BSW Student Handbook

Department of Social Work

Campus Box 7639
North Carolina State University
Raleigh, NC 27695
Tel: 919-515-2492
Fax: 919-515-4403
http://socialwork.chass.ncsu.edu/
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<th>Category</th>
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<tr>
<td>English</td>
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CHAPTER 1: GENERAL INFORMATION

Introduction

The Department of Social Work has compiled this handbook to provide you with information about the Department of Social Work and answer the most common questions students have about the BSW degree. It is designed to complement advising, not replace it. This handbook does not replace the North Carolina State University Undergraduate Catalog. Please remember that you are responsible for referring to that catalog for official information regarding University policies and requirements.

The Department of Social Work is located at 10 Current Drive in the 1911 Building. The administrative office is located at this address in Room 205, and classes are held throughout the NC State campus.

We encourage you to take advantage of the Social Work faculty’s willingness to consult with you regarding academic and professional matters. An ongoing relationship with a Social Work faculty advisor will prove invaluable as you work to complete your degree requirements.

North Carolina State University Non-discrimination Statement

It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Accordingly, the university does not practice or condone unlawful discrimination in any form against students, employees or applicants on the grounds of race, color, religion, creed, sex, national origin, age, disability, or veteran status. Nor does the university allow discrimination on the basis of sexual orientation, with respect to internal university matters that do not contravene federal or state law and that do not interfere with the University’s relationships with outside organizations, including the federal government, the military, ROTC, and private employers.

The Profession of Social Work

A bachelor’s degree in social work (BSW) degree is the most common minimum requirement to qualify for a job as a social worker. BSW graduates are prepared to work effectively with individuals, families, groups, communities, and organizations. Both public and private agencies employ BSW graduates to provide services to individuals, families and groups. Some BSW social workers are involved in organizational planning and management.

Although a bachelor’s degree is sufficient for entry into the field, an advanced degree has become the standard for many positions. A master’s degree in social work (MSW) is required for clinical work in the mental health field and is often required for positions in health settings. Supervisory, administrative, and staff training positions usually require a master’s degree. College and university teaching positions, and most research appointments, normally require a doctorate in social work (DSW, Ph.D. or Ed.D.).
### Examples of settings that employ BSW graduates

- aging services  
- child and adult day care centers  
- children and youth services  
- correctional facilities  
- disability services agencies  
- domestic violence programs  
- head start programs  
- home care agencies

- homeless shelters  
- hospices  
- income maintenance programs  
- nursing homes  
- public health agencies  
- residential treatment programs  
- substance abuse programs  
- training/vocational centers  
- vocational rehabilitation agencies

### Professional Organizations

We encourage all social work students to join the National Association of Social Workers (NASW). NASW offers students who have matriculated into an accredited social work program reduced membership rates. BSW students who maintain continuous membership after they graduate can receive a transitional member rate for up to two years. For more information: [http://www.naswnc.org/](http://www.naswnc.org/). In addition, student members are eligible to apply for the Toby Brown Award, a $1,000 award made to a student who is a NASW member in a CSWE-accredited program, who demonstrates excellence in academics, field, and involvement with the student social work organization on campus.
CHAPTER 2: THE BSW PROGRAM

The Bachelor of Social Work (BSW) Program at North Carolina State University is fully accredited by the Council on Social Work Education (CSWE), the official accrediting agency for social work education programs in the U.S. Accreditation certifies that the North Carolina State University BSW program meets or exceeds national standards for number and quality of faculty, curriculum content and learning goals, quality of field experience, library holdings, etc.

The Social Work faculty is committed to helping all entering students review career goals and objectives to ensure that students meets minimum academic standards, have goals and objectives compatible with the major, and understand the profession of social work’s philosophy, value base, and fields of practice. The admissions procedure and application to the professional sequence are intended to strengthen students’ certainty about career choice and to enhance their focus and sense of purpose in curriculum planning. Considering these factors at the beginning and throughout the student's career at N.C. State University will maximize the student's potential for successful completion of degree requirements. Once students have met the minimum requirements they can apply for the professional sequence of the degree program.

BSW coursework involves the study of social welfare programs and policy, human behavior and the social environment, research, and the knowledge, skills, and values necessary for social work practice. The curriculum requires every student to complete courses in these areas, and our faculty has been selected for strength in one or more of these academic areas.

The program also includes extensive opportunities for students to work in social agencies, developing professional skills and exercising professional judgment under the supervision of faculty and specially selected field supervisors. The North Carolina State University Department of Social Work has an association with social agencies and supervisors throughout the state. These agencies include public schools, family and child service programs, services for the aging, correctional programs for adults and juveniles, mental health providers, child abuse and neglect programs and county departments of social services.

**BSW Program Mission Statement**

Consistent with the NC State University’s mission and the Council on Social Work Education’s accreditation requirements for baccalaureate social work education programs, the BSW program’s mission is to prepare students for entry-level professional generalist practice with diverse populations in urban and rural areas of North Carolina. The program provides students with the knowledge, values, and skills to respond competently to (1) the service needs of diverse client populations and (2) the contexts that shape the needs of clients and service delivery systems throughout the state. The program uses a framework that emphasizes human and social well being.
through the provision of social work services that advance human rights, social and economic justice, and empower individuals, families, groups, and communities that experience oppression and discrimination.

**Admission to the Major**

Students may declare the social work major (1) as entering freshmen, (2) by changing to social work from another major, or (3) when they transfer to NC State from another college or university. At the time students declare the social work major, the university admits them to the major and notifies the Department of Social Work, which assigns them a faculty academic advisor. Students should meet with their academic advisor to discuss the criteria and procedures to apply for the professional sequence.

**Transfer Credit**

Social work transfer credits from a CSWE-accredited program are reviewed on a case-by-case basis. Students should consult with their advisor about transfer credits. In accordance with the CSWE standards, students cannot receive academic credit based on life and work experience.

**Application to the Professional Sequence**

The application to the professional sequence is different from being admitted to the major. Admission to the professional sequence refers to the Department of Social Work’s process for accepting students into the professional degree program. To be accepted, students must complete an application. The Social Work faculty uses this application to assess each student’s suitability for pursuing a degree in social work. *Students must successfully matriculate before they can enroll in social work practice and field courses.*

Deadlines for the application are announced on the social work listserv each semester. To be admitted to the professional sequence in the BSW program at North Carolina State University, all students must:

1. Have an overall GPA of 2.5 or better
2. Complete, with a grade of "B-" or better, two of the following courses: SW 201, 290, 310, 312
3. Submit the completed *Application to the Professional Sequence* by the posted due date

On occasion, the BSW faculty may schedule a personal interview with a student to clarify information the student has provided on the application.

For additional information, an application for admission to the university, or a catalog describing the BSW program, call the Undergraduate Admissions Office at (919) 515-5971, see the NC State Department of Social Work undergraduate web page at: [http://socialwork.ncsu.edu/undergraduate/bsw.php](http://socialwork.ncsu.edu/undergraduate/bsw.php), or write the Undergraduate Admissions Office at:
You may also find the information you need by visiting the Undergraduate Admissions website at:  http://admissions.ncsu.edu/

For specific questions about admission to the BSW program, contact the Coordinator of Undergraduate Advising.

**Academic and Professional Advising**

Student academic success and graduation are priority concerns of the Department of Social Work at North Carolina State University. We believe that when students establish good working relationships with their advisors, that helps to assure both of these goals. Your advisor can help you explore career options within the social work profession, help you network with professionals in the community who can assist you in realizing your goals, and can provide information and resources to you to help with your job search or graduate school application.

A first contact for many students who come into the Social Work Department is the Coordinator of Undergraduate Advising. The Coordinator is available to meet with majors, prospective majors, or students who are considering a minor in social work to review curriculum requirements, course scheduling, and to develop a preliminary graduation plan that reflects all course requirements, semester by semester, to assure graduation. Students can contact the Department of Social Work for referral to the Coordinator at:

http://socialwork.chass.ncsu.edu/faculty_staff/index.php?group=administrators

Each student who becomes a social work major is assigned an academic advisor. This advisor may be the Coordinator of Undergraduate Advising, or it may be one of several other faculty who teach in the BSW degree program. If you do not know who your advisor is, look at the Degree Audit page of your MyPack Portal site.

