethics.

Advising Philosophy and Practices
Philosophy

Advising is an integral part of a student's education. Students should work with their faculty advisors to identify and schedule courses and work toward their professional development. Advisors are available to discuss MWSU's social work curriculum, special education needs, career expectations, career opportunities, student strengths, professional areas in need of improvement, career barriers, academic problems, and/or any other profession- or career- related topic.

Advising Practices

Students will be assigned a social work faculty advisor when they declare social work as a major or pre-major. The Program will try to honor requests for a particular advisor, but this will depend on the faculty member's advising load. The Program attempts to assign an equal number of students to each advisor.

Once a student declares social work as their major, the student will be referred to the website to view the Social Work Student Handbook. It is the student's responsibility to read and understand the information presented in the Student Handbook. We also suggest that students schedule an appointment with their advisor soon after declaring social work as a pre-major to devise a graduation plan.

Each semester, all intended majors, pre-majors, or majors are expected to schedule an appointment with their advisor during preregistration to orient students to the program, discuss course selection, develop their class schedules for the next semester, assess their aptitude and motivation for a social work career, review their progress toward graduation, and discuss educational and professional goals. Using the Griffon GPS (Degree Audit System), faculty make notes of the advising meeting. Social work advising may take place face-to-face or online and is strongly encouraged before registering for classes.

In addition to preregistration advising, students are encouraged to meet with their advisor throughout the school year as needed to discuss course scheduling, educational and professional goals, academic difficulties, personal issues affecting academic performance, practicum possibilities, discrimination in the classroom, etc.

Students should expect their advisor to listen, to demonstrate respect, to show genuine interest in their development, and to act in a manner that is consistent with the NASW Code of Ethics. If you feel that your advisor is failing to meet these standards, you are encouraged to discuss this with them before requesting a new advisor.

Social Work Licensure

The profession of social work is a regulated profession at the state level. This means that the title and social work roles are protected. Various levels of licensure, along with scope of practice for each, are codified in the state of Missouri and are available for reference. For additional information, refer to the Missouri Committee for Social Workers here.

The Social Work program at Missouri Western has met all standards and is approved by CSWE. The BSW degree from Missouri Western meets the requirements a person will need to sit for the

exam to become licensed. Other states may have different requirements for licensure. Information about other states requirement for licensure can be found at Licensed in other states.

CSWE Educational Policy and Accreditation Standards

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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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, and the exercise of leadership within the professional community. 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.

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 of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) 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.

Competencies and Professional Behaviors

The following competencies provide a framework in which the Social Work Program uses to assess student performance and learning. Each competency has professional learning behaviors. These are measurable and represent the knowledge, skills, values, and cognitive and affective processes in which students should demonstrate competency. The nine (9) competencies and professional behaviors are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

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- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

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

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

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

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Assessment Plan

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education.

Assessment Measure #1: (BSW Final Field Evaluation)	
Competency 1: Demonstrate Ethical and Professional Behavior Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Final Evaluation of Placement SWK 480
Who assessed student competence:	Field Agency Supervisors/Preceptors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score a 4 ≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Code of Ethics Assignment)	
Dimension(s) assessed:	Values and Cognitive & Affective Processes
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 2: Engage Diversity and Difference in Practice Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Diversity Activity/Reaction Paper)	

Dimension(s) assessed:	Values, Cognitive and Affective Processes
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score a 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Human Rights Presentation & Poster)	
Dimension(s) assessed:	Knowledge, Values, Skills, and Cognitive & Affective Processes
When/where students are assessed:	Campus Community
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency

Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Request for Proposal Assignment)	
Dimension(s) assessed:	Knowledge, Values, Skills
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 5: Engage in Policy Practice Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Social Policy Research Paper)	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive & Affective Processes
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Shadowing Experience)	

Dimension(s) assessed:	Knowledge, Values, Cognitive & Affective Processes
When/where students are assessed:	Community
Who assessed student competence:	Faculty/Shadowing Supervisor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #1: (Field Evaluation)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #2: (Process Recording and Video)	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #1: (Field Evaluation)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

Assessment Measure #2: (Final Presentation of Lab Project)	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes

When/where students are assessed:	Core Courses/Classroom/Community
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #1: (Field Evaluation)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Dimension(s) assessed:	Skills, Values, Behaviors, Knowledge, Cognitive/Affective Processes
When/where students are assessed:	Classroom/Field
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	80% of students will score a 4 ≥ or 80%≥ for each competency
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%
Assessment Measure #2: (Social Service Agency/Venue Analysis)	
Dimension(s) assessed:	Knowledge, Skills, Cognitive & Affective Processes
When/where students are assessed:	Core Courses/Classroom
Who assessed student competence:	Faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will score an 80%≥
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80%

National Association of Social Workers (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly

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.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 should take measures to care for themselves professionally and personally. 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

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 Competence

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social Workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction); recognizing clients as experts of their own culture; committing to life-long learning; and holding institutions accountable for advancing cultural humility.

(d) Social workers should obtain education about and demonstrate understanding of 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.

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. 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 semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw 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.

Code of Ethics: English