

NC STATE UNIVERSITY
Department of Social Work

MSW Student Handbook

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Table of Contents

Preface	7
CHAPTER 1: GENERAL INFORMATION	8
Introduction	8
Department of Social Work Mission Statement	8
North Carolina State University Nondiscrimination Statement	8
Diversity and Inclusion	8
CHAPTER 2: MSW PROGRAM & DEGREE REQUIREMENTS	10
MSW Program Mission Statement	10
MSW Program Goals and Objectives	10
The Advanced Generalist Model	11
Course of Study & Curriculum Sequences.....	11
Traditional Foundation Curriculum	11
Full-Time Course of Study-60 credit hours.....	12
Advanced Standing Curriculum.....	12
Full-Time Course of Study-39 credit hours.....	13
Field Education	13
Elective Courses.....	13
Dual Degree Program.....	14
Multiple Master Program	14
CHAPTER 3: POLICIES AND PROCEDURES	15
Traditional Program Option.....	15
Advanced Standing Program Option	15
TOEFL	15
Proficiency Exams	15
Course Waivers	16
Transfer of MSW Credits from another University	16
Life and Work Experience Policy.....	17
Orientations	17

Academic and Professional Advising	17
Plan of Work.....	18
Steps to Graduation.....	18
Students with Special Need	19
Academic Integrity.....	19
Code of Student Conduct	19
Department of Social Work Grading Scale and Grade Point Average	20
Grade Point Average	20
Graduate Credit.....	20
Grading of Graduate Courses	21
Grade Changes.....	21
Audits	22
Continuous Registration & Time Limits	22
Leave of Absence.....	22
Grievance Procedures for Graduate Students.....	23
Sanctions for Reasons of Academic or Professional Performance	23
Academic Warning and Probation	23
Termination	23
Graduate Student Misconduct.....	23
Academic and Professional Performance.....	24
Review Procedure	25
Appeal Procedure.....	26
Department Communications	26
NC State Gmail.....	26
LinkedIn.....	26
Twitter, Facebook, Instagram.....	27
MSW Listserv.....	27

CHAPTER 4: FINANCIAL AID AND SUPPORT	28
The Graduate School as a Resource.....	28
Graduate Student Support Plan (GSSP).....	28
Teaching Assistants.....	28
General Financial Aid Information.....	28
Research Assistant Opportunities	29
The Garrett Renal Disease Social Work Scholarship	29
Social Work Enhancement Fund	29
Ellen Winston Lecture and Development Fund in Social Work	29
Verna Dority	30
CHAPTER 5: OPPORTUNITIES FOR PARTICIPATION	31
Rights and Responsibilities for Participation in Departmental Policies and Procedures.....	31
Student Surveys	31
Advisory Council	31
Departmental Committees	32
Field Advisory Council	32
Presidents' Council	32
Faculty Searches	32
Student Participation in Graduation Ceremony Planning and Implementation	32
Student Organizations in the Department of Social Work.....	33
Graduate Student Social Work Association (GSSWA)	33
Phi Alpha Honor Society.....	33
Men in Social Work	33
University Graduate Student Association	33
Other Student Organizations	34
CHAPTER 6: RESOURCES	35
Adverse Weather Policy.....	35
APA Style for Social Work Papers.....	35
Assistance with Writing	35
Collegiate Recovery Community.....	35
Counseling Center.....	35
Faculty and Staff.....	35

Financial Aid	35
ID Cards	36
Library Services	36
NAMI on Campus	36
Online at NC State	36
Computer Labs.....	37
Parking on Campus	37
Tutoring	37
Wolf Alert Emergency Notifications	37
Additional Resources	37
APPENDIX A: Code of Ethics of the National Association of Social Workers	38
Preamble	38
Purpose of the NASW Code of Ethics	39
Ethical Principles	41
Ethical Standards	42
1. Social Workers’ Ethical Responsibilities to Clients.....	43
2. Social Workers’ Ethical Responsibilities to Colleagues.....	51
3. Social Workers’ Ethical Responsibilities in Practice Settings.....	54
4. Social Workers’ Ethical Responsibilities as Professionals.....	56
5. Social Workers’ Ethical Responsibilities to the Social Work Profession.....	58
6. Social Workers’ Ethical Responsibilities to the Broader Society.....	60
APPENDIX B: Council on Social Work Education 2015 Educational Policy and Accreditation Standards (EPAS)	62
Competency 1: Demonstrate Ethical and Professional Behavior	62
Advanced Level	63
Competency 2: Engage in Diversity and Difference in Practice	63
Advanced Level	63
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	64
Advanced Level	64
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	64
Advanced Level	65

Competency 5: Engage in Policy Practice	65
Advanced Level	66
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities ..	66
Advanced Level	66
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	67
Advanced Level	67
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	68
Advanced Level	68
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	69
Advanced Level	69

Preface

The information in this handbook supplements NCSU's Graduate Student Handbook and is provided to facilitate your progress through the Master of Social Work program at North Carolina State University. The contents in this manual correspond to the academic year noted on the front cover. Core MSW requirements will remain consistent throughout the duration of your program; however, schedules, curriculum, and some policies and procedures may be adapted and/or revised.

CHAPTER 1: General Information

Introduction

The NC State Department of Social Work has compiled this handbook to provide students with information about the Masters of Social Work (BSW) program and to answer the most common questions students have about our MSW program. The handbook is designed to complement advising, not to replace it, nor does it replace NC State's graduate Policies, Regulations, and Rules, <https://policies.ncsu.edu/>.

The Department of Social Work is located on the second floor of the 1911 Building. The administrative office is in Room 205. 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.

Department of Social Work Mission Statement

The mission of the Department of Social Work at NC State University is to prepare students for practice that addresses social, economic, cultural, demographic, and political changes affecting individuals, families, groups, communities and organizations. Through teaching, advising, research, and scholarship, the department emphasizes:

- professional ethics,
- social justice,
- diversity, and
- community engagement.

North Carolina State University Nondiscrimination Statement

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure), <https://policies.ncsu.edu/policy/pol-04-25-05/>

Diversity and Inclusion

Our students, faculty and staff are diverse in backgrounds and experiences. The Department of Social Work is committed to incorporating diversity in teaching, research and service learning. We welcome applications from students from diverse backgrounds. Diversity enriches our educational programs and promotes social responsibility. We uphold the rights of students from diverse cultures and with a range of abilities to participate in our programs. We adhere to the National Association of Social Workers' (NASW) Code of Ethics that states:

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

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

CHAPTER 2: MSW Program & Degree Requirements

MSW Program Mission Statement

The NC State University MSW Program mission is to prepare students for advanced generalist practice with diverse populations. MSW students acquire knowledge, social work professional values, and skills necessary to respond competently to (a) the aspirations and service needs of diverse client populations and (b) the social and political environments that influence the needs of clients and service delivery systems throughout the state. The program prepares graduates to be competent in a range of advanced generalist practice roles in direct and indirect service provision, including leadership in planning, developing, managing, and evaluating culturally relevant services for individuals, families, groups, organizations, and communities.

MSW Program Goals and Objectives

The goals of the program are to:

1. Provide students with the knowledge, values, and skills to respond competently to the aspirations and service needs of diverse client populations
2. Prepare students to respond to the contexts that shape the needs of clients and service delivery systems throughout the state and globally
3. Prepare students to assume leadership roles in the planning, development, management, and evaluation of culturally competent services to individuals, families, groups, organizations, and communities.