Contact your advisor early in the semester and set up a time to meet with her/him to begin working toward graduation. If you have already developed a graduation plan, bring it with you to your advising session. If you don’t have a plan, allow enough time with your advisor to develop one. Once you and your advisor agree on a plan, enter it into the Degree Planner page at the MyPack Portal site.

After your first semester at the university, you will need to meet with your advisor each semester to review your progress toward the BSW degree, to adjust the graduation plan as needed, and to have the registration hold released so that you can go online and
enter your course schedule for the next semester. If you make changes to the graduation plan, be sure to enter them on the Degree Planner page at MyPack Portal. During the advising sessions, you and your advisor can also talk about your career goals, graduate school, getting involved with student organizations, or networking with professionals in the community.

Always check back over the work you and your advisor do each session to make sure that everything is in the right place on the plan, that all requirements are listed on the plan, that a course is actually offered in the semester you need it, and to make sure that everything adds up to the right number of credits needed to graduate. If something doesn’t look right, email your advisor with your question or concern. There are a variety of resources available to you to check this work. One of them is Advising Central, the online advising resource for the university: http://advising.ncsu.edu/.

From time to time, degree requirements change. If degree requirements change while you are a social work major, you will have an option to stay with the requirements in place when you became a major or to move to the new requirements. Talk with your advisor about the best option for you. Current information on the degree requirements and the advising worksheet for the BSW can be found at: http://socialwork.ncsu.edu/undergraduate/bsw.php
CHAPTER 3: POLICIES AND PROCEDURES

Accommodations for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office, at the Student Health Center, Campus Box 7509, 515-7653, http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities at: http://policies.ncsu.edu/regulation/reg-02-20-01

Academic Integrity

Strict standards of academic honesty will be enforced according to the university policy on academic integrity. Students are required to write and sign the following honor pledge on all examinations and assignments handed to the instructor:

   I have neither given nor received unauthorized aid on this exam or assignment.

When a student signs the NCSU honor pledge on any test or assignment, it means that he or she has neither given nor received unauthorized aid. Consult the following website for further details: http://policies.ncsu.edu/policy/pol-11-35-01

Grievance Procedures for Undergraduate Students

Most problems encountered by undergraduate students can be resolved through communication between the student and advisor. If a matter arises that cannot be resolved to the student’s satisfaction within the department, the student may follow NC State Undergraduate Grievance Procedures. A formal grievance resolution process must be initiated within 60 days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the Dean or Vice Chancellor with jurisdiction over the grievance, if the grievant makes the request for extension within the 60 day period, for good cause shown (e.g., an active effort at informal resolution at the departmental level, college level, or Office for Equal Opportunity). NC State Grievance Procedures that can be found at: http://policies.ncsu.edu/regulation/reg-11-40-01

Sanctions for Reasons of Academic or Professional Performance

To be in good academic standing an undergraduate student must maintain a GPA of 1.8 or above for the first 59 credit hours, and a GPA of 2.0 or above for 60 or more credit hours. In addition, to complete a degree in social work, a student must earn a C- or better in all social work courses. Students must be in good academic standing in order to be eligible for field placement. Field placement occurs during the student’s last semester. Grades of incomplete should be removed before beginning field placement.
Academic Warning, Suspension, and Probation

Students may be suspended or placed on probation by the University. More detailed information regarding Academic Warning, Academic Suspension, and Academic Probation can be found in the University Policies, Regulations, and Rules, which are available on the web at: [http://policies.ncsu.edu/policy/pol-11-35-01](http://policies.ncsu.edu/policy/pol-11-35-01)

Termination

Students can be terminated from the BSW Program at any point of their enrollment in the Department of Social Work based on issues of student misconduct and/or poor academic or unsatisfactory professional performance.

Student Misconduct

The primary purpose for discipline in the University setting is to protect the campus community. Consistent with that purpose, reasonable efforts will also be made to foster the personal and social development of those students who are held accountable for violations of University regulations.

For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the NC State Code of Student Conduct at: [http://policies.ncsu.edu/policy/pol-11-35-01](http://policies.ncsu.edu/policy/pol-11-35-01)

Academic and Professional Performance

The Department of Social Work’s commitment to the profession obligates it to evaluate students’ fitness to enter the profession. The Department of Social Work consults with the Office of Student Conduct ([http://www.ncsu.edu/stud_affairs/osc/](http://www.ncsu.edu/stud_affairs/osc/)) about issues of academic and professional performance and makes recommendations regarding students whom it refers to that office.

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<tr>
<th>Academic and professional performance concerns include, but are not limited to, the behaviors listed below:</th>
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<td>• Failure to meet or maintain department or university academic requirements</td>
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<td>• Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records</td>
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<td>• Unethical professional behavior in violation of the current National Association of Social Workers (NASW) Code of Ethics</td>
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<td>• Any threat or attempt to harm oneself or someone else</td>
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<td>• Discriminatory behavior or harassment toward others that is unlawful or inconsistent with the professional standards for social work, including</td>
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discrimination based on dimensions of diversity and difference

- Commission of a criminal act that is contrary to professional standards, occurring during the course of study or occurring prior to admission to the department and becoming known after admission

- A pattern of unprofessional behavior such as inability to accept appropriate evaluation/feedback from field instructor/supervisor/faculty or to modify unprofessional behaviors as requested, habitual tardiness to class or to an agency, habitual unexcused absences from class or from an agency,

- Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

The most effective mechanism for dealing with academic and misconduct issues at NC State is to employ the resources of the university’s Office of Student Conduct. On occasion, issues arise that are beyond the scope of the Office of Student Conduct. The Department has developed policies and procedures for reviewing such cases; these are the same policies and procedures that apply when the Office of Student Conduct sanctions a student. In either of these situations, the department’s Student Affairs Committee Chair may appoint a panel to review the issue or, in the case of students sanctioned by the Office of Student Conduct, their fitness to remain in the program. The review process includes:

**Review Procedure:**

1. The Student Affairs Committee Chair will consult with the Office of Student Conduct, which may elect to review the case. Office of Student Conduct procedures are available on the web at: [http://www.ncsu.edu/student_conduct/](http://www.ncsu.edu/student_conduct/)

2. If the Office of Student Conduct refers the case back to the Department, and the Department decides to institute disciplinary action on the case, a meeting will occur.

3. The Student Affairs Committee Chair will appoint a Student Affairs panel of no fewer than 3 faculty members, including the student’s advisor, to meet with the student and review the concern. The Chair shall notify the student and panel members of the meeting date and time. Notification of the meeting must be provided to the student at least seven (7) business days prior to the date of meeting. The notification must include a copy of the faculty concern and a copy of the Review Procedure.

4. The student has the option to submit a written response to the panel. If the student chooses to submit a written response, the response must be submitted no later than three (3) business days prior to the meeting.
5. At least five (5) business days before the meeting, the student must inform the Student Affairs Committee Chair, if s/he intends to bring an observer and must provide the observer’s name at that time.

6. The Student Affairs panel will meet with the student to review and hear the concern. The meeting procedure will include a statement of the concern, and the student’s response. After this meeting the panel will meet privately to reach a recommendation on the matter. The Student Affairs Committee Chair will document for the record the concerns, the student’s response to the concerns, a summary of the meeting, and the panel’s recommendation(s). A copy of this document will be given to the Social Work Department Head, the student, and be placed in the student’s file.

7. The Student Affairs Committee Chair will keep the Department Head informed of the status of situation.

8. The Student Affairs Committee Chair will inform the student of the panel’s decision, which could include one or more of the following actions:

   • Continue the student in the program with no departmental conditions. In these situations, the concern has been addressed and no further action is required.

   • Continue the student in the program with one or more of the following:
     - oral or written disciplinary warning or reprimand documented in student’s record;
     - documentation of misconduct in student’s record;
     - departmental sanctions tailored to prevent and/or avoid the recurrence of the prohibited conduct.

   • Continue the student in the program with formal conditions. In these situations, specific conditions must be met in order for the student to remain in the program. Such action may include:
     - establishing goals, a plan, a timeline, and appropriate monitoring;
     - providing mentoring and support;
     - placing the student on probation and monitoring the student during the probationary period;
     - referring the student to counseling and/or advising services;
     - allowing the student to follow a reduced course load or delay entry to the field practicum;
- requiring the student to withdraw from the program with the option of reapplying; or
- completing a one-year suspension from the program.

