NC State University
MSW Student Handbook
2025-2026

School of Social Work
NC State University
1911 Building Room 205
Campus Box 7639
Raleigh, North Carolina
27695-7639
Tel: 919-515-2492

Fax: 919-515-4403

http://socialwork.chass.ncsu.edu/

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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 School of Social Work has compiled this handbook to provide students with information about the Masters of Social Work (MSW) program and to answer the most common questions students have about our MSW program. The handbook does not replace NC State's Policies, Regulations, and Rules, https://policies.ncsu.edu/.

The School 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.

School of Social Work Mission Statement

The mission of the School 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 School emphasizes:

· professional ethics,
· social justice,
· belonging, and
· community engagement.

North Carolina State University Equal Opportunity & Nondiscrimination Statement

NC State is committed to providing an inclusive and welcoming environment for all members of our community. As a public land grant institution, the University strives to ensure that diverse persons of any background are invited, included, and treated equally. The University also strives to maintain a campus environment free from discrimination, harassment, and retaliation and to provide an equitable and supportive process for reporting and resolving allegations of discrimination, harassment, and retaliation. NC State complies with all applicable laws and regulations relating to preventing and addressing discrimination, harassment, and retaliation. Additional information 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. 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 School.

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 meet 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 School'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 practicum 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 506 Human Behavior & the Social Environment (3) SW 520 Social Work Generalist Practice I (3) SW 651 Social Work Internship I (5)	SW 501 Policy, Services, Programs (3) SW 510 Research Methods for Social Work (3) SW 521 Generalist Practice II (3) SW 652 Social Work Internship II (5)
Year Two (32 credit hours)	
SW 561 Administration & Supervision (3) SW 581 Advanced Practice with Individuals (3) SW Elective (3) SW 512 Advanced Research (2) SW 653 Advanced Social Work Internship I (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 (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 (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 (5)

Practicum Education

As shown in the tables above, the program includes four semester-long internships in social service and other agencies. Only students in the Traditional course of study complete the foundation year 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 practicum education can be found in the *MSW Practicum Manual for Students and Instructors* and on the Practicum Education website: https://socialwork.chass.ncsu.edu/academics/practicum-education/

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 School of Social Work, or a graduate level course outside of the School that is approved by their faculty advisor and the Director of Graduate Programs.

The School 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.

The current social work elective courses can be found each semester in a shared prospectus and the class search function. 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.

CHAPTER 3: Policies and Procedures

Traditional Program Requirements

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 C- grade or higher: Courses must be equivalent to NCSU's Statistics 311 and one of the biology courses 105, 106, 181, or 183.
e. Three references: professional and academic
f. Variety of work and volunteer experience
g. Submit application to the Graduate School

Advanced Standing Program Requirements

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 C- grade or higher. Courses must be equivalent to NCSU's Statistics 311 and one of the biology courses 105, 106, 181, or 183.

e. Three references: professional/volunteer and one academic

f. Submit a separate application to the Graduate School

TOEFL

In order to be eligible for admission to the graduate school 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.

Course Waivers

In certain circumstances, students may request that foundation (Year One) courses be waived, with the exception of foundation practice and practicum 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 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. 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 School 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 the Director of Graduate Programs the syllabus from the course for which credit is requested. The Director of Graduate Programs and Faculty Lead will assess whether the course content is equivalent to the content of a course in our curriculum. A maximum of 12 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 School 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 School also provides a required orientation to the practicum experience and internship placement. 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 practicum education has a liaison; in some instances, the faculty advisor and practicum liaison may be the same individual. The Practicum Manual describes the role of the practicum 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 follow the provided curriculum sequence, which outlines courses, semester by semester, required for graduation. Students are encouraged to discuss with advisors their academic and professional interests and to take advantage of the advising relationship, not only to discuss course options, but also to identify helpful resources, explore social work areas of practice and engage in career planning.

The responsibilities of students are to:

1. Attend the School, practicum, graduate school and university orientations;
2. Complete practicum applications and consult the practicum director or practicum coordinator to arrange a practicum placement;
3. Schedule an appointment and meet with the faculty advisor each semester to discuss their interests and career plans and to review course offerings, schedule, and professional interests;
4. Register for classes as outlined on the curriculum sequence or notify the faculty advisor of needed revisions in the plan;
5. Identify areas of concern regarding any aspect of the educational experience; and
6. Utilize 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 practicum work 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 School, our mission, and our curriculum;
3. Assist advisees in integrating practicum and class work and making course selections;
4. Assist advisees in developing Plans of Work and following course sequences;
5. Counsel advisees regarding their concerns and make referrals to needed services; and
6. Inform/consult with advisees regarding curriculum policies and procedures

Steps to Graduation

1. The student in coordination with their Academic Advisor should review their Graduate Degree Audit during advising and enrollment periods. If there are any irregularities, please contact the Graduate Services Coordinator.