The program goals are derived from the programs' mission statements. To accomplish Mission statement (1) to prepare students for Advanced Generalist Practice with diverse populations in urban and rural areas of North Carolina and beyond, Goal 1 specifies how the Program will prepare students for Advanced Generalist Practice with diverse populations in urban and rural areas of NC and beyond. The program does this by providing students with the knowledge, values, and skills to respond competently to the aspirations and service needs of diverse client populations by creating a curriculum rich in diversity, social justice, and micro and macro interventions with individuals, groups, organizations, and communities.

The second goal related to Mission Statement 1 is preparing students to respond to the contexts that shape the needs of clients and service delivery systems locally and globally. The program does that by adopting an ecological and social justice perspective that undergirds the mission of the department.

To fulfill Mission Statement 2, prepare graduates to assume a range of Advanced Generalist Practice roles that advance human and community well-being in direct and indirect service provision, the program adopted a goal that will prepare students for leadership roles in the planning, development, management, and evaluation of culturally competent services to diverse systems of various sizes.

The Advanced Generalist Model

The advanced generalist model is designed to instill in practitioners (1) the knowledge and the skills to respond to a wide range of human difficulties and diverse client populations in a multitude of settings, (2) an ethical commitment to advocate for under-served and oppressed populations, and (3) the ability to respond creatively to the need for additional programs and services. The MSW program features content on human behavior, generalist practice, policy, administration, community partnerships, and direct practice with individuals, families and groups.

Course of Study & Curriculum Sequences

Students must register for each semester exactly as listed in their curriculum's course of study. Failure to follow the course curriculum sequence may result in the inability to graduate on time. Students must consult with their advisor prior to registering each semester. Summer courses may be offered to lighten the course load in the fall and spring semesters for both Traditional and Advanced Standing students. The Department's ability to offer summer courses is contingent upon enrollment of at least 15 students per course.

Traditional Foundation Curriculum

The Traditional curriculum is a full-time, two-year course of study totaling 60 credit hours. Students take a year of foundation courses that prepare them for the advanced practice content in year two.

Students are expected to arrive with a firm grounding in the liberal arts. The foundation MSW courses further strengthen this liberal arts base, while orienting students to social work concerns, approaches, and values and ethics. Within a social justice framework, foundation MSW courses examine social welfare policy and services, theories of human behavior in the social environment, social work practice approaches, and the scientific method. Students build research skills, develop social work practice skills, and engage in experiential learning and practice in the field. A wide variety of supervised field internships provides an arena in which students develop core competencies. The foundation courses provide the necessary orientation for students to apply a generalist perspective to social work practice with individuals and with systems of various sizes and levels of complexity. The foundation courses required are as follows:

Full-Time Course of Study—60 credit hours

Fall	Spring
Year One (28 credit hours)	
SW 505 Social Justice (3)	SW 501 Policy, Services, Programs (3)
SW 506 Human Behavior & the Social Environment (3)	SW 510 Research Methods for Social Work (3)
SW 520 Social Work Generalist Practice I (3)	SW 521 Generalist Practice II (3)
SW 651 Social Work Internship I (24 hours/week in the field) (5)	SW 652 Social Work Internship II (24 hours/week in the field) (5)
Year Two (32 credit hours)	
SW 561 Administration & Supervision (3)	SW Elective (3)
SW 581 Advanced Practice with Individuals (3)	SW 583 Advanced Practice with Family Systems (3)
SW Elective (3)	SW 560 Advanced Policy Practice with Organizations & Communities (3)
SW 512 Advanced Research (2)	SW 590 Social Work Capstone (2)
SW 653 Advanced Social Work Internship I (24 hours/week in the field) (5)	SW 654 Advanced Social Work Internship II (24 hours/week in the field) (5)

Advanced Standing Curriculum

The advanced standing curriculum totals 39 credit hours and allows graduates holding degrees from baccalaureate social work programs accredited by CSWE to transition into the second year of the MSW curriculum, following seven hours of “bridge courses” taken in the summer. Students enter the advanced year of the curriculum to graduate in one full academic year.

Building on the foundation courses, the advanced MSW courses draw on a wide spectrum of theory and knowledge to assist students in further developing specific professional practice behaviors and core competencies. The advanced standing courses required are as follows:

Full-Time Course of Study—39 credit hours

Summer (7 credit hours)	
SW 505 Social Justice (3) SW 500 Advanced Practice Review Seminar (4)	
Fall (16 credit hours)	Spring (16 credit hours)
SW 561 Administration & Supervision (3) SW 581 Advanced Practice with Individuals (3) SW Elective (3) SW 512 Advanced Social Work Research (2) SW 653 Advanced Social Work Internship I (24 hours/week in the field) (5)	SW Elective (3) SW 583 Advanced Practice with Family Systems (3) SW 560 Advanced Policy Practice with Organizations & Communities (3) SW 590 Social Work Capstone (2) SW 654 Advanced Social Work Internship II (24 hours/week in the field) (5)

Field Education

As shown in the tables above, the program includes four semester-long internships in field agencies. Only students in the Traditional course of study complete the year-one internships (SW 651 and 652). Both Advanced Standing and second-year Traditional students complete the advanced social work internships (SW 653 and 654). Complete information concerning graduate level field education can be found in the *MSW Field Manual for Students and Field Instructors*.

Elective Courses

Elective courses give students an opportunity to increase knowledge and skills in a particular area of interest. Students may take a graduate elective offered by the Department of Social Work, or a graduate level course outside of the Department that is approved by their faculty advisor and the Director of Graduate Program.

The Department of Social Work offers a selection of elective courses. Some are dual-level courses open to both undergraduate and graduate students. The students from the two levels take the same classes and do the same readings. The main difference is in the course assignments. In each elective, MSW students are expected to carry out one or more assignments requiring greater attention to theory, critical analysis, and scholarship in order to broaden and deepen their understanding.

Social Work Elective courses include the following dual-level electives:

- SW 519, Social Work in Schools

- SW 515, Child Welfare
- SW 516, Addiction Recovery and Social Work Practice
- SW 517, Direct Practice with Older Adults
- SW 518, Child Welfare Seminar
- SW 523, Social Work with Soldiers, Veterans and Families
- SW 525, Hunger and Homelessness
- SW 557: Program Development and Grant Writing
- SW 582: Advanced Practice with Groups

The following electives are open only to graduate students (and non-degree seeking students):

- SW 595 Special Topic: DSM & Clinical Conditions
- SW 595 Special Topic: Legal Aspects in Social Work
- SW 595 Special Topic: African American Family: History, Tradition, and Community
- SW 595 Special Topic: Study Abroad in Ghana
- SW 595, Special Topics in Social Work
- SW 630, Independent Studies in Social Work

Elective courses are offered on a rotating basis and in different academic semesters or summer sessions. As a result, a given elective may not be available during a particular academic semester or summer session. Students also have the flexibility to pursue their interests outside of the Department with faculty advisor and Director of Graduate Program approval.