- Discontinue student from the program.

**Appeal Procedure:**

1. Students who wish to appeal the panel decision must contact the Department Head in writing within thirty (30) business days of receipt of the panel's decision, state the grounds for appealing the panel’s decision and/or action(s), and provide any additional information that the panel did not previously consider.

2. The Department Head will review the materials and may take the following action:
   a. deny the appeal if the panel did not violate departmental or university rules.
   b. request that the panel review the matter further if additional information is presented

3. If the panel, after a second review, comes to the same decision, the initial panel decision will stand.

4. The student has the right to appeal in accordance with NC State Undergraduate Grievance Procedures that can be found at: [http://policies.ncsu.edu/regulation/reg-11-40-01](http://policies.ncsu.edu/regulation/reg-11-40-01)
CHAPTER 4: NC STATE UNIVERSITY STUDENT SERVICES

Writing and Speaking Tutorial Services

The Department of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association* (6th ed., 2009) that is available at most bookstores. The following website provides additional information on APA style: [http://www.apastyle.org/apa-style-help.aspx](http://www.apastyle.org/apa-style-help.aspx). Make this a hyperlink.

If you have difficulty with writing, you can get help from NC State’s Writing and Speaking Tutorial Services. They offer free one-on-one consultations with experienced tutors who can help with all levels and stages of writing. There are six locations on campus that offer drop-in services. For more information, call 513-4187 or go to: [http://www.ncsu.edu/tutorial_center/writespeak/](http://www.ncsu.edu/tutorial_center/writespeak/)

NC State Library Services

NC State University has a major research library system. The library has a collection with over three million books. It has nearly 69,000 books associated with social work according to the Library of Congress classification system, 59 social work journals, and social work reference materials. Access to other social work resources is available locally through an expedited interlibrary loan services (TripSaver) and elsewhere through regular interlibrary loans. The library has a media resource room with video tapes relevant to social work and space for classes’ viewing videos. The Social Work Department has a collection of its own videos and some volumes.

The library has a range of resources that assist with locating materials. These include an on-line catalog, e-mail service for information on circulation of materials, and computerized library search services. The library also has an Assistive Technologies Center to help people with disabilities. The library’s electronic reserves system facilitates students’ access to assigned materials. The department has two designated library liaisons: one for collection development and the other for research and information services. On request, library representatives provide in-class instruction to social work students on use of library resources and the collections librarian develops web sites for classes. Please visit the library web page at: [http://www.lib.ncsu.edu/departments](http://www.lib.ncsu.edu/departments) for additional information.

NC State ID Cards

NC State University's AllCampus Card program provides an ID card that provides access to services and facilities such as the gym and library, enables you to make purchases at campus locations and to eat meals at University Dining locations. NC State University has a partnership with Wachovia Bank that allows you to add banking services to the NC State AllCampus Card if you choose. The AllCampus Card is
Parking on Campus
Parking permits are required for campus parking between the hours of 7:00 a.m. and 5:00 p.m. Your car must display the appropriate parking zone permit on the bottom of the passenger-side windshield unless parked at an activated parking meter or in an hourly pay lot. Permits are available for open sale beginning in early July. Your nine-digit student ID is necessary to complete the purchase process. Parking permits are sold based on the number of credits and the availability of parking spaces. Summer permits are available for online sale beginning the first Monday in May. Summer permits are prorated and valid for the entire summer. Transportation does not sell permits for individual summer sessions. For additional information about parking on campus, please go to the following website: http://www2.acs.ncsu.edu/trans/parking/permits/student/index.html

Adverse Weather Policy
NC State University never really “closes” during adverse weather; as reported on the website, a certain level of essential services must be provided. The Chancellor or Provost makes public announcements for delay and closing decisions. Faculty and staff members, as well as students, are responsible for regularly assigned duties. Everyone is urged to take precautions when coming to campus. Faculty members, taking actual conditions into consideration, should make reasonable efforts to conduct classes. If a class meets, students who are absent will be allowed to make up work. During adverse weather events and other emergency conditions when the university’s schedule is altered, operational status will be available through news media outlets, university voice mail, and Internet. Call 919-513-8888 for the status of university closings. The closing of state government offices does not apply to the university. The university’s adverse weather policy is available at: http://www.ncsu.edu/human_resources/benefits/leave/adverseweather.php

Getting Online at NC State
All NC State students automatically receive a Unity computing account. This account provides students with access to many online and IT resources, personal NCSU online file space and web publishing privileges, access to computer labs, email services, and more. New students receive a Unity ID at NC State’s New Student Orientation. You can also find out your login ID by calling the NC State Help Desk at (919) 515-HELP (4357) or email at help@ncsu.edu. An online Unity guide is located at http://oit.ncsu.edu/n/welcome-ids-accounts.
CHAPTER 5: BSW PROGRAM REQUIREMENTS

http://www.chass.ncsu.edu/docs/keypoints11.pdf

To graduate with a Bachelor of Social Work degree (BSW) students must earn a minimum of 121 credit hours. At least 24 of the last 30 hours of credit must be earned in residence at North Carolina State University. A 2.0 average or higher is required for graduation. A student’s coursework must include the following:

General College of Humanities and Social Sciences (CHASS) and University General Education Program (GEP)

Mathematical Sciences (6 credits)
The mathematics requirement may be met by passing one semester of college mathematics and ST 311. Recommended are MA 103 or 105; however, students may also select from other MA courses. (NOTE: MA 101 will not satisfy these requirements in any part nor does it count as credit towards graduation.)

Natural Science (7 credits)
Students may choose from the following BIO courses AND take at least one lab course:
  BIO 105/106, 181, 183 or 212
And must choose one 3-credit course from:
  NTR 301 or GN 301

English (4 credits)
ENG 101 is a 4-credit hour class and must be completed with a grade of C- or better.

Humanities (15 credits)

  History
  Two 200-level courses are required, one each from Groups I and II.

  GROUP I: Pre-industrial or non-Western societies:

  GROUP II: The United States, England or post-industrial Western societies:

    See course lists at:
    http://www.chass.ncsu.edu/docs/keypoints11.pdf
Literature
Two literature courses, one from Group I and one from Group II. One course may not satisfy both requirements.

GROUP I:

GROUP II:

See course lists at:
http://www.chass.ncsu.edu/docs/keypoints11.pdf

Philosophy
Three hours of philosophy are required. Choose from the GEP list.

See course list at:  http://oucc.ncsu.edu/gep-humanities

Social Sciences (12 credits)
The social science requirement of twelve hours includes one 200-level SOC course; one 300- or 400- level ANT or SOC course; ANT 252; Psychology 200.

Additional Breadth (3 credits)
Students must choose from the GEP course lists for Mathematics or Natural Sciences.

http://oucc.ncsu.edu/gep-add-brdth

Interdisciplinary Perspectives (5 credits)
Students must take 5 credit hours from the following GEP course list for this category: http://oucc.ncsu.edu/gep-ip-course

Physical Education (2 credits)
All undergraduate students are required to complete the Fitness and Wellness Requirement (one course at the 100-level) and one additional credit hour of PE from the GEP course list for this category.

http://oucc.ncsu.edu/gep-pehl-courses

Foreign Language (3 credits)
University General Education Requirement: Upon admission to NC State, all students who have earned a grade of C (77) or better in each of two years of high-school study of the same language [beginning w/ incoming class of Fall 2006 - students admitted prior to this - 2 years w/ a B (85) in each year or 3 years
w/ a C in each year] are notified during New Student Orientation and will receive a notation on their Automated Degree Audit (ADA) stating that they have met the university foreign language proficiency requirement – the “equivalent” of FL 102 / FL Elementary II – as “FL* 100 High School *** PF.” This notation does not mean that students may enroll directly into FL 201, which is the minimum college requirement for CHASS and COM.

In order to be sure that students have the prerequisite knowledge for FL 201 or above, students in these colleges are required to take the FL placement test during New Student Orientation if they have not taken the SAT II test, the AP, or IB test in foreign languages. Note: B.S. in CHASS follows FL 102 Proficiency Requirement [see below for further details].

