

***SOCIAL WORK PROGRAM  
STUDENT HANDBOOK***



**LIMESTONE  COLLEGE**

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Revised: February 2012. This handbook is available at <http://www.limestone.edu/academics/social-and-behavioral-science/social-work/social-work-handbook>. This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this Limestone College BSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the program chair or other appropriate individuals in the Social Work Department or Limestone College.

## **AN INTRODUCTION TO LIMESTONE COLLEGE**

Limestone College is a regionally accredited, independent, co-educational four-year liberal arts institution chartered by the state of South Carolina. The Social Work Program is accredited through the Council on Social Work Education retroactive to May of 1999. Limestone College's programs lead to the Master of Business Administration, Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Associate of Science, or Associate of Arts.

Limestone College was established in 1845 by Dr. Thomas Curtis and his son, Dr. William Curtis. Limestone was the first women's college in South Carolina and one of the first in the United States. In the late 1960's Limestone became fully co-educational. Limestone is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award masters, baccalaureate and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Limestone College. Since 2002 (retroactive to 1999), Limestone College's Social Work Program has been fully accredited through the Council on Social Work Education (1725 Duke Street, Suite 500, Alexandria, Va.22314-3457) Phone: (703)-683-8099, Web: [www.cswe.org](http://www.cswe.org)).

During its long history, Limestone College has always had a strong commitment to providing service to those whose access to higher education has been difficult. Limestone was a pioneer in providing educational opportunities for working adults wishing to complete a baccalaureate degree. The Block Program, established in 1976, brought evening classes to numerous locations throughout South Carolina. Limestone has also offered Internet classes through its Virtual Campus, beginning in 1997.

In early 2005 the Block Program was combined with the Virtual Campus (Internet) Program to form the Extended Campus Program. The former Block Program is now known as the Extended Campus Classroom Program (ECC), while the former Virtual Campus Program is now known as the Extended Campus Internet Program (ECI).

The campus is located in a historic residential section of Gaffney. Ten campus buildings are included on the National Register of Historic Places. Since the last CSWE accreditation the college has added the following buildings on main campus: Winnie Davis Hall, Timken Center, New Dorm, Limestone Center for Theater and Athletics and Walt Griffin Physical Education Center. Currently the college is engaged in a \$12 million dollar capital campaign to raise money for a new library and to improve the athletic facilities.

Limestone College is constantly upgrading its off-campus sites to ensure that Extended Campus Classroom Program students have adequate classroom space. Several years ago two smaller sites, Spartanburg and Greenville, were consolidated into one site at Greer. The Greer site will be moved to a new location July 1, 2012. The Aiken site has recently moved to a new location which is a much larger and has more classroom space for students. Charleston has an improved

facility which includes an updated décor and digital signage for its building. The campus store and financial aid personnel from the Main Campus visit all sites throughout the year to facilitate easy access to Limestone materials and resources. Many of the sites have hired new faculty and support staff. In addition, the Internet system has added new hardware to the main campus and Extended Campus sites. This also includes current multimedia systems that have been improved since our last accreditation by CSWE.

Today Limestone College enrolls approximately 850 day and 100 evening students on its main campus in Gaffney, and approximately 2500 adult evening students throughout South Carolina through the Extended Campus Classroom Program and around the world through the Extended Campus Internet Program which is comprised of mostly South Carolina students. With a total enrollment of approximately 3500, Limestone is truly a “statewide college.”

### **PROFESSION OF SOCIAL WORK**

The National Association of Social Workers defines social work as a profession dedicated to work that promotes wellness across all levels of society. Professionals are educated at the BSW level to meet the demands of working with populations-at-risk, using a generalist skills practice perspective.

Work done within social welfare institutions is guided by an environmental construct, done from a global perspective with respect for human diversity at the forefront of clinical practice. Work is done based on knowledge acquired from scientific inquiry. The profession strives to help populations-at-risk to acquire social and economic justice. In this vein, the profession focuses on reduction of conditions that threaten human rights and seeks to uplift those in the grasp of poverty.

### **GENERALIST PRACTICE DEFINITION**

Generalist practice follows the idea that many well-honed skills are needed to meet varying problems. The demands placed on “problem-solving” in today’s complex societies require a skill set that goes well beyond the historical role of the Social Worker as the “Friendly Visitor” of the 20<sup>th</sup> century. Skills including, but not limited to, assessment, active listening, attending, interpretation of verbal and non-verbal communication, interviewing, planning, evaluation, problem-solving, case management, individual and family intervention, community analysis and planning, political activism, mentoring, counseling and advocating are just some of the many skills, forms and functions used in the generalist approach to social work.

### **LIMESTONE COLLEGE SOCIAL WORK PROGRAM MISSION STATEMENT**

Since 1985 the Social Work Program at Limestone College has been fully committed to the essential beliefs and values of Limestone College as a liberal arts college. The generalist Social Work majors are required to develop competency in written and oral presentation, appreciation of diversity, and motivation to promote social and economic justice as well as client advocacy.

Further, the Program's mission is to prepare students for beginning practice, using knowledge of professional self, social work values, ethics, and interpersonal skills to improve quality of life and effect social change, especially for those members of society identified as populations-at-risk. Lastly, the Program promotes and supports Limestone's essential beliefs and values of intellectual maturity, respect for other individuals and cultures and self-awareness. The Limestone Social Work program currently has over 400 majors.