Dual Degree Program

MSW/JD (Law) Degree: This degree is offered in collaboration with Campbell Law School. Candidates must apply and be admitted to both Campbell Law School and NCSU Department of Social Work via each school's established admissions process; before they will be considered for admission to the dual degree program (Law candidates must complete the LSAT exam.) Advanced Standing students are only eligible to participate in the dual degree program. For information about admission to the dual degree program, candidates should contact the admission offices of both Campbell Law School and North Carolina Department of Social Work, simultaneously, and go through the admission process for each school.

Multiple Master Program

MSW/MPA: Master Degree in Social Work and Public Administration. This degree allows students to prepare for professional employment in both social work and public administration. Advanced Standing students are only eligible to participate in the multiple masters program. Students must be accepted into both programs before graduating from one in order to qualify for the Multiple Master Program.

CHAPTER 3: Policies and Procedures

Traditional Program Option

The Traditional MSW program is a two-year, full-time program requiring the completion of 60 credit hours. This program begins in the fall. Admission requirements include the following:

- a. Bachelor's degree from an accredited college/university
- b. Cumulative GPA of 3.0
- c. Coursework in Social Sciences and Humanities
- d. Prerequisites: Biology and Statistics course with a passing grade: Courses must be equivalent to NCSU's Statistics 311 and one of the biology courses 105, 106, 181, or 183.
- e. Three references: two professional and one academic
- f. Variety of work experience
- g. Submit a separate application to the Graduate School

Advanced Standing Program Option

The Advanced Standing MSW option is a 12-month intensive, full-time program totaling 39 credit hours that begins in the summer. Admission requirements include the following:

- a. Bachelor's of Social Work (BSW) from an accredited college/university
- b. Cumulative GPA of 3.5
- c. Grades B or better in all Social Work courses
- d. Prerequisites: Biology and Statistics course with a passing grade: Courses must be equivalent to NCSU's Statistics 311 and one of the biology courses 105, 106, 181, or 183.
- e. Three references: two professional/volunteer, one academic, and one from your Field Education designee (field supervisor, coordinator, or director)
- f. Submit a separate application to the Graduate School

TOEFL

In order to be eligible for admission to the graduate study at NCSU all international applicants, regardless of citizenship, must demonstrate proficiency in English at a level necessary to be successful in a graduate program at NC State. Please contact the graduate school for additional information.

Proficiency Exams

To avoid duplication of academic content and to allow students the flexibility to take electives, the Department of Social Work offers proficiency examinations in August for the foundation (Year One) courses, with the exception of practice and internship courses (SW 520, 521, 651, and 652). This policy does not apply to students in the Advanced Standing program, as they move directly into advanced coursework after taking two "bridge" courses. To take a proficiency exam, a student who is entering the Traditional program must submit a written

request to the student's faculty advisor or the Social Work Director of Graduate Program (DGP). A designated faculty member grades the exam; if the student appeals, a second faculty reader will review the exam. Passing the exam with a grade of 85% or higher and completing the associated paperwork by August 15 satisfies the course requirement. Students must replace exempted courses with electives to earn the full 60 credit hours needed for graduation.

Course Waivers

In certain circumstances, students may request that foundation (Year One) courses be waived, with the exception of foundation practice and field courses. To request a course waiver, all of the following conditions must be met, and the procedure below adhered to:

- A. Only courses taken in accredited BSW programs will be considered for waiver.
- B. The student must have received a grade of "A" to be eligible for waiver.
- C. The student must have taken the course within three years of the semester in which the required course is offered in order for the course to be eligible for waiver.
- D. When a course is waived, the student must select a graduate level elective course of equal credit hours to be taken in its place. This course must be approved by the student's faculty advisor and the DGP.
- E. The procedure to apply for a course to be waived is:
 1. The student submits a written request for course waiver to the DGP and the MSW Curriculum Committee, attaching a copy of the syllabus of the course taken.
 2. The DGP refers the request to the appropriate sequence coordinator (HBSE, Policy, or Research), and this faculty member makes a recommendation as to whether or not the course will be waived.
 3. If a course waiver is recommended all supporting documents will be returned to the DGP. All the members of the MSW Curriculum Committee will be notified. If no concerns are raised by any committee member within five working days, the waiver will be officially approved. If concerns are raised by any committee member about the recommendation, a meeting will be convened by the DGP with the Curriculum Committee to discuss the concerns and to either affirm the recommendation or to send it back for further review.
 4. The waiver decision will be forwarded to the student's faculty advisor, who will notify the student. If the waiver is approved, the advisor and student will meet to arrange for an appropriate elective to be taken in place of the waived course. A record of the course waiver and approved substitute will be placed in the student's file.

Transfer of MSW Credits from another University

An applicant requesting to transfer credits from another university must submit with their admission application a Transfer Credit Information Form. The department will consider only

graduate-level credits from a CSWE-accredited MSW program with a grade of B or higher and that fall within the graduate school's specifications (<https://grad.ncsu.edu/students/rules-and-regulations/catalog/graduate-programs/transfer-credits/>). The applicant also at that time must email to Director of Graduate Program the syllabus from the course for which credit is requested. The Director of Graduate Program and Faculty Lead will assess whether the course content is equivalent to the content of a course in our curriculum. A maximum of 9 credit hours may be transferred.

Life and Work Experience Policy

In accordance with Council on Social Work Education (CSWE) standards, the MSW program does not grant academic credit for previous life or work experience.

Orientations

The Department of Social Work provides an orientation to the MSW program that all students must attend. During this orientation, each student is assigned a faculty advisor and the advising process is discussed. The Department also provides a required orientation to the field experience and internship placement. In addition, a series of workshops may be offered during the Fall semester to provide students with further support as they begin their graduate education. Finally, the Graduate School provides a required orientation to the University and the Graduate School.

Academic and Professional Advising

Academic advisors assist and mentor students as they develop educational and career plans. The student-advisor relationship is informed by the advisor's knowledge of the MSW program and the social work profession and by the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns. In addition to the faculty advisor, each student engaged in field education has a field liaison; in some instances, the faculty advisor and field liaison may be the same individual. The Field Manual describes the role of the field liaison.

The Social Work faculty is available to provide academic and professional advising to students throughout the semester. Students are required to meet with their advisors during the fall and spring registration periods. Students cannot register for courses prior to this advising meeting. This process assures that the student and advisor have taken the time to discuss options and consequences. In addition, the student and advisor develop a Plan of Work, which outlines courses, semester by semester, required for graduation. Students are encouraged to discuss with advisors their academic and career interests and to take advantage of the advising relationship, not only to discuss course options, but also to identify helpful resources, explore social work fields of practice and engage in career planning.

The responsibilities of students are to:

1. Attend the department, field, graduate school and university orientations;
2. Sign and submit a Patent Agreement form;

3. Complete field applications and consult the field director or field coordinator to arrange a field placement;
4. Schedule an appointment and meet with the faculty advisor to discuss their interests and career plans and to review course offerings, schedule, and Plan of Work;
5. Complete the Plan of Work online via MyPack Portal by the second semester of academic work;
6. Register for classes as outlined on the approved Plan of Work or notify the faculty advisor of needed revisions in the Plan;
7. Identify areas of concern regarding any aspect of the educational experience; and
8. Use the advisor as a resource who can make appropriate referrals to other services as needed.

Students have the ultimate responsibility for ensuring completion of course and fieldwork in the proper sequence and in a timely manner.