Students who receive a notation of proficient in FL at the high school level, and then place into the FL 101 level on the NC State placement exam, can continue in the same language as the one studied in high school, but will receive no credit towards graduation for FL 101. Credit hours toward graduation will be given for FL101 if: the language was not taken by the student in high school, the student has met high school proficiency in another language, and is not the student’s native language. The department offers sixteen languages from which to choose.

Please note that students may take the placement test in a given foreign language only once. They may not take the test in a given language if they have already taken a course in that language at NC State. If students try to take the exam a second time, or try to take the exam after they have taken an FL course, or misrepresent their placement information in any way, it is a violation of NC State’s Code of Student Conduct. If a student feels that s/he has placed too low or too high, please direct this concern and other questions regarding placement to the Associate Department Head, Dr. Dudley M. Marchi, Department of Foreign Languages and Literatures, dmm@ncsu.edu.

TAKING THE PLACEMENT TEST - COMPUTERIZED PLACEMENT TESTS:
The placement tests are offered M-F from 8-5 in the Foreign Language Technology Center (Old Laundry Building, near Poe Hall, at the corner of Current and Stinson). The test takes approximately 25-30 minutes. A lab assistant will set you up and print your test score.

* FLS 110 / FLF 110 are accelerated courses which fulfill the FL 102 requirement. These courses are for the student who has had at least 1-2 years of previous study and would like a refresher of the FLS 101 / FLF 101 material before completing the FLS 102 / FLF 102 material. They are not for the student who has not previously studied Spanish or French. The time commitment outside of class is significant.

Keep your score printout until you have finished your FL courses.
+ FLS 210 [25-32 / 326-396] is an accelerated course which fulfills the FLS 201 requirement. It is not for students who have only completed FLS 101, but for those who would like a refresher of the 102 material before doing the 201 material. The time commitment outside of class is significant.

Native speakers of languages other than English do not take the NC State Placement Test and do not receive credit for FL 101-202 in their native language. They do, however, fulfill the foreign language proficiency requirement, as well as the foreign language requirement for CHASS and COM and can receive certification [no credit awarded] by visiting the Associate Department head during fall and spring semester office hours. The student will then need to consult with his/her advisor to choose a course that replaces the three credits required on the ADA for FL 201.

The Foreign Language Department does not offer Credit by Exam for any one-hundred or two-hundred level courses.

Students interested in other languages taught by the FL department (Arabic, Farsi, Greek, Hebrew, Japanese, Chinese, Hindi, Urdu, Italian, Portuguese, or Russian) should consult the FLL home page in order to arrange a meeting with the appropriate language instructor. A non-computerized placement test will be administered. For students beginning a new language, they should register for FL* 101.

Transfer students are required to take the placement exam if they have not fulfilled their language requirement to ensure the appropriate level of study.
**Arts and Letters (3 credits)**

Students must take one course from the Arts and Letters.

See course lists at:  [http://www.chass.ncsu.edu/docs/keypoints11.pdf](http://www.chass.ncsu.edu/docs/keypoints11.pdf)

**GEP/CHASS credit hours completed: 60 hours**

**GEP Co-Requisites (6 credits)**

U.S. Diversity co-requisite (USD) The student must use 1 free elective course to meet this requirement. Choose the course from the GEP course list for this category.

[http://oucc.ncsu.edu/gep-usd-course](http://oucc.ncsu.edu/gep-usd-course)

Global Knowledge co-requisite (GK) The GEP requirement for this course is met if the student takes ANT 252 in the Social Sciences credits or participates in the Summer Program in Guatemala.

[http://oucc.ncsu.edu/gep-gk-course](http://oucc.ncsu.edu/gep-gk-course)

**Required Social Work Courses (46 credit hours)**

Council on Social Work Education (CSWE) accreditation standards mandate that students cannot receive credit for any social work course based on life and work experience. In addition, admission to practice and field courses is limited to social work majors who are admitted to the professional sequence of the program via an application process. **Total credit hours required for a BSW degree: 121.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW 201 Community Social Services (4 credits)</strong></td>
<td><strong>Offered in Fall and Spring</strong> This course, the basis for all other social work courses, provides an introduction to generalist practice and an overview of social work practice in a variety of settings. Successful completion of this course is a prerequisite for all advanced SW courses. This course is designed to acquaint students with social services typical of most American communities: what they are, who uses them, their impact, who pays for them, and who works in them. 40-hour pre-professional placement required, intern liability insurance required. Transportation to and from agency and/or community settings is the responsibility of the student.</td>
</tr>
</tbody>
</table>

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SW 290 The Development of Social Welfare and Social Work in the U.S. (3 credits)

Offered in Fall and Spring This course reviews the major policy and program developments in American social welfare and the emergence and development of professional social work. Emphasis will be on the socio-cultural context of policy and programs, and the ideas and ideals that shape social welfare. In addition, the basic elements of social policy development will be considered. This course provides the history, mission, philosophy, and evolution of social welfare policies and services that form the foundation of social welfare, particularly as they relate to poverty, racism, and efforts to address the needs of oppressed and marginalized populations.

SW 300 Research Methods in Social Work (3 credits)

Offered in Fall and Spring Prerequisite: Social Work Majors or Social Work Minors, ST 311 Course provides an overview of the principles and methods of basic social work research. Substantive research knowledge, quantitative and qualitative research methodology are highlighted. Research ethics within the context of social work purposes and values are emphasized. Course exposes students to how high quality research in social work is designed and conducted and how it can assist in making important decisions about the design and implementation of projects, programs, and policies that address the social needs of diverse groups.

SW 307 Social Welfare Policy: Analysis and Advocacy (3 credits)

Offered in Fall and Spring Prerequisite: SW 290 Course enables students to understand the processes by which social welfare policies are developed and implemented as well as the ways in which people can intervene to affect these processes. Students have the opportunity to review recent developments in national and state social welfare policies and programs in major areas such as poverty, welfare, social security, housing, health and mental health care, and child welfare. The course focuses on the development of students’ policy analysis and advocacy skills.

SW 310 Human Behavior Theory for Social Work Practice (3 credits)

Offered in Fall and Spring Prerequisite: SW 201 Designed to introduce theory regarding human life/development for students intending to practice social work. Students learn to recognize ways in which diversity characterizes and shapes the human experience and is critical to the formation of identity, the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power. Course surveys major theoretical frameworks and normative developmental variations. Students learn to apply these theories and knowledge from the liberal arts to understand biological, psychological,
social, cultural, and spiritual development. Transportation to and from agency and/or community setting is the responsibility of the student.

**SW 312 Multicultural Social Work (3 credits)**

*Offered in Fall and Spring*  
Course prepares students to work with diverse groups of people locally and globally defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age and religion. Emphasis is placed on defining and developing skills for culturally competent social work generalist practice with these populations through students' self-examination, experiential learning, and critical reading of class material. This course helps students develop competencies in critical self-reflection, multicultural values and ethics, knowledge, awareness and skills in a variety of ways so that they can work against manifestations of social injustice. Students are expected to provide their own transportation as needed.

**SW 320 Social Work Practice I (4 credits)**

*Offered in Fall and Spring Social Work Majors only, and a prerequisite or co-requisite of SW 310, C- or better*  
First of a three-course sequence. Practice I presents the generalist social work practice method and focuses on interviewing skills, engaging clients in the helping process, and integrating theory and social work practice. It addresses ethical and professional standards and emphasizes understanding and applying systems and ecological frameworks to practice situations. It examines strengths-based assessment, the phases of the helping relationship, and the dynamics of change in interpersonal helping relationships, within a framework of human rights, social justice, and diversity. 40-hour preprofessional placement required; intern liability insurance required. Transportation to and from agency and/or community settings is the student's responsibility.