2. Students must register for graduate-level courses each fall and spring semester until graduation (see Graduate Handbook ***Continuous Registration***).

3. The student must maintain an overall GPA of at least 3.00 for all graduate course work at NC State in order to graduate.

4. The student applies to graduate via MyPack portal before the Apply to Graduate Deadline set each semester by the University.

5. The Graduate Services Coordinator will review the application to graduate, confirming the student's overall GPA and the Graduate Degree Audit before approving the application.

6. After final grades, the Graduate School will complete a final review of the student's application to graduate before conferring the MSW degree.

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 Needs

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. 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/

School of Social Work Grading Scale

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 School 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 School 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." Practicum 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 practicum 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 practicum placement.

Grade Changes

When submitted to the School 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 School 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 Director of Graduate Program (DGP).

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 the faculty or staff with whom that the student has a concern. The School of Social Work requires students to follow this process if there is an ongoing issue of concern:

1. Talk with the faculty/staff/person that you have a concern with;
2. If not resolved to the student's satisfaction, then communicate the concern to the Director of the Graduate Programs;
3. If not still resolved to the students satisfaction, then communicate the concern to the Head of the School;
4. If a matter arises that cannot be resolved to the student's satisfaction within the School, the student may follow NC State Written Student Complaint Process. The NC State Written Student Complaint Process can be found at: https://policies.ncsu.edu/regulation/reg-11-35-04/

Sanctions for Reasons of Academic or Professional Performance

To be in good academic standing a graduate student must maintain a GPA of 3.0 or above. As well, to graduate a student must have a 3.0 or higher GPA. Graduate students will be terminated from their program of study if they have accumulated more than 18 hours at the 400 level or above and have a GPA below 2.667, or if they have accumulated 30 or more hours and have less than a 3.000 GPA. The full graduate school

policy on GPA requirements for graduate students is located here: https://catalog.ncsu.edu/graduate/graduate-handbook/academic-difficulty/

If a student maintains a 3.0 GPA but does not pass a graduate level class with a C- or better they must re-take the course to remain in the program. If this occurs the student will meet with the Director of Graduate Programs to discuss how to proceed in the program.

Termination

Students can be terminated at any point during their enrollment in the School 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 such as not following the Technical Standards. For more information, please consult the Graduate Student Catalog, which is available on the web at: https://catalog.ncsu.edu/graduate/graduate-handbook/

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 School of Social Work's commitment to the profession obligates it to evaluate students' fitness to enter the profession. The School 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.

Technical Standards

The School of Social Work is preparing students for careers as professional social workers and professional social workers are ethically obligated to protect the clients and communities we serve, based on the *National Association of Social Workers (NASW) Code of Ethics* (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). Thus the School of Social Work has established student standards that emphasize the necessary skills, attributes, and competencies of a successful graduate of the program

grounded in the code. The School of Social Work will hold students accountable for complying with these standards within the traditional classroom setting and in field placements.

Becoming a professional is a gradual process. The Technical Standards for Professional and Ethical Behavior articulate minimum expectations for students. If faculty or administrators believe a student is not meeting these standards, they may refer the student to the Student Affairs Committee for a review process as described below.

1. General Requirements

Students must meet the following requirements:

- attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- navigate transportation to complete field and classroom requirements;
- use technology as required to engage in effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- demonstrate the capacity to think critically and to apply effective problem-solving skills.

2. Communication

Students must meet the following requirements:

- express ideas and feelings clearly;
- demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others with whom they might come into contact in their student role;
- advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution, as outlined in the student handbooks.

3. General Standards of Professionalism

In accordance with the *NASW Code of Ethics* (§ 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. Social work students must exhibit and execute sound judgment and performance in the program to support the practice of social work. Students must meet the following standards:

- maintain respectful and professional relationships with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals;
- seek appropriate help when personal issues interfere with professional and scholastic performance;
- manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and

● integrate into practice constructive criticism received in both didactic and field settings.

4. Self-Awareness and Reflective Thinking

Students must meet the following requirements:

● demonstrate continual reflection on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and the effects of these factors on their thinking, behavior, interactions, and relationships;

● demonstrate the capacity to continually reassess their own strengths, limitations, and suitability for professional practice;

● take responsibility for their own actions and consider the impact of these actions on others; and

● seek supervision and accept constructive feedback in a positive manner.