The responsibilities of faculty advisors are to:

1. Guide the academic and professional development of advisees;
2. Orient advisees to the Department, our mission, and our curriculum;
3. Assist advisees in integrating field and class work and making course selections;
4. Assist advisees in developing Plans of Work;
5. Counsel advisees regarding their concerns and make referrals to needed services;
6. Inform/consult with advisees regarding curriculum policies and procedures; and
7. Ensure that advisees' Plans of Work meet curricular requirements.

Plan of Work

Each student completes a Plan of Work in consultation with their advisor before the completion of one-half of their course work. The Plan of Work serves as a contract between the student and his/her graduate program, reducing the possibility of any later misunderstanding as to fulfilling degree requirements.

Templates for completing the Plan of Work are available in MyPack portal. Students are presumed to be able to understand and apply University and curriculum requirements and choose the path to completion of these requirements that is best for them. Students are primarily responsible for planning their programs and meeting graduation requirements and should keep up to date regarding University, College, and curriculum and other requirements in their major. Students must also be familiar with requirements as specified in the Graduate Catalog of North Carolina State University. The catalog in effect at the time of the student's initial enrollment as a full-time student remains valid for the duration of the student's pursuit of the degree, although a student may choose to meet the requirements of a later catalog.

Steps to Graduation

1. The student submits the Plan of Work online via MyPack Portal.
2. The Department's Director of Graduate Program reviews the Plan of Work.
3. Once the Plan of Work is approved, the department Director of Graduate Program electronically submits the Plan of Work to the Graduate School.

4. The Graduate School Records Unit will evaluate the Plan of Work and inform the program whether or not the Plan of Work meets all Graduate School master's degree requirements.
5. Students must register for graduate-level courses each fall and spring semester until graduation (see Graduate Handbook [Continuous Registration](#)).
6. The student applies to graduate via MyPack portal before the Apply to Graduate Deadline set each semester by the University.
7. The student must maintain an overall GPA of at least 3.00 for all graduate course work at NC State in order to graduate.

All degree requirements must be completed within six calendar years, beginning with the date the student takes NCSU courses carrying graduate credit applicable to the degree program.

Students with Special Need

University policy states that reasonable accommodations will be made for students with verified disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at 221 Student Health Services Building, 2815 Cates Avenue, Campus Box 7509, (919) 515-7653, disability@ncsu.edu. Refer to <https://policies.ncsu.edu/regulation/reg-02-20-01/> for more information on NC State's *Academic Accommodations for Students with Disabilities Regulation*.

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 graduate school handbook on student discipline: <https://policies.ncsu.edu/regulation/reg-11-35-03/>

Code of Student Conduct

Universities are unique communities committed to creating and transmitting knowledge. They depend on freedom— individuals’ freedom to explore ideas and to explore and further their own capabilities. Those freedoms depend on the good will and responsible behavior of all the members of the community, who must treat each other with tolerance and respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources.

Like civil authorities, the University has expectations about how its students will behave, and rules to follow when students are accused of violating those expectations. In the *Code of Student Conduct*, North Carolina State University describes the kind of behavior that disrupts the normal functioning of the University, and specifies the actions it will take to protect the community from such disruption. The *Code of Student Conduct* and the accompanying procedure manual protect students by specifying the rights of a student accused of a violation, and protect the community by setting out how the University will respond. The Code of Student Conduct can be accessed at: <https://policies.ncsu.edu/policy/pol-11-35-01/>

Department of Social Work Grading Scale and Grade Point Average

The number of credit hours attempted in a semester or summer session (for which regular grades are received) is divided into the total number of grade points earned to arrive at the grade-point average (GPA). The following numerical scales are approved as a general guideline for courses within the Department of Social Work.

A+	97-100
A	93-96.999
A-	90-92.999
B+	87-89.999
B	83-86.999
B-	80-82.999
C+	77-79.999
C	73-76.999
C-	70-72.999
D+	67-69.999
D	63-66.999
D-	60-62.999
F	0-59.999

*While an A+ grade carries 4-1/3 quality points, a student cannot receive a GPA greater than a 4.0. For additional information visit <https://policies.ncsu.edu/regulation/reg-02-50-03/>

Grade Point Average

The semester grade point average (GPA) is the total number of grade points earned in a semester or summer session divided by the number of credit hours attempted at the 500 level or higher (for which regular grades are received). The semester and cumulative grade point averages include the effect of any A+ grades awarded (at 4 1/3 grade points) up to a grade point average of 4.000. The grade point average is calculated to three decimal points. Credits earned in Post-Baccalaureate Studies (PBS) classification are included in the GPA calculations and the determination of academic standing that become part of the student's graduate record.

Graduate Credit

To receive graduate degree credit, a grade of "C-" or higher is required. All grades on courses taken for graduate credit as an undergraduate at NC State and all grades on courses taken in a graduate classification in courses numbered 500 and above are included in the graduate grade point average (GPA). Courses at the 400 level and below are not eligible for graduate credit in the Department of Social Work and consequently do not affect the graduate GPA. To

graduate, a student must have a minimum 3.0 average on all graduate course work as well as all courses on his or her Graduate Plan of Work.

Courses at the 500 level are letter graded. Students cannot enroll in these courses for "credit only." Internship field work, which consists of 600-level courses, is taken as satisfactory/unsatisfactory (S/U).

Grading of Graduate Courses

The grade of "IN" (Incomplete) may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student's work not caused by his/her own negligence. An "IN" must not be used, however, as a substitute for an "F" when the student's performance in the course is not passing. An "IN" is appropriate only when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Only work missed may be averaged into the grades already recorded for that student.

A student who receives an Incomplete (IN) must complete the unfinished work to have the Incomplete converted to a final grade by the end of the next semester in which the student is enrolled, provided that this period is no longer than 12 months from the end of the semester or summer session in which the Incomplete was received. Otherwise, the "IN" will be automatically converted to "F" or "U," in accord with the grading approved for the particular course. All grades of "IN" must be cleared prior to graduation. Students must not register again for any courses in which they have "IN" grades. Such registration does not remove "IN" grades, and the completion of the course on the second occasion will automatically result in an "F" for the incomplete course.

Except in the case of Inter-institutional Registration, grades on courses transferred from another institution will not be included in computing the grade point average.

As was previously noted, MSW internship courses are graded Satisfactory or Unsatisfactory (S or U). The grade of S shall be considered as evidence of satisfactory performance. A grade of U will result in failure of the course. Students must consult with their faculty advisor if they receive a U in their internship field placement.

Grade Changes

When submitted to the Department of Registration and Records, end-of-course grades are final and not subject to change by reason of a revision of the instructor's judgment; nor are submitted grades to be revised on the basis of a second trial (e.g., a new examination or additional work undertaken or completed). Changes may be made only within one calendar year after the date final grades were submitted, and only in order to correct an error of computation or transcribing or where part of the student's work has been unintentionally overlooked.

Audits

Graduate students wishing to audit a course must have the approval of the faculty advisor and of the department offering the course. While auditors receive no course credit, they are expected to attend class regularly. The instructor determines the degree to which an auditor must participate in class beyond regular attendance. Any auditing requirements are clearly explained in writing to the student at the beginning of the semester. If an instructor concludes that an auditing student has failed to fulfill stipulated requirements, then the instructor is justified in marking NR (no recognition given for an audit) on the final grade report.