**SW 405 Social Work Practice II (4 credits)**

*Offered in Fall and Spring Social Work Majors only, Prerequisite SW 320, C- requisite: SW 480/SW 408*  
Second of a three-course sequence (Practice I, II, and III). Practice II examines generalist social work roles and techniques with families and groups. Building on the foundation interviewing and engagement skills presented in Practice I, it focuses on assessment, planning, and intervention with individuals, families and small groups within a framework of human rights, social justice, and diversity. 40-hour preprofessional placement is required, intern liability insurance is required. Transportation to and from agency and/or community settings is the student's responsibility.
SW 408 Social Work Practice III (3 credits)
Offered in Fall and Spring Social Work Majors only, prerequisite SW 320, Co-requisite: SW 405, SW 480, C- or better
Course prepares students for practice will organizations, communities, policy structures, and institutions that are viewed as both tools and targets for change efforts. Course emphasizes multiculturalism, diversity, and social justice in relation to social systems. It is designed to provide social work practitioners with the means to help organizations and communities empower themselves to make change through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques. Transportation to and/or from community settings is the responsibility of the student.

SW 480 Preparation for Field Work (1 credit)
Offered in Fall and Spring Social Work Majors only, SW 320, Co-requisite: SW 405, SW 408
Introduction to aspects of field placement process and necessary skills for a successful internship. Course covers field application, field interview, ethical practice, documentation, supervision and learning contract.

SW 490 Field Work in Social Services (12 credits)
Offered in Fall and Spring Social Work Majors only, prerequisites SW 405, SW 408, SW 480, C- or better
Supervised placement in a social service organization; demonstration of CSWE core competencies and professional practice behaviors. Weekly integrative seminar. Intern liability insurance required. Students are expected to provide their own transportation to the internship site.

Social Work Elective Courses (3 credit hours required for degree)

SW 412 Social Work in Schools (3 credits)
Offered in Fall and Spring Prerequisite: Nine credits in Social Work courses, including SW 320 Models and roles relevant to school social work practice. Cooperative work with school personnel in the identification, prevention and treatment of social, emotional and behavioral problems of children and interventive techniques with parents and community groups. For individuals preparing for social work practice in the public schools and for school social workers seeking licensure.

SW 413 African American Families: History, Tradition, and Community (3 credits)
Offered in Spring Only, Offered Alternate Odd Years Prerequisite: Sophomore standing
Characteristics, traditions, history and strengths of
African American families and their relationship to other social institutions, social advocacy and social policy development. African-centered worldview and relevant theory pertaining to best practice with African American families.

**SW 414 Social Work Practice in Health Care (3 credits)**

*Offered in Fall and Summer, Offered Alternate Even Years Prerequisite: SW 201*  
Practice skills and knowledge required of social workers in health care settings. Multi-disciplinary team work in health care. Social components of major illnesses and disabilities, including prevention and rehabilitation. Emotional, cultural, economic and social factors in health and illness. Health needs of specific population groups.

**SW 415 Child Welfare (3 credits)**

*Offered in Spring and Summer Prerequisite: SW 201*  
Generalist perspective on the practice of public child welfare. History of child welfare, practices in child welfare, and current trends in child welfare programs. Skills needed to practice in child protective services, adoption, and foster care with specific attention to the North Carolina child welfare system. Application of cultural diversity and cultural competency integrated throughout as it relates to child welfare issues.

**SW 416 Addiction Recovery and Social Work Practice (3 credits)**

*Offered in Fall and Spring Prerequisite: SW 310*  
Knowledge and skills in identifying Alcohol and Other Drugs (AOD) problems, screening, assessment, intervention, referral, and prevention: history of AOD problems and treatment, AOD classification, effects and signs/symptoms of AOD, models of addiction, diversity, assessment, diagnosis, intervention, treatment modalities, mutual-help groups, family dynamics, prevention, and ethical considerations. Students cannot receive credit for both SW 416 and SW 516.

**SW 417 Social Work and Aging (3 credits)**

Physical, psychological, social, and cultural theories of the aging process as it relates to social work practice, social policy, and services for working with older adults and their families. Emphasis on mental and physical well-being, diversity, social and economic justice, intergenerational issues, policy and programs. Credit is not allowed for both SW 417 and SW 517.

**SW 420 The Legal Aspects of Social Work (3 credits)**

Legal environment of the social work profession. Relationships among legal processes, the delivery of social work services and client problems.
SW 440 International Learning Experience in Social Work (6 credits)

Offered in Summer A seven week learning experience in Guatemala. Through this course, the student will develop a global perspective of social welfare and social work practice, will learn about the people and culture of the Lake Atitlan area of Guatemala, will learn the variety of resources available in response to social need, and will enhance or develop Spanish language competence. All costs associated with learning opportunities and activities for this course are included in the cost of the program.

SW 495 Special Topics in Social Work (3 credits)

Offered in Fall, Spring, Summer Detailed investigation of a topic in social work. Topic and mode of study determined by faculty member.

SW 498 Independent Studies in Social Work (1-6 credits)

Offered in Fall Spring Summer Prerequisite: Junior standing or Senior standing, Social Work Majors or Social Work Minor, Nine credits in social work courses Independent or small group study of a social work practice or social welfare area.

For additional information on graduation requirements see: http://www.chass.ncsu.edu/docs/keypoints11.pdf

Application to the Professional Sequence

The Department of Social Work has an internal process in place to assure that each student who graduates from the department has the potential to be a professional social worker.

Any student can designate social work as the major, but all social work majors must go through a process to be accepted into the professional degree program of the department. We call this process application to the professional sequence.

Every student with a social work major must be accepted to the professional sequence in order to enroll in the practice classes (SW 320, SW 405, and SW 408) and in field placement classes (SW 480 and SW 490).

Our accrediting body, Council on Social Work Education, requires that each BSW program have a process in place that assesses the goodness of fit between each major and the social work profession. We want to assure that we carry out our obligations as professional social workers and as social work educators to assess each major’s ability to understand and abide by our professional Code of Ethics. The application process provides each major with the opportunity to
discuss social work values and ethical principles in relation to their personal values and beliefs and to demonstrate that they can abide by professional ethics.

You and your advisor will discuss the application process, the requirements, the application, and the best time for you to apply. Application packet due dates are posted on the social work listserv each semester. The due dates are set in such a way that the BSW Student Review Committee can assess all applications and can meet and reach a decision about admission to the professional sequence before the advising period begins for the next semester. During Fall Semester, the due date is around October 1; during Spring Semester, this is around March 1; as stated above, dates are announced through the social work listserv.

To matriculate into the professional degree program in the Department of Social Work, you must:

1. Have an overall GPA of 2.5
2. Complete, with a grade of "B-" or better, two of the following courses: SW 201, 290, 310, 312
3. Submit the completed Application to Matriculate by the posted due date

You will find the application at: http://socialwork.ncsu.edu/undergraduate.php

**BSW Program Orientation:**

The BSW Advising Coordinator and faculty regularly participate in the general university orientations for new and transfer students in the summer and fall semesters.

The Department of Social Work orientation offers a comprehensive introduction to the BSW program as a component of the SW 201 (Community Social Services) class.

**Grade Point Average**

Students must earn a C- or better in all social work classes. Students entering the BSW Program of the Department of Social Work must be in good academic standing with the university. Below is the NCSU suspension policy for all new freshmen and transfer students:

<table>
<thead>
<tr>
<th>Total attempted NCSU hours + transferred hours</th>
<th>Minimum cumulative GPA in all NCSU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-35</td>
<td>1.5</td>
</tr>
<tr>
<td>36-47</td>
<td>1.8</td>
</tr>
<tr>
<td>48-59</td>
<td>1.7</td>
</tr>
<tr>
<td>60-71</td>
<td>1.8</td>
</tr>
<tr>
<td>72-83</td>
<td>1.9</td>
</tr>
<tr>
<td>more than 83</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Academic Warning is assigned to students who fail to achieve the minimum cumulative GPA required under the retention schedule. Students on academic warning are allowed to enroll for one additional regular semester for the purpose of achieving the minimum cumulative GPA as required under the retention schedule. Students on academic warning are not considered to be in good academic standing.

Field Placement

Students must be in good academic standing in order to be eligible for field placement, which is taken during the last semester in the BSW program. Grades of incomplete must be removed before beginning field placement. Awarding of the BSW degree is contingent upon successful completion of all aspects of the curriculum including field placement. All general education and social work degree requirements must be completed prior to entering field placement.

Department of Social Work Listserv

The Department of Social Work has organized a listserv that social work majors must join. The listserv is the Department of Social Work’s primary avenue of contact and provides students with information about upcoming activities, important announcements, and potential job opportunities.