5. Respect for Diversity and Social Justice

Social work practice requires understanding, affirming, and respecting another individual's way of life and values. Per the *NASW Code of Ethics (§ 1.05 and § 4.02),* social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege and power. Students must meet the following requirements:

● demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;

● strive to relate to, and to work nonjudgmentally with, others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;

● demonstrate knowledge of, and sensitivity to, diversity, oppression, and privilege; ● approach differences with an attitude of humility and respect, acknowledging the importance of cultural differences in shaping life experiences;

● demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities.

6. Ethical Conduct

Students are required to adhere to ethical conduct and decision-making consistent with the values, ethics, and standards formally established for the social work profession in the *NASW Code of Ethics*, and must abide by all applicable university policies, including the university's Code of Student Conduct. Students must meet the following requirements:

● demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;

● maintain appropriate professional boundaries with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals;

● understand their role in practice as learners and social work students, including correctly judging the limits of their own competence and seeking help from an appropriate source when necessary;

● follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visual materials for academic coursework.

7. Interpersonal Skills

Students must meet the following requirements:

● demonstrate the ability to build rapport and work effectively with colleagues, faculty, field instructors, task supervisors, staff, clients, and other professionals; ● demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship; and
● exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

8. **Academic and Professional Standards**

Students must meet the following requirements:

● follow the policies, procedures, and operating standards of the NC State University School of Social Work and the field placement agency;
● show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
● maintain appearance, dress, and general demeanor appropriate to the context; and
● be punctual and dependable, prioritize responsibilities and manage time well, follow relevant attendance policies in class and field, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments.

All students were provided this document via email and during Orientation.

IMPLEMENTATION PLAN

Guidelines for Faculty Support of Technical Standards

The Student Affairs Committee guides the School of Social Work's BSW and MSW faculty in response to student behavior in class or field that violates the *NASW Code of Ethics* or the School of Social Work Technical Standards for Professional and Ethical Behavior. In the event that a faculty member observes such behavior, we recommend that the faculty member follow and document electronically the following steps:

First step. Arrange an in-person meeting with the student, explaining what makes the observed behavior problematic and citing any standards that apply. The student will also be able to respond to the concerns and provide perspective on their behavior.

Second step. Work with the student to develop goals and a student action plan that will teach professionalism reflecting the standards listed above. The action plan should be

written and signed by the student. The student and the faculty member keep a copy of the plan.

Third step. Inform faculty colleagues of this plan during the next BSW or MSW Program meeting or provide details of the situation to the BSW or MSW Program Director to share at the meeting. Apprise the BSW Academic Advising Coordinator (for BSW students) or the department Program Manager (for MSW students) of the situation.

Fourth step. Check in with the student periodically to assess progress with the plan. Gather information from other faculty and staff members as needed. If the student's behavior now meets the standards, the process ends here.

Fifth step. If the student does not achieve satisfactory progress, refer the student to the BSW Academic Advising Coordinator or the Program Manager for a required meeting to discuss what additional campus support the student may need. The Advising Coordinator or Program Manager may refer the student to the Student Ombuds, Student Health Center, Counseling Center, or other appropriate resources on campus.

Sixth step. If the student continues not meeting the standards, the faculty member should refer the student to the Student Affairs Committee, which will determine whether temporary or permanent withdrawal from the Social Work program is advised. The Student Affairs Committee will involve the student, pertinent faculty, advisor, and program director in the conversation. The Committee will decide on the student's status and inform the School Head of the decision.

Referrals to the Student Affairs Committee

For violations of the standards, a faculty member may refer a student to the Student Affairs Committee chair. The chair will appoint a panel to review the matter. If a faculty member refers a student to the Student Affairs Committee for such a concern, the faculty member will meet with the student to explain the reason for the referral.

Review Procedure

1. The Student Affairs Committee chair will appoint a Student Affairs panel of no fewer than three faculty members, including the student's advisor, to meet with the student and review the concern. The chair shall notify the student and panel members of the meeting date and time. Notification of the meeting must be provided to the student at least seven 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.

2. The student may 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 business days prior to the meeting.

3. At least five business days before the meeting, the student must inform the Student Affairs Committee chair whether an observer will accompany the student to the meeting. The name of any observer must be provided to the Student Affairs Committee chair at least five business days before the meeting, and the student must sign a FERPA form allowing disclosure of information about the student to the observer during the hearing. An observer may attend the meeting to provide support, but does not have speaking privileges.