Audits (AU) in subjects in which the graduate student has had no previous experience will be evaluated at full credit value in determining course loads. Audits taken as repetition of work previously accomplished are considered at one-half their credit value in calculating course loads. With the single exception of foreign language audits, all audit registration must fall within the maximum permissible course load.

Continuous Registration & Time Limits

The Graduate School may grant any reasonable exception to the above time limits prior to the expiration of the time limit. The Dean will consider and evaluate the specific nature of the extenuating circumstances and the compelling reasons that prompted the advisory committee and the program, recognizing the significance of discipline and commitment in meeting deadlines, to make the request for exception to policy.

A Request for an Extension of Time Limit in order to complete degree requirements should include the following:

1. A statement documenting the extenuating circumstances that justify the request for a time extension;
2. A statement of the impact that the proposed extension would have on the validity of the student's course work and program; and
3. Evidence of endorsement of the request from the student's departmental Student Affairs Committee and the Director of Graduate Program (DGP). The request must proceed from the Student Affairs Committee to the DGP to the Graduate School.

If the Dean of the Graduate School denies an extension of the time limit, the DGP may appeal the decision to the Administrative Board of the Graduate School.

Leave of Absence

A student in good academic standing who must interrupt a graduate program for good reasons may request a leave of absence from graduate study for a definite period of time, not to exceed one year within a given graduate program. The request should be made at least one month prior to the term involved. Upon endorsement of the request by the student's graduate advisor and Director of Graduate Programs, and approval by the Graduate School, the student would not be required to be registered during the leave of absence. The time that the student

spends on an approved leave of absence will be included in the time allowed to complete the degree, i.e., 6 years for a masters.

A graduate student whose program has been terminated because of failure to maintain continuous registration and who has not been granted a leave of absence must reapply for admission and be accepted in order to resume graduate studies at NC State.

Grievance Procedures for Graduate Students

Most problems encountered by graduate 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 Graduate 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). The NC State Grievance Procedures can be found at:

<https://grad.ncsu.edu/students/rules-and-regulations/handbook/5-1-discipline-and-grievance-procedures/>

Sanctions for Reasons of Academic or Professional Performance

To be in good academic standing a graduate student must maintain a GPA of 3.00 or above.

Academic Warning and Probation

Students may be suspended or placed on probation by the University. More detailed information regarding Academic Probation and Academic Warning can be found in the Graduate School Handbook which is available on the web at: <https://grad.ncsu.edu/students/rules-and-regulations/handbook/3-19-academic-difficulty/>

Termination

Students can be terminated at any point during their enrollment in the Department of Social Work. The Graduate School has policies and procedures for termination of student enrollment. Termination can result from poor academic performance or student misconduct. For more information, please consult the Graduate Student Catalog, which is available on the web at: <https://grad.ncsu.edu/students/rules-and-regulations/catalog/>

Graduate 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: <https://policies.ncsu.edu/policy/pol-11-35-01/>

The Dean of the Graduate School will interpret the Code of Student Conduct to reflect the special circumstances and expectations for graduate students, including descriptions of academic dishonesty, misconduct, and sanctions. Information about misconduct and related policies and procedures can be found in the Graduate Handbook at: <https://policies.ncsu.edu/regulation/reg-11-35-03/>

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 (<https://studentconduct.dasa.ncsu.edu/students/student-conduct-policies/>) about issues of academic and professional performance and makes recommendations regarding students whom it refers to that office due to concerns about performance.

Academic and professional performance concerns include, but are not limited to, the behaviors listed below:

- Failure to meet or maintain department or university academic requirements;
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records;
- Unethical professional behavior in violation of the current National Association of Social Workers (NASW) Code of Ethics;
- Any threat or attempt to harm oneself or someone else;
- Discriminatory behavior or harassment toward others that is unlawful or inconsistent with the professional standards for social work, including 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, or habitual unexcused absences from class or from an agency; and
- Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

If a concern arises that is outside the scope of the Office of Student Conduct, then the Student Affairs Committee Chair may appoint a panel to review it. The faculty member sends a written referral to the Student Affairs Committee Chair. If a faculty member refers a student to the Student Affairs Committee for such a concern, the faculty member may meet with the student to explain the reason for the referral. The rest of the concern review procedure is outlined below.

If the Office of Student Conduct sanctions a student, the Student Affairs Committee Chair must appoint a panel to review the case. The student has the option to submit a written response to the panel. Review Procedure items 3 – 8 then apply.

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: <https://studentconduct.dasa.ncsu.edu/students/student-conduct-policies/>
2. If the Office of Student Conduct refers the case back to the Department, and the Department decides to institute an action on the case, the Student Affairs Committee Chair will notify the student in writing of the concern.
3. The Student Affairs Committee Chair will appoint a Student Affairs panel of at least three social work faculty, 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 the Chair's stating the reason for the meeting and outlining the concern and the student's response. Panel members may ask questions to clarify the concern prior to the student's response; panel members may ask questions of the student following his/her response. (An observer, if present, does not speak.) 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 and the student, and placed in the student's file.
7. The Student Affairs Committee Chair will keep the Social Work Department Head informed of the status of the concern.
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, or
 - 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
 - administering 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 30 business days of receipt of the panel's decision, state the grounds for appeal, and provide any additional information that the Student Affairs sub-committee 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 may then appeal, if he or she chooses to do so. Refer to **Grievance Procedures for Graduate Students** (above) and to the NC State Graduate Grievance Procedures, which can be found at: <https://policies.ncsu.edu/regulation/reg-11-40-02/>

Department Communications

NC State Gmail. The primary electronic communication method among faculty, staff, and students is NC State Gmail. Please check your NC State Gmail account daily to keep up with important news and communications.

LinkedIn. LinkedIn provides a professional, convenient platform for students to interact with our department. Specifically, LinkedIn houses our "NC State Social Work Network" that provides our students and alumni a space to communicate and search for job opportunities. To join our networking group, please follow this link. For general questions or to submit a job opening on our network, please contact our Marketing/Student Services Coordinator, Alex Parsons, at asparso2@ncsu.edu.

Twitter, Facebook, Instagram. These social media channels are the best platforms to stay up-to-date with all of the latest social work news and announcements. All students are highly encouraged to like/follow all of our social media accounts and interact with us! For general questions, please contact our Marketing/Student Services Coordinator, Alex Parsons, at asparso2@ncsu.edu.

MSW Listserv. The Department of Social Work sponsors a listserv specifically for MSW students. Students are automatically subscribed to the MSW listserv when they become social work majors. It provides information about community and departmental events, jobs, and volunteer opportunities. Students cannot post directly to the BSW listserv; they must contact a faculty or staff member to post for them. When you graduate, you can remain on the listservs or ask to be removed.

CHAPTER 4: Financial Aid and Support

The Graduate School as a Resource

NC State offers graduate students a broad range of financial assistance options to help with tuition and living expenses. Graduate students may receive financial support through fellowships/traineeships, teaching assistantships, research assistantships, service assistantships, Federal work-study programs, and loans.