To sign up, go to http://socialwork.chass.ncsu.edu/contact.php

- Click on Join our email list
- Enter your email address and full name at the bottom of the page and click "Subscribe."

Note: It is VERY IMPORTANT that you check your email regularly for important messages from your advisor, the Department of Social Work, and listserv members.

The listserv is an excellent way to keep abreast of events going on in the Department of Social Work and in the community. The listserv is also a way for the students to communicate with each other about events.
CHAPTER 6: FIELD PLACEMENT INFORMATION

Pre-Professional Work Experience Requirements

All BSW students are required to successfully complete three 40-hour pre-professional work experience placements in order to be eligible for field placement. Pre-professional placements are required in SW 201 (Community Social Services), SW 320 (Practice I), and SW 405 (Practice II). The experiences may include a variety of observation and intervention activities as appropriate to the student's skill level and agency policies. Students interested in acquiring more extensive experience or special project opportunities should contact the BSW Program Director or BSW Field Director to arrange for additional pre-professional placement experiences.

Volunteer Fair:

At the beginning of each semester, the Department of Social Work schedules a Volunteer Fair where representatives from agencies in the community set up displays and talk with students about pre-professional experience opportunities in their agencies. Students can pick up information on a variety of agencies in a number of different fields of practice. Many agencies bring volunteer applications, job descriptions, and brochures. Some instructors may require that students attend the Fair.

Connection to Field Placement:

We encourage students to select pre-professional placement experiences for SW 405 (Social Work Practice II) in agencies where they would like to intern the following semester. Completing a pre-professional placement in the target field agency enables students to:

- Become oriented to the agency and its services and policies
- Learn about the experiences available
- Begin to establish rapport with the supervisor
- Assess appropriateness of fit between the student and the agency

Field Placement

The Field Work course (SW 490) provides students with an opportunity to practice social work in an agency setting under the supervision of a qualified professional. Students are able to apply concepts and knowledge from the classroom to actual work with the client populations agencies serve.

Field work can be considered a bridge between the roles of student and worker; between classroom learning and the practice setting. Placement is also preparation for practice. It provides students with opportunities to learn, use, and
test social work skills. Placement is an arena in which students can assess themselves and their commitment to social work attitudes and values, noting both the consistencies and inconsistencies between classroom and agency. In addition, field placement helps students to increase self-awareness when confronted with situations that challenge their attitudes and values; for example, how they really feel about single mothers, poor people, or handicapped children.

Field work provides opportunities for individualized learning to an extent that is generally impossible in the classroom. There may be only one student in an agency, and work assignments are made according to each student’s interests and abilities. This individual focus challenges the student to develop a sense of professional identity in a way not possible in the classroom. The field work requirement includes 480 placement hours in the agency or doing activities directly related to the placement. School or agency holidays or work stoppages are not included in the hour requirement and must be "made up" at a time that is mutually convenient for the student and the supervisor.

In order to facilitate the transition from student to worker, a weekly integrative seminar accompanies field placement. Participation in this seminar is a vital component of placement, because it is here that students discuss what is happening to them in the field. Seminar content is developed around issues that all students face in placement. The seminar includes a series of written and oral assignments and offers students opportunities to consult with their peers about clients and situations they confront in the field.

**Specific Requirements:**

The entire curriculum prepares students for practice, but it is in field placement that students face the challenges and opportunities of professional responsibility. Knowledge of available services and resources, policy issues that affect clients, human behavior and developmental tasks, and social work values and practice skills are essential components of the knowledge base necessary to perform competently in a placement setting. Therefore, **students must successfully complete all general education requirements and all social work requirements prior to the field placement semester. Students must be in good academic standing in order to be eligible for field placement.**

**Students may not schedule** themselves for additional classes during the **field semester.**

**To enter field, student must have completed the following social work courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 201</td>
<td>Community Social Services</td>
</tr>
</tbody>
</table>
Block Placement:

Our BSW program uses the block placement approach to field placement. In block placement, students work in an agency four days per week during the semester for a total of 480 hours.

There are several practical advantages to this placement format:

1) Students are able to work in their home area (or other area of their choice) and can begin to develop contacts with other human service professionals. These contacts may be important in securing employment after graduation.

2) Local students may be able to live at home and save the money usually spent on a dorm room or apartment.

3) Students experience a more "real" work experience during the four-day block period.

4) Internship sites report that the student experience is more valuable to them when the student is at the placement for 32 hours in the work week.

The Placement Process:

A wide range of placement agencies is available to students. Students can request a list of field agencies from the BSW Field Director.
Placements are available to meet most areas of student interest. Placing students in specific agencies involves matching students’ strengths, needs, and preferences with agencies that can provide learning experiences that will maximize their potential. This is an important decision and the process takes time.

**SW 480 Preparation for Field Work** introduces students to the placement process which begins with the Application for Field Work. Once students complete the Application, they make an appointment with the Field Director to individually discuss needs and preferences, to narrow the range of possible agencies for consideration, and to prepare for interviews with potential agency supervisors.

The Field Director contacts agencies to determine their interest in having a student placed with them for the semester. If the supervisor is willing to consider a student in placement, the student contacts the potential supervisor to arrange an interview. The interview offers the student and the prospective supervisor an opportunity to discuss client populations, student strengths and interests, the goodness of fit between the student and the agency, and the supervisor's style and expectations. After the interview, students discuss with the Field Director their impressions of the agency, supervisor, possible activities, and client population in order to make a decision about the final placement.

The Field Director follows up with the selected agency to confirm the placement, to review program requirements, and to discuss placement plans for the student. Following this contact, the student makes an additional contact to set up a beginning date, to discuss time to report to work, appropriate dress for the agency, parking, and other logistical concerns.

**BSW Field Director and Field Liaison:**

When the number of students in field placement requires two sections, a Field Liaison assists the Field Director by teaching one section of the Field Seminar. The Field Director and the Field Liaison serve as the link between the student, the agency, and the Department of Social Work and are responsible for:

1) Facilitating the weekly three-hour field seminar

2) Facilitating a Field Orientation/Kick-Off the first day of the semester to orient students and field supervisors to expectations, assignments, and information that are essential to a successful field practicum experience in the coming semester

3) Keeping abreast of student activities in placement by reading students' journals and other written work and providing written and verbal feedback to students on the quality of their work and/or issues that arise as a result of reviewing the written work
4) Evaluating students’ progress in placement through a series of contacts with/visits to the field agency including initial contact, mid-semester and final evaluation visits

5) Providing problem-solving assistance for students and field instructors for placement-related issues

**Applying for Graduation**

In order to graduate from North Carolina State University, a candidate must submit an Application for Degree during the semester prior to the semester in which she or he intends to graduate. This is usually done in SW 480 Preparation for Field Placement class.

A student will apply online through the following link on the NC State web site. The following link will lead a student to the help guide.

http://www.ncsu.edu/registrar/graduation/process.html

We encourage all students to attend the Department of Social Work commencement ceremonies in December and May. The Department of Social Work always needs student volunteers to host this event, present awards and recognize students who were active participants in social work student organizations.
CHAPTER 7: FINANCIAL AID INFORMATION

NC State has information on a variety of financial resources available to students through the following link: http://www7.acs.ncsu.edu/financial_aid/

Students may make appointments with the Financial Aid and Scholarship office to discuss circumstances face to face if needed. Additional resources are below.

**Financial Aid Websites**

1) www.finaid.com  
2) www.fastweb.com  
3) www.collegeboard.com  
4) www.collegenet.com  
5) www.usnews.com/usnews/edu/dollars/dshome.htm  
6) www.fafsa.ed.gov  
7) http://www.collegeanswer.com/index.jsp  
8) http://www.scholarships.com/  
9) www.ed.gov

For more information about types of financial aid, eligibility and applications, see: http://www.ncsu.edu/current-students/financial-services/index.php

**Social Work Department Funding Resources**

*Ellen Winston Lecture and Development Fund in Social Work*

Dr. Ellen Winston was one of the most remarkable leaders North Carolina has produced. A social welfare policy consultant, public servant, administrator, teacher, advisor, and author, Dr. Winston was above all a woman of action. As NC Commissioner of Public Welfare and as the first US Commissioner of Welfare (Department of Health, Education and Welfare), she pushed for educational preparation to assure highly qualified personnel in the delivery of services.