4. The Student Affairs panel will meet with the student to review and hear the concerns. The meeting procedure will include a statement of the concern and the student's response. After this meeting the panel will meet privately to provide a recommendation on the matter. The Student Affairs Committee chair will document 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 School of Social Work Head and to the student, and will be placed in the student's file.

5. The Student Affairs Committee chair will keep the Head informed of the status of the situation.

6. The Student Affairs Committee chair will inform the student of the panel's recommended actions, including, for example:
   · Continue the student in the program with no 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:
      o Oral or written warning or reprimand filed in the student's record
      o Documentation of violation of the technical standards in student's record
      o Other School actions tailored to prevent and/or avoid additional violations of the technical standards
   · 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:
      o establishing goals, a plan, a timeline, and appropriate monitoring
      o providing mentoring and support
      o placing the student on probation and monitoring the student during the probationary period
      o referring the student to counseling and/or advising services
      o allowing the student to maintain a reduced course load or delay entry to the field practicum
      o requiring the student to withdraw from the program with the option of reapplying
      o completing a one-year suspension from the program.
      o Discontinue the student from the program.

Appeal Procedure

Students who wish to appeal the panel decision must contact the Head in writing within 30 business days of receipt of the panel's decision, state the grounds for appealing the panel's decision and/or action(s), and provide any additional relevant information for consideration. Grounds for appeal are limited to whether the panel violated any departmental or university rules and the breach of rules materially impacted the decision. The School Head will review the materials and may deny the appeal if the panel did not violate departmental or university rules, or may request that the panel review the matter further if additional information is presented. If the panel, after a second review, comes to the same decision, the initial panel decision will stand. The student has the right to appeal in accordance with NC State Written Student Complaint Procedures that can be found at:
https://provost.ncsu.edu/institutional-quality/accreditation/written-student-complaints/

School 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 School. 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 School 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 School events, jobs, and volunteer opportunities. Students cannot post directly to the MSW student 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, receive a stipend, free health insurance and (for a limited number of semesters) tuition. In the School of Social Work, selected students receive either a research or teaching assistantship. For more information about the plan, refer to: http://www.ncsu.edu/grad/support-plan/index.php

Research or Teaching Assistants

The MSW program offers selected students the paid opportunity to assist professors. Assistantships are granted for one or two academic years and require 20 hours of service per week. A student appointed as a research assistant (GRA) directly participated in the research mission of the School of Social Work by working with faculty on research projects. A student appointed as a teaching assistant (GTA) directly participates in the teaching mission of the School of Social Work or provides general support to the teaching mission of the School. 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 the Director of Graduate Programs.

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/

Pack Essentials

Pack Essentials supports NC State students facing basic needs insecurity. These include the Feed the Pack Food Pantry, financial support, food assistance and housing resources. More information on Pack Essentials can be found at: https://packessentials.dasa.ncsu.edu/

The Nancy and Leland E. 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 School main office.

Social Work Enhancement Fund

The School 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, practicum instructors, alumni, and other community partners. We use this fund flexibly to respond to School interests and needs as they emerge. Some examples of how we use the fund include: our annual newsletter, professional conferences for students, and to host a variety of events. Alumni and other supporters maintain the Enhancement Fund through donations.

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 School 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 School 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 School of Social Work or
   its Advisory Board
      ● Serving on the School of Social Work Advisory Board
      ● Serving on School committees
● Becoming an officer in a student organization and participating in the student social work
   organizations' (described below)
      ● Participating in faculty searches
      ● Volunteering to plan and implement School orientations and graduation ceremonies

Student Surveys

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

Advisory Board

The NC State School of Social Work Advisory Board is composed of social work alumni, social workers, community professionals, and BSW and MSW student representatives. The board's primary purpose is to connect the School of Social Work with the social work practice community.

The Advisory Board meets three or four times a year. The Advisory Board's functions include:

1. keeping the School aware of emerging social work issues and practices by providing opportunities for networking, research, field placements, and employment;
2. assisting with assessment of the School and BSW/MSW programs;
3. participating in faculty recruitment;

4. attendance at regularly scheduled board meetings and participation on ad-hoc committees
5. promoting and attending School-sponsored community events;
6. providing support for student development and leadership;
7. providing a forum for student participation and input;
8. fundraising as well as making a yearly contribution to the social work enhancement fund;
9. alumni support;
10. accreditation preparation assistance

School Committees

Social work students may serve on the following School standing committees: Curriculum Committee and Student Affairs Committee. 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.

Faculty Searches

The School provides students with opportunities to meet with faculty candidates interviewed on campus. The students then provide feedback to the Nominating Committee. The Nominating Committee schedules these activities.