Fellowships, traineeships, and grants are outright awards and require no service in return. They may be based on merit and/or financial need. Because they are very popular with applicants, it is vital to be aware of all deadline dates when applying for these types of awards; please refer to: <http://www.ncsu.edu/grad/financial-support/>

Graduate Student Support Plan (GSSP)

The Graduate Student Support Plan is a highly competitive support package used to attract top students to NC State. Under the Plan, students who meet the minimum registration requirement and are supported on a teaching or research assistantship or a fellowship of at least \$666.67 per month receive free health insurance and (for a limited number of semesters) tuition. In the Department of Social Work, selected students receive a teaching assistantship. For more information about the plan, refer to: <http://www.ncsu.edu/grad/support-plan/index.php>

Teaching Assistants

The MSW program offers selected students the paid opportunity to assist professors. Teaching assistantships are granted for one academic year and require 20 hours of service per week. A student appointed as a teaching assistant (TA) directly participates in the teaching mission of the Department of Social Work or provides general support to the teaching mission of the department. A graduate student must be in good academic standing (3.0 GPA or better) to be eligible for appointment to an assistantship and must be registered as a full-time student in each semester in which the appointment is in effect. For additional information please contact appointed faculty advisor or the Director of Graduate Program.

General Financial Aid Information

Additional financial aid information can be found through the NC State Office of Scholarships and Financial Aid at

http://www.fis.ncsu.edu/financial_aid/

Funding resource links specific to Graduate Students can be found at:

<https://grad.ncsu.edu/faculty-and-staff/student-funding/>

Loan counseling is also available for entering and exiting students:

<https://studentservices.ncsu.edu/your-money/financial-aid/types/loans/>

In addition, students may contact the Financial Aid Office (2005 Harris Hall, 919-515-2421) to request short-term loans, usually in amounts of \$100 or less, to meet emergency expenses. These emergency loans should be repaid within about 30 days.

Research Assistant Opportunities

The Department of Social Work is involved in many different research projects. Some of these require paid student research assistants. Some projects are eligible for university research awards. Please inquire with the department main office, your faculty advisor, and/or the Director of Graduate Program if you are interested in assisting with research work.

The Garrett Renal Disease Social Work Scholarship

Dr. Lee Garrett and his wife Nancy have established a scholarship for a graduate student who (a) is already working in a dialysis clinic and/or (b) shows an interest in medical social work with patients experiencing renal failure. For more information about this scholarship please contact the department main office.

Social Work Enhancement Fund

The Department of Social Work maintains the Social Work 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. We use this fund flexibly to respond to departmental interests and needs as they emerge. Some examples of how we use the fund include: our annual newsletter, professional conferences for students, and alumni events. Alumni and other supporters maintain the Enhancement Fund through donations. The Department of Social Work Advisory Council plays a strong role in raising funds.

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 ensure highly qualified personnel in the delivery of services.

Dr. Winston's commitment to higher education was 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 NC State—in recognition of "unusually distinguished service." In order to honor the values in Dr. Winston's field of hard work, high standards, and pursuit of knowledge, the Humanities Foundation at NC State has established the Ellen Winston Lecture and Development Fund in Social Work.

The Ellen Winston Lecture and Development Fund in Social Work is a living tribute to an outstanding North Carolinian. Income from the endowed fund supports two major objectives: a public forum and assistance for curriculum and faculty development in the Department of Social Work at NC State. National leaders in social welfare policy have delivered the Ellen Winston Lecture to expand students' horizons and increase community awareness of social welfare issues.

Verna Dority

The Verna Dority, MSW, LCSW Award for Master of Social Work students will provide support to students enrolled in the Master of Social Work program. Section will be based on the student's understanding of the culture and heritage of Asian populations in North Carolina (inclusive of, but not limited to Chinese, Japanese, Korean, and Vietnamese), as well as the ability to speak and communicate with clients in their native language.

CHAPTER 5: Opportunities for Participation

Students are encouraged to organize in their own interest. MSW students can do this by participating in student organizations serving on departmental committees and councils. Through these activities and by participating in student surveys, students are able to express their views on how the MSW program is operating. This also affords students the opportunity to have input into faculty searches, as well as to participate in formulating and modifying policies and procedures affecting academic and student affairs. Opportunities for participation are detailed below.

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 student surveys administered by the Department of Social Work or its Advisory Council
- Serving on the Department of Social Work Advisory Council
- Serving on departmental committees
- Serving on the Field Advisory Council
- Becoming an officer in a student organization and participating in the student social work organizations' Presidents' Council (described below)
- Serving on faculty search committees
- Volunteering to plan and implement departmental orientations and graduation ceremonies

Student Surveys

Often, the Department of Social Work or its Advisory Council administers a survey to all social work students. The results are tabulated in a manner that preserves respondents' confidentiality. The Department of Social Work uses the results to evaluate and improve the social work program.

Advisory Council

The Advisory Council connects the Department of Social Work and the social work practice community. It meets four times each academic year (twice in the Fall and twice in the Spring). The Council is composed of fifteen to twenty-five members and BSW and MSW student representatives. Advisory Council members include:

- BSW and MSW social workers who work, or have worked, as students' field instructors
- Graduates of the NC State social work program who are practicing in the community
- Social workers from a variety of social agencies in the community
- Retired social workers
- BSW and MSW student representatives
-

Departmental Committees

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

The Diversity, Recruitment, and Retention Committee discusses, plans, and implements 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, syllabus development, and textbook selection. The Student Affairs Committee addresses the policies and procedures for admission, grievances, consultations, advising, and graduation. These committees are open to all BSW and MSW students. Committees recruit student representatives each fall for the academic year.

Field Advisory Council

The Field Advisory Council helps to identify gaps in educational and/or agency services. Field Advisory Council members include representatives from public, faith-based, and non-profit agencies, representatives from professional societies, field liaisons, field administrative faculty, and MSW and BSW students currently enrolled in the program. The Field Advisory Committee members' ethnic, cultural, and professional diversity ensures continuous contact between diverse professional social workers and students who are affected by field policies. All members provide valuable input that is taken into consideration when field policies are developed, implemented, and amended.

Presidents' Council

The Department of Social Work Presidents' Council is composed of leaders from the social work student organizations and the social work Department Head. The council allows an exchange of information between student representatives and the department head. The Presidents' Council meets once each semester during the academic year to discuss departmental changes and students' needs and concerns.

Faculty Searches

The department provides students with opportunities to meet with faculty candidates interviewed on campus. The students then provide feedback to the Search Committee. The department Personnel Committee schedules these activities in consultation with the Search Committee.

Student Participation in Graduation Ceremony Planning and Implementation

Students may volunteer to participate in planning, organizing and executing department orientations and graduations. The Department posts specific volunteer opportunities on its email lists.

Student Organizations in the Department of Social Work

There are several student organizations in which MSW students can participate. The organizations are described below.

Graduate Student Social Work Association (GSSWA)

The Graduate Student Social Work Association was formed officially in February of 2006, when the Constitution and By-laws were created, approved by the founding members, and registered officially with the Student Association officials at NC State.

The objectives of the [GSSWA](#) are as follows:

- to serve as a collective resource for student advocacy, graduate study information, education and professional support;
- to encourage positive relationships among students, faculty/staff of the social work department, and the university community;
- to promote student leadership through service projects and networking;
- to provide professional, educational, cultural, and social enrichment activities; and
- to assist in the ongoing development and evaluation of the MSW program.