Dr. Winston's commitment to higher education was also reflected in her contributions to NC State University. She served as president of the Friends of the Library, established the SR Winston Music Collection at the DH Hill Library in memory of her husband, and received the Watauga Medal—the highest non-academic honor at NCSU—in recognition of "unusually distinguished service."

Knowledge, high standards, hard work...to continue these values in Dr. Winston's field, the Humanities Foundation at NCSU has established the Ellen Winston Lecture and Development Fund in Social Work.
The Fund is a living tribute to an outstanding North Carolinian. Income from the endowed fund supports events and faculty development in the Department of Social Work at NCSU.

**Social Work Enhancement Fund**
The Department of Social Work maintains the Enhancement Fund as a way of enriching the quality of our program as a learning and supportive community for our students, faculty, staff, field instructors, alumni, and other community partners. The funds are used flexibly to respond to Department of Social Work interests and needs as they emerge. The fund is maintained through donations from our alumni and other supporters.

**Field Enhancement Fund**
The Department of Social Work has a fund to assist students with expenses associated with field. This fund is shared by the BSW Program and the MSW Program. Students must fill out a form available on the SW Department website to make a request for funds. These funds can help pay for travel to and from out of county field placements, conference/workshop registration or expenses and hotel accommodations for conferences or workshops. The maximum amount a student may receive in one semester is $150. Funds are contingent on donations.

**Toby Brown Award**
The Toby Brown Award was created in 1995 to honor our long-time faculty member who died in May of that year. The fund provides an annual award for a student whose academic and internship performance are consistent with the principles Dr. Brown stood for; excellence, commitment, and dedication to the profession. The award of up to $1000 is presented to an undergraduate social work student from a CSWE accredited program in North Carolina and the fund is administered by NASW/NC.

Dr. Brown joined the faculty of the Department of Social Work in 1978 after a career in social work practice that encompassed work with children and adults, substance abuse treatment with soldiers in Vietnam and Germany, children’s services in community mental health centers, and home health social work.

While at NC State, Dr. Brown was a generalist in the truest sense of the word—teaching social work practice, human behavior, legal aspects of social work, family relations, social work in health care, and substance abuse. He completed research, wrote papers, and presented workshops on issues important to the profession; and he advised students about professional and curriculum issues. He touched the lives of more than 500 students during his seventeen years at NC State.

Applicants for the Toby Brown Award must:
- demonstrate outstanding performance in academic work
- demonstrate outstanding accomplishments and work in the field during an internship
- be a member of the National Association of Social Workers
- be an undergraduate student in a CSWE-accredited Department of Social Work in NC
- be involved in the student social work association at their school

Information about this award can be found at:

http://www.naswnc.org/displaycommon.cfm?an=1&subarticlenbr=137
CHAPTER 8: EMPLOYMENT INFORMATION

Employment Assistance
The University Career Center is the place to be for information and assistance with virtually any aspect of your career development. Services include:

Resume & Cover Letter Preparation:
Create and/or update professional resumes that enable you to communicate your strengths and interests quickly and clearly.

Interview Preparation:
Prepare for upcoming interviews by practicing questions and getting feedback on ways to improve your presentation. Learn how to prepare for every aspect of interviewing: appropriate dress, questions for employers, how to deal with difficult questions, and more.

ePack:
NC State’s own internship and job database plus your information source for campus career events, career fairs, and on-campus interviewing. You can make online appointments with your career counselor through ePack as well. There are over 10,000 employers in ePack, and you can give them permission to view your resume and profile for consideration for open positions.

Career Fairs:
There are more than 12 career fairs each year on campus in addition to area career fairs held jointly with local colleges. These are outstanding opportunities to learn about careers, internships, co-ops, and entry-level jobs associated with your major. All students in all majors are welcome at any career fair on campus. Career fairs are great sources for information in addition to jobs and internships.

E-leads:
E-leads provides employer and job information for numerous organizations in such fields as: social services for youth and adults, healthcare administration, criminal justice, environment, public relations/advertising, government, publishing, performing arts/museums, sports management/marketing, public policy, radio/TV/film, and hospitality. It’s accessible with your unity I.D.

Career Search:
Career Search is a database of almost five million employers made available to NC State students through their Unity I.D. Students may
create a list of employers using search criteria for industry, location, and keywords. This is an especially helpful tool for doing a remote search for job or internship sources.

Resources and Personal Assistance:
The Career Center publishes an annual *Job & Internship Guide* available at no cost. Hard copies are available at the Career Center or you may view an online version on the website. Directories, books, graduate school information, and numerous free publications are available in the Resource Center.

CHASS Career Development Contacts (serving students based on last name initial):
Sara Concini, M.S., LPC (A-H)
Woody Catoe, Ed.D., LPC (I-Z)

**Appointments:** Online on the ePack home page or call the Career Center if you need assistance.

**Web site:** [www.ncsu.edu/career](http://www.ncsu.edu/career) - The website is loaded with useful information and links to other resources.

**Location:** 2100 Pullen Hall off Dan Allen Dr. next door to Harris Hall. Parking is available in the Dan Allen Deck

**Phone:** 919-515-2396

**NASW Job Bank:**
NASW-North Carolina has a JOB BANK service that is available to NASW-NC members. Membership dues provide the funds to update and maintain the Job Bank. The NASW-NC Job Bank is updated when NASW-NC receives new information. Job Bank listings contain all the information that employers provide and many do not include information on salaries, phone numbers, closing dates, and exact qualifications. You must be a member of NASW-NC to search the job bank. For further information visit: [http://www.naswnc.org/displaycommon.cfm?an=1&subarticlebr=23](http://www.naswnc.org/displaycommon.cfm?an=1&subarticlebr=23)
CHAPTER 9: PROFESSIONAL INFORMATION

Social Work Certification and Licensure

What is Social Work Certification/Licensure?

Social Work Certification/Licensure was enacted by the North Carolina Legislature to establish a standard of practice for the social work profession. Through credential review, examination, professional reference and continuing education requirements, professional competency is affirmed. Certification/Licensure provides protection for the public and sets a standard of practice for the social work profession.

The NC Social Work Certification and Licensure Board is a Governor-appointed board comprised of five practicing social workers in public and private service and two public members. The Board protects the public by setting standards for qualifications, training, and experience for those who seek to represent themselves to the public as certified/licensed social workers and by promoting high standards of professional performance for those engaged in the practice of social work.

Who Should be Licensed or Certified?

The Board encourages individual professional identity and professional development through certification/licensure. North Carolina law requires that anyone engaged in clinical social work practice must be Licensed as a Clinical Social Worker by this Board. Professional non-social workers in both public and private settings are encouraged to seek certification. Certification enhances the recognition of the social work profession as a strong voice in political, economic and service delivery issues. All states have laws regulating the practice of social work. Most use the same standardized examination as the N.C. Board, and therefore may allow you to be considered for certification or licensure by comity in other states.

Levels of Certification and Licensure

You must have Adobe Acrobat Reader installed. (Click here to download Adobe Acrobat Reader). You must install Adobe Acrobat Reader before downloading documents from this web site.

Click Here To Download Application Packet

<table>
<thead>
<tr>
<th>Title</th>
<th>Initials</th>
<th>Education</th>
<th>Experience</th>
<th>ASWB Exam Required</th>
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<tbody>
<tr>
<td>Licensed Clinical Social Worker</td>
<td>LCSW</td>
<td>DSW / MSW</td>
<td>2 yrs. POST</td>
<td>Clinical</td>
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<tr>
<td>Certified Social Work Manager</td>
<td>CSWM</td>
<td>DSW / MSW / BSW</td>
<td>2 yrs. POST</td>
<td>Advanced Generalist</td>
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<tr>
<td>Certified Master Social Worker</td>
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<td>DSW / MSW</td>
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<td>CSW</td>
<td>BSW</td>
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<td>Bachelors</td>
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(Provisional-LCSW: North Carolina provides a provisional status for MSW’s prior to their accrual of two years paid post-MSW supervised clinical experience.)