Student Participation in Event Planning and Implementation

Students may volunteer to participate in planning, organizing and executing School orientations and graduations, as well as other events hosted by the School. The School posts specific volunteer opportunities on its email lists.

Student Organizations in the School 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 School, 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 (MiSW) provides a network and resource for men in the School 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.

PRIDE in Practice

Pride in Practice is a student group for all members of the LGBTQIIA+ community and its allies. Its purpose it to provide support for community members in the personal and professional experiences.

Social Work Student Ambassadors

The Social Work Student Ambassadors (SSWA) aims to represent our Social Work student community across NC State campus and beyond. Typical activities include student recruitment events, organizing semesterly student enrichment events, community engagement/outreach, and much more! This organization is open to all social work undergraduate, graduate, and minor students.

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 School 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 School 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.

CHAPTER 6: RESOURCES

Academic Success Center

The Academic Success Center at NC State facilitates degree completion by providing a comprehensive variety of free programs and resources that promote academic skills development and independent learning within the university environment. More can be found at: https://asc.dasa.ncsu.edu/

Adverse Weather Policy

NC State sometimes may close during adverse weather and 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 School 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*. You can also find information on using APA style at the Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/.

Collegiate Recovery Community

The Collegiate Recovery Community provides 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/

Faculty and Staff

For a complete list of School of Social Work administrators, faculty, and staff and their contact information, go to https://chass.ncsu.edu/group/socialwork/

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://studentservices.ncsu.edu/finances/scholarships-and-financial-aid/

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 https://ncsu.service-now.com/sp

Computer Labs

The School 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: https://it.chass.ncsu.edu/labs/

Transportation and Parking on Campus

Parking permits are required for campus parking between the hours of 7:00 a.m. and 5:00 p.m. 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 and other transportation options, go to: https://transportation.ncsu.edu/

Wolfpack Wellness

There are numerous resources available at NC State to assist students with wellness, tackling mental health challenges and/or finding community. The full list of resources for wellness can be found at: https://wellness.ncsu.edu/resources/

Wolf Alert Emergency Notifications

The Wolf Alert system will notify you by text message of any campus emergency or university closing. More about emergency information can be found here: https://emergency.ncsu.edu/

Additional Resources

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

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
2022 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

The Council on Social Work Education (CSWE) https://www.cswe.org/ 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 https://www.cswe.org/accreditation/policies-process/2022epas/

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services.

Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks,and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

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.

Specialization Practice

The master's program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers:

A1. Provide leadership in resolving value conflicts among diverse constituencies. 1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

A2. 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: Advance Human Rights and Social, Racial, Economic and Environmental Justice

Social workers:

A1. Use power and authority ethically to advocate for and with marginalized constituents
A2. Collaborate to create new modified or improved services, resources, and opportunities for marginalized populations

Competency 3: Engage Anti-Racism, Diversity and Inclusion (ADEI) in Practice
A1. Apply anti-racist and anti-oppressive social work practice at the individual, family, group, organization, community, research, and policy levels by actively implementing strategies that dismantle systemic barriers, challenge discriminatory practices, and advocate for equitable outcomes for all individuals and communities.

A2. Apply a cultural humility lens by applying critical reflection, self-awareness, and self-regulation to effectively manage the influence of bias, power, privilege, and personal values when interacting with clients and constituencies. We acknowledge and hone the expertise of individuals by valuing their lived experiences and involving them as active participants int he decision-making process.

Competency 4: Engage in Practice-Informed Research and Research Informed Practice Engage

A1. Disseminate research findings in forms that diverse constituents can understand and use;

A2. Demonstrate the integration of research evidence with practitioner expertise and client strengths and goals.

A3. Promote use of evidence-informed practice by colleagues within practice settings.

Competency 5: Engage in Policy Practice

A1. Build coalitions and collaborative relationships that improve and enhance services;

A2. Involve constituents in identifying the strengths and barriers inherent in community or policy change.

A3. Conduct asset and needs assessments designed to inform policy development and evaluation

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

A1. Apply theories to initiate, engage, and take action with complex client systems

A2. Use clear and understandable language to communicate with individuals, families, social groups, organizations, and communities throughout all phases of social work intervention.

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

A1. Conduct comprehensive assessment of client's systems with complex needs.

A2. Administer and interpret 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

A1. Maintain a person-in-environment perspective while using appropriately selected theories and/or models to design and guide programs and/or interventions with complex systems.

A2. Monitor and evaluate the impact of interventions and adjust interventions as needed to support client systems in their change processes.

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

A1. Articulate and misalignment between the organizations structure/policy and clients' needs, resources, and preferences.

A2. Re-evaluate and adjust goals and objectives with complex client systems.