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. Eligibility criteria differ for BSW and MSW students:

MSW Criteria

- 12 credits or more of graduate level social work classes
- 3.5 graduate-level social work GPA

Men in Social Work

Men in Social Work provides a network and resource for men in the Department of Social Work and male alumni. It creates a rapport among students and alumni to support males interested in social work careers. Those of all genders are welcome to participate.

University Graduate Student Association

The University Graduate Student Association (UGSA) is one mechanism for student participation in the larger university community. It is an academic, political, and social organization composed of graduate students. It is governed by elected officers and representatives from departmental Graduate Student Association (GSA) chapters. Officially recognized by NC State as the voice of graduate students, it provides graduate student

representation on various university committees. The UGSA President has full voting membership on the Administrative Board of the Graduate School and meets regularly with other university officials, including the Dean of the Graduate School and the Chancellor of NC State.

Some services provided by the UGSA include graduate student orientation, a teaching effectiveness workshop, outstanding TA awards, travel reimbursement for presenting original research at professional conferences, reimbursement for thesis and dissertation copies, and cash rebates to departmental chapters. Additionally, the UGSA hosts at least one campus-wide graduate student social event annually, allowing students to meet and make contact with their peers from across the university.

Other Student Organizations

Many other special-interest student organizations are registered with the university as voluntary associations led by NC State students, which are legally independent of the university. These registered student organizations have faculty advisors. The Student Organization Resource Center provides access to all Student Organizations registered at NC State and can be found at: <https://getinvolved.ncsu.edu/organizations>

For example, *National Alliance on Mental Illness (NAMI) On Campus* is a student-run, student-led organization that provides mental health support, education, and advocacy on the campus of North Carolina State University. Its mission is to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness of mental health services on campus, and eliminate the stigma faced by students with mental illness. Its faculty advisor is on the Department of Social Work faculty.

CHAPTER 6: RESOURCES

Adverse Weather Policy

NC State does not usually close during adverse weather and only makes public announcements about delays and cancellations. These announcements are made through the university's webpage, news media, the Wolf Alert System, email, etc. 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.

APA Style for Social Work Papers

The Department of Social Work's preferred style for formatting papers is one outlined by the American Psychological Association (APA). The best reference is the *Publication Manual of the American Psychological Association* (6th ed., 2010). You can also find information on using APA style at the Purdue Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/>.

Assistance with Writing

The Writing and Speaking Tutorial Services provide free one-on-one consultations with experienced tutors. They can help with all types, levels, and stages of writing. For more information, or to schedule an appointment, go to <https://tutorial.dasa.ncsu.edu/>.

Collegiate Recovery Community

The Collegiate Recovery Community provides an educational opportunities and recovery support to students recovering from addictive disorders and their allies. It offers peer support and connects students to resources in the community. For more information see <https://getinvolved.ncsu.edu/organization/CRCNCSU>.

Counseling Center

The NC State Counseling Center offers individual counseling, a variety of counseling and support groups, and educational workshops and programs, all of which are free to students. For information about services, resources, and appointments, go to <https://counseling.dasa.ncsu.edu/about-us/contact-us/>.

Faculty and Staff

For a complete list of Department of Social Work administrators, faculty, and staff and their contact information, go to http://socialwork.chass.ncsu.edu/about/faculty_staff/

Financial Aid

NC State offers several types of financial aid including scholarships, grants, loans, and work study opportunities. For specific information about types of financial aid, eligibility criteria, timelines, application procedures, and financial planning, go to the Office of Scholarships and

Financial Aid website: <https://financialaid.ncsu.edu/>. The following websites provide general information about financial aid for college students:

- www.finaid.com
- www.fastweb.com
- www.collegenet.com
- www.ed.gov

ID Cards

The Wolfpack One Card program provides an NC State ID card that allows access to services and facilities such as the gym and library and enables students to make on-campus purchases and eat meals at university dining locations. NC State's partnership with Wells Fargo Bank allows students to add banking services to the Wolfpack One Card if they choose. For additional information, go to <http://onecard.ncsu.edu>.

Library Services

NC State University has a major research library system with over three million books. The collection includes social work-related books, social work journals, and social work reference materials. The library's resources for locating materials include an online catalog and data bases. You can request journal articles, books, and other reference materials not in our library through the TripSaver service. The library offers rooms that can be reserved for meetings and lends out a variety of electronic devices. The library's Assistive Technologies Center provides accessible materials to people with vision, hearing, and/or mobility-related disabilities. For additional information, see the library web page: <http://www.lib.ncsu.edu/>.

NAMI on Campus

NAMI on Campus is a student-run, student-led organization that provides mental health support, education, and advocacy on campus. Its mission is to improve the lives of students who are directly or indirectly affected by mental illness, increase the awareness of mental health services on campus, and eliminate the stigma students with mental illness face. For more information see: <https://getinvolved.ncsu.edu/organization/NAMINCSU>.

Online at NC State

All NC State students automatically receive a Unity computing account. This account provides access to online courses and other information technology resources, including personal NC State online file space and web publishing privileges, access to computer labs, email services, and more. New students receive a Unity ID during the university's new student orientation. Students can also find out login IDs by calling the NC State Help Desk at (919) 515-HELP (4357) or emailing help@ncsu.edu. For information about university account resources see <http://www.eos.ncsu.edu/e115/text.php?ch=1&p=accounts>.

Computer Labs

The Department of Social Work is part of the College of Humanities and Social Sciences. The college's computing labs are open to students and include Room 110 of the 1911 Building. For details go to: <http://chasslabs.chass.ncsu.edu/http://chasslabs.chass.ncsu.edu/>.

Parking on Campus

Parking permits are required for campus parking between the hours of 7:00 a.m. and 5:00 p.m. Vehicles must display the appropriate parking zone permit on the bottom of the driver-side windshield unless parked at an activated parking meter or in an hourly pay lot. Permits are available for sale beginning in early July. Parking permits are sold based on the number of credits a student is taking, and the availability of parking spaces. For more information on campus parking, go to <http://www2.acs.ncsu.edu/trans/parking/students.html>.

Tutoring

The University Tutorial Center provides tutoring for many undergraduate courses including Spanish, math, and statistics. For a complete list of courses and links to information about tutoring sessions, see <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>.

Wolf Alert Emergency Notifications

The Wolf Alert system will notify you by text message of any campus emergency or university closing. To sign up to receive Wolf Alert text messages go to <https://www.ncsu.edu/emergency-information/textsignup/>.

Additional Resources

For additional resources, please visit our Resources for Students page on our Department of Social Work Website: <https://socialwork.chass.ncsu.edu/students/resources/>.

APPENDIX A: Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and
revised by the 2017 NASW Delegate Assembly

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

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

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

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

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

Preamble

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

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

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

§ service

§ social justice

§ dignity and worth of the person

§ importance of human relationships

§ integrity

§ competence.

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

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

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

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

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

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

responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

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

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on

issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.
- (f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.
- (g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.
- (h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
- (i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.
- (d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

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

1.05 Cultural Awareness and Social Diversity

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

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

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

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

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform

in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where

disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such

colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or

results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX B

COUNCIL ON SOCIAL WORK EDUCATION 2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

The Council on Social Work Education (CSWE) <http://www.cswe.org/About-CSWE/Governance/Commissions-and-Councils/Commission-on-Accreditation.aspx> develops accreditation standards for BSW and MSW programs in the United States. These standards define competent preparation and ensure that social work programs meet them. CSWE's educational standards use a competency-based framework that identifies and assesses what students demonstrate in practice. You can find the CSWE Educational Policy and Accreditation Standards (EPAS) at <http://www.cswe.org/Accreditation/Standards-and-Policies/EPAS-Handbook.aspx>. Listed below are the 2015 EPAS competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

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

1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes;
5. use supervision and consultation to guide professional judgment and behavior; and
6. promote clients' right to self-determination and assist them in their efforts to identify and clarify their goals.