Each certification/licensure level requires a formal application process, which demonstrates professional social work education in a program accredited by the Council on Social Work Education, professional references, and an examination. Some levels require demonstration of supervised professional social work experience. The complete application packet may be downloaded from the Printable Forms link to the left. Please review the Statutes and Rules governing social work practice in North Carolina before submitting your application.

**Contact Information**

**TELEPHONE:**
- 336-625-1679
- 1-800-550-7009 (toll free)
- Ethics Director: 1-866-397-5263 (toll free)

**FAX:**
- 336-625-4246

**POSTAL ADDRESS:**
NC Social Work Certification and Licensure Board
Post Office Box 1043
Asheboro, NC 27204
Facility location: 1207 S. Cox Street, Suite F, Asheboro, NC 27203

e-mail: swboard@asheboro.com

Office hours are Monday-Friday, 9am-5pm
National Association of Social Workers Certifications


Title Protection

(This information comes from the NASW/NC website)

Social workers in North Carolina have Title Protection. This means that to call yourself a social worker you must have a BSW, (MSW) or doctorate in social work from a Council on Social Work Education (CSWE) accredited school. Title protection does not apply to social workers hired under the NC Social Work Personnel Series (such as social workers in a county department of social services or in the state Division of Health and Human Services). To read the provisions of the Title Protection statute (§ 90B-16) go to: http://www.naswnc.org/displaycommon.cfm?an=1&subarticlenbr=311 If you find an organization that is violating the Title Protection, contact Kay Paksoy at NASW/NC by emailing kay@naswnc.org or the NC Social Work Licensure and Certification Board.
CHAPTER 10: Students’ Rights and Responsibilities for Participation in Departmental Policies and Procedures

Students have the right and responsibility to participate in formulating and modifying policies affecting academic and student affairs. Students can exercise those rights and responsibilities by:

- Completing the Annual Student Survey administered by the Department of Social Work Advisory Council
- Serving on the Department of Social Work Advisory Council
- Serving on the Department of Social Work Field Advisory Council
- Serving on departmental committees
- Becoming an officer in a student organization and participating in the student social work organizations’ President’s Council
- Serving on faculty search committees
- Volunteering to plan and implement orientations and graduation ceremonies

Annual Student Survey

The Department of Social Work Advisory Council administers an annual student survey to all social work students. The results are tabulated in a manner that preserves respondent’s confidentiality (see section on program outcome evaluations). The Department of Social Work uses the results to make changes in the program.

Advisory Council

The Advisory Council connects the Department of Social Work and the social work practice community. The Council is composed of fifteen to twenty-five members and student representatives. Advisory Council members include:

- BSW and MSW social workers who have worked or who currently work with students as field instructors
- Graduates of the program practicing in the community
- Representatives from a variety of social agencies in the community
- BSW and MSW students currently enrolled in the program

The Advisory Council meets four times each academic year (twice in the fall and twice in the spring).

Field Advisory Council

The Field Advisory Council helps to identify gaps in educational and/or agency services. The ethnically diverse Field Advisory Council members consist of
representatives from public, religious, and non-governmental agencies, professional societies, MSW students currently enrolled in the program, a BSW student to provide perspective on the BSW-MSW continuum, field liaisons, and field administrative faculty. The diversity in the Field Advisory Committee members assures continuous contact with culturally diverse professional social workers employed in private, religious, and governmental agencies and with students who are affected by the field policies. All members provide valuable input that is taken into consideration when field policies are developed, implemented, and amended.

### Departmental Committees

Social work students may serve on the following departmental committees: Diversity, Retention, and Recruitment Committee; Curriculum Committee; and Student Affairs Committee.

The Diversity, Retention, and Recruitment Committee discusses plans for the years’ activities and ways to increase diversity among faculty, staff and student populations in the Department of Social Work. The Curriculum Committee reviews and updates the BSW and MSW curricula including issues of course content, syllabi development, and textbook selection. The Student Affairs Committee addresses the policies and procedures for admission, grievances, consultations, advising and graduation. These committees are open all to BSW and MSW students available during the meeting times.

### President’s Council

The social work President’s Council is composed of leaders from the social work student organizations and the social work Department Head, BSW and MSW Program Directors. The council allows student representatives to discuss The President’s Council meets once per semester to discuss departmental changes, students' needs and concerns.

### Faculty Searches

Students may participate in faculty searches by attending meetings with candidates. The Search Committee sets these meetings.

### Student Participation in Graduation Ceremony Planning and Implementation

Students have the opportunity to volunteer during department orientation and graduation. Specific needs for such volunteers are posted on the department's listservs.

### Opportunities for Participation in Student Organizations
**Baccalaureate Student Social Work Association (BSSWA)**

In the Fall of 2006, the Baccalaureate Student Social Work Association was created from a merger of three undergraduate student organizations: the Student Association of Black Social Workers, the Student Association of Christians in Social Work and the Undergraduate Student Social Work Organization. The purpose of the merger was to strengthen total membership and to enhance mutual efforts on a range of projects and activities that promote service to the community and provide an avenue for students to come together around a variety of interests. The BSSWA strives to complement the academic requirements of the program. In addition, involvement in the BSSWA gives students the chance to interact with other social work majors and practitioners in the community to share concerns and ideas, and to undertake fund-raising and service projects for the community. Participation in BSSWA is open to all NC State BSW students.

**Phi Alpha Honor Society**

The purposes of Phi Alpha Honor Society are to provide a closer bond among social work students and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.
APPENDICES

APPENDIX A
CODE OF ETHICS, NATIONAL ASSOCIATION OF SOCIAL WORKERS

Summary of Major Ethical Principles:

A. Service. Social workers' primary goal is to help people in need and to address social problems.
B. Social Justice. Social workers challenge social injustice.
C. Dignity and Worth of the Person. Social workers respect the inherent dignity and worth of the person.
D. Importance of Human Relationships. Social workers recognize the central importance of human relationships.
E. Integrity. Social workers behave in a trustworthy manner.
F. Competence. Social workers practice within their areas of competence and develop and enhance their professional expertise.

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.

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.

1.03 Informed Consent
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.

1.04 Competence
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.
1.05 Cultural Competence and Social Diversity
Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

1.06 Conflicts of Interest
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.

1.07 Privacy and Confidentiality
Social workers should respect clients' right to privacy. 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.

1.08 Access to Records
Social workers should provide clients with reasonable access to records concerning the clients. 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.

1.09 Sexual Relationships
Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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. Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

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

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.
1.13 Payment for Services
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. Social workers should avoid accepting goods or services from clients as payment for professional services.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
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.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect
Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

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
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.
2.04 Disputes Involving Colleagues

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.
2.05 Consultation
Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients. When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

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

2.07 Sexual Relationships
Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority. Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest.

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

2.09 Impairment of Colleagues
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.

2.10 Incompetence of Colleagues
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.

2.11 Unethical Conduct of Colleagues
Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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
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.

3.07 Administration
Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

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
Social workers generally should adhere to commitments made to employers and employing organizations. Social workers should work to
improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

3.10 Labor-Management Disputes
Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence
Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
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.

4.06 Misrepresentation
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.
4.07 Solicitations
Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

4.08 Acknowledging Credit
Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. 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
Social workers should work toward the maintenance and promotion of high standards of practice. 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.

5.02 Evaluation and Research
Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions. Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge. 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.

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
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.

APPENDIX B

CODE OF ETHICS, NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.

I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.
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.

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. 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 describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and 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.

1. Program Mission and Goals

   Educational Policy 1.0—Program Mission and Goals

   The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).
Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of
practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

*Educational Policy 2.1.10(d)—Evaluation*

Social workers critically analyze, monitor, and evaluate interventions.

*Educational Policy B2.2—Generalist Practice*

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

*Educational Policy M2.2—Advanced Practice*

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

*Educational Policy 2.3—Signature Pedagogy: Field Education*

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.
Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

**B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

**B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

**B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

**M2.0.1** Identifies its concentration(s) (EP M2.2).

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.
Accreditation Standard 2.1—Field Education
The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements:
the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.
B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative
leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

**M3.4.5(c)** The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

*Educational Policy 3.5—Resources*

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

*Accreditation Standard 3.5—Resources*

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).
4. Assessment

*Educational Policy 4.0—Assessment*

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

*Accreditation Standard 4.0—Assessment*

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.