Advanced Level

At the advanced level, social workers demonstrate their commitment to professional ethics and their competency as practitioners and also serve as professional exemplars and leaders. Guided by professional ethics, they offer leadership in resolving value conflicts across groups with differing norms, histories, and goals. As representatives of the profession, and their organization, they integrate a full range of advanced direct practice, policy, research, and evaluation competencies into change efforts dedicated to advancing human rights and social, economic, and environmental justice. Social workers:

1. provide leadership in resolving value conflicts among diverse constituencies; and
2. apply advanced practice skills, that accurately represent their organization and the profession, to implement ethically-grounded change efforts with individuals, families, groups, organizations, and communities.

Competency 2: Engage Diversity and Difference in Practice

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

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences;
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies, and
4. demonstrate competence in working with peoples from diverse social, economic, political, sexual, and cultural backgrounds.

Advanced Level

At the advanced level, social workers understand the importance of engaging and managing multiple facets of diversity and difference across the micro, mezzo, and macro systems. Social workers have the knowledge, skills, and values to apply empowering and culturally appropriate change strategies to promote social justice and behavioral and social change. Social workers also have the capacity to recognize affective content, underlying messages, and themes embedded in client and collegial presentation and behavior. Social workers:

1. effectively engage and manage dimensions of diversity and difference in practice;
2. apply effective empowering and culturally appropriate change strategies in everyday practice to promote social justice and behavioral and social change; and
3. identify affective content, underlying messages, and themes embedded in client and collegial presentation and behavior.

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

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

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice, and
3. apply the NASW Code of Ethics to analysis of a public policy.

Advanced Level

At the advanced level, social workers understand power and privilege and use their personal power and networks to ethically advocate for oppressed, marginalized, and vulnerable populations. They are able to recommend the creation of policies and programs that will provide services to address the needs of oppressed populations. Social workers are able to assess program and organizational structures and systems that may hinder socially just application of policies and interventions. Social workers:

1. use power and authority ethically to advocate for and with marginalized constituents;
2. collaborate to create new, modified, or improved services, resources, and opportunities for marginalized populations; and
3. design agency policies to maximize equal opportunity, access, and treatment.

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

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

1. use practice experience and theory to inform scientific inquiry and research;

2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery, and
4. demonstrate knowledge of research methods and literature that provide a foundation for practice.

Advanced Level

At the advanced level, social workers use their knowledge of research and research evidence to provide constituents with information relevant to social work policy, practice, and intervention. Social workers integrate research evidence with practitioner expertise and client strengths and goals, in order to guide interventions, policies, or programs. Social workers support and encourage others in the use of evidence-informed practice. Social workers:

1. disseminate research findings in forms that diverse constituents can understand and use;
2. demonstrate the integration of research evidence with practitioner expertise and client strengths and goals; and
3. promote use of evidence-informed practice by colleagues within practice settings.

Competency 5: Engage in Policy Practice

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

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; and
4. assess policy decision-making at the local level for the influence of cultural structures and values that may oppose, marginalize, or alienate individuals, groups, or communities, or that create or enhance privilege and power.

Advanced Level

At the advanced level, social workers are able to use personal and professional influence and negotiation skills to challenge oppressive systems at the federal, state, and local levels. Social workers are able to operate within micro, mezzo, and macro systems to effect policy change and protect the human rights and well-being of oppressed or vulnerable populations. Social workers are able to engage communities and specific populations in the change process. Social workers are able to develop and initiate plans for principled advocacy rooted in, and reflective of, the *NASW Code of Ethics*. Social workers are able to provide leadership in practice and/or administrative roles including coalitions, ad hoc committees, task forces, planning meetings, boards, councils, and commissions. Social workers:

1. build coalitions and collaborative relationships that improve and enhance services;
2. involve constituents in identifying the strengths and barriers inherent in community or policy change; and
3. conduct asset and needs assessments designed to inform policy development and evaluation.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Advanced Level

Advanced social workers practice with complex client systems using culturally appropriate language and strategies to build purposeful relationships and partnerships. Advanced social workers analyze, synthesize, and evaluate theories of human behavior and the social environment, and think critically to apply this knowledge to facilitate engagement with clients

and constituencies, including individuals, families, groups, organizations, and communities. At the advanced level, social workers evaluate the impact of their personal experiences and affective reactions on their ability to effectively engage with diverse clients and other professionals. Social workers:

1. apply theories to initiate, engage, and take action with complex client systems; and
2. use clear and understandable language to communicate with individuals, families, social groups, organizations, and communities throughout all phases of social work intervention.
- 3.

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

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

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

Advanced Level

At the advanced level, social workers have the knowledge and skills to use multidisciplinary, multidimensional assessment methods to intervene with complex client systems, and they understand the strengths and limitations of extant assessment methods. Social workers select the most appropriate assessment tools and methods and also evaluate, adapt, and modify assessment tools and methods to enhance their validity in working with diverse groups (e.g., gender, race/ethnicity, immigrant status, sexual orientation, and gender expression). Through analysis, synthesis, and evaluation, advanced social workers recognize the implications of the larger

practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers:

1. conduct comprehensive assessment of client systems with complex needs; and
2. administer and interpret standardized assessment and diagnostic tools that are appropriate for use with diverse client systems with complex needs.

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

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

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;
5. facilitate effective transitions and endings that advance mutually agreed-on goals; and
6. demonstrate the ability to apply practice models that best serve the needs of people marginalized by their ethnicity, race, gender, sexual orientation, class, age, or ability.

Advanced Level

At the advanced level, social workers in all practice settings recognize the importance of selecting and applying appropriate theoretical frameworks and/or models to guide interventions with individuals, families, groups, organizations and communities. Social workers utilize theoretical frameworks and models when designing interventions related to loss, change, and transition across the lifespan. Social workers work collaboratively with client systems to develop clear, timely, and appropriate goals and objectives when planning interventions. Social workers use ongoing feedback to respond sensitively to changing situations and complex needs and apply financial, organizational, and administrative processes to service delivery. Social workers:

1. demonstrate the ability to maintain a person-in-environment perspective while using appropriately selected theories and/or models to guide interventions with complex systems; and
2. monitor and evaluate the impact of interventions and adjust interventions as needed to support client systems in their change process.

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

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

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels; and
5. demonstrate the ability to describe interventions and program outcomes in quantitatively and qualitatively measureable terms.

Advanced Level

At the advanced level, social workers not only recognize the importance of evaluating processes and outcomes, they are able to apply this knowledge when an organization's policies and practices do not align well with the needs of its target population. Social workers are able to assess such situations, their impact on complex client systems, and can develop and implement evaluation plans with the goal of adjusting organizational objectives and improving client outcomes. Social workers:

1. articulate any misalignment between the organization's structure/policy and clients' needs, resources, and preferences; and
2. re-evaluate and adjust goals and objectives with complex client systems.