**THE GOALS OF THE LIMESTONE COLLEGE SOCIAL WORK PROGRAM ARE:**

1. To prepare traditional and nontraditional students for employment as beginning generalist social workers and to prepare them for graduate study.
2. To provide access to beginning social work education to diverse individuals and groups of students who for economic, social, or geographical reasons would not be able to pursue a social work education elsewhere and through this process promote cultural diversity.
3. To prepare students who are aware of their responsibility to continue their professional growth and development by providing up-to-date content about social work practice with client systems of various sizes and types, while providing the most current content regarding the social contexts of practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change at all environmental levels.
4. To integrate throughout the curriculum the values and ethics that guide professional social workers in their practice, with special emphasis on social and economic justice.

**THE OBJECTIVES OF THE LIMESTONE COLLEGE SOCIAL WORK PROGRAM ARE:**

**At the end of the Social Work Program students should be able to:**

1. Demonstrate life-long learning, analytical and critical thinking skills, and effective communication skills through the integration of a liberal arts foundation and Social Work education.
2. Identify with and implement the ethics and values of the Social Work profession, which are demonstrated by the NA SW Code of Ethics and are included at each level of study and practice.
3. Demonstrate during practice a lack of discrimination against all classes within populations, a positive regard for all types of diversity, and a motivation to promote social justice through education and empowerment of all who are at risk.

4. Understand the history of social welfare policy and apply that knowledge to economic and social conditions which can translate to a successful delivery of services through advocacy for clients.
5. Use theoretical frameworks supported by empirical evidence to understand the individual development of human behavior across the life span.
6. Demonstrate evidence of applied knowledge in a global society in order to improve the quality of life for individuals, groups, organizations, and communities, and to initiate leadership and seek organizational change where necessary.
7. Possess a basic understanding of qualitative and quantitative scientific methods, particularly as they relate to problem-solving and evaluation processes. Develop the ability to evaluate one's own practice, using the method of single subject design to initiate improvements when necessary.
8. Use communication skills and current technologies differentially across client populations, colleagues, and communities.
9. Use supervision and consultation appropriate to social work practice. Demonstrate effective service to clients and social service agencies through the completion of a minimum of 400 clock hours of field experience. Integrate knowledge learned in the classroom within the context of the field practicum setting.

### **LICENSE REQUIRED FOR SOCIAL WORK PRACTICE BY SOUTH CAROLINA**

Below are the basic guidelines set forth by the Association of Social Work Boards (ASWB) and the state of South Carolina Code of Laws 40-63-20, which will remain constant over the years. However, it is wise to always check with the South Carolina Social Work Board of Examiners in case of changes in requirements: (803) 896-4665. Below find the most current license requirements in this and many other states.

STEP ONE: The following must be completed before receiving licensure:

Licensed baccalaureate social workers (LBSW) must complete a bachelor's degree in Social Work from a regionally accredited college.

Licensed master's social workers (LMSW) must complete their course work from a CSWE accredited graduate school.

Holders of levels of licensure, LBSW and LMSW, must gain supervised work experience.

## STEP TWO:

After receipt of a master's degree, a Licensed Independent Social Worker-Clinical Practice OR Licensed Independent Social Worker-Administrative Practice candidate needs to complete 3000 hours of clinical practice. These hours need to be completed in not less than 2 years and/or no more than 4 years.

The type of South Carolina Board approved supervisors that a candidate may use can be found at the following website: <http://www.llr.state.sc.us/POL/SocialWorkers/>.

## **SOCIAL WORK PROGRAM OFFICES**

The Social Work Program administrative offices are located in the Cooper East Building, Rooms #118 and #109. The Social Work Program is administered by the Associate Dean/Director of the Social Work Program with faculty members contributing to the overall educational policy direction. In addition, the Associate Dean/Director is supported by an Assistant Director and four Associate Directors for Field Practicum, a number of Preceptors (non-tenure track faculty) and Adjunct Faculty, the Social Work Advisory Board, and the Student Organization of Social Workers, all of which meet regularly during the semester to review curriculum and departmental issues. The Social Work Program is offered on the Gaffney campus and the off-campus Centers: Greer, Florence, Kingstree, North Augusta/Aiken, Columbia, Charleston, and the Lowcountry (See maps and charts in the Appendices.)

## **SOCIAL WORK PROGRAM FACULTY AND STAFF**

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**Stephanie Warren, Preceptor of Social Work, Greer.** BSW, Limestone College; MSW, University of South Carolina; LMSW

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\*Contact information for off-campus faculty is located in the *Limestone College Extended Campus Program Schedule*.

#### **STAFF**

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## **Social Work Program Sites and Faculty/Staff**

### **Greer**

Stephanie Warren

### **Gaffney**

Jackie Puckett  
Tim Hanshaw  
Beth Hyatt  
Mary "Kipp" Willis

### **Florence**

Mary Beth Harllee  
Kertrina Graham

### **Columbia**

Austin "Chuck" Kuhn  
Louie Hinson  
Stephen Burgess

### **North Augusta/Aiken**

Mary Woods

### **Kingstree**

Vanessa Ragin-Boatright

### **Charleston**

Ron Dickerson

### **Lowcountry**

Henry Hiott

\*Social Work Adjunct Professors are used based on need at all Social Work Program sites.

## **SOCIAL WORK PROGRAM ADVISORY BOARD**

The Social Work Program Advisory Board is designed to advise the Associate Dean/Director and the faculty of the Social Work Program regarding curriculum, public relations, student employment, program quality issues and fund raising. It is expected that the Advisory Board will periodically review the Program's curriculum, field practicum agencies, and other issues of a general nature related to the Program.

The Board is composed of seven (7) to twelve (12) members representing a variety of specialization areas within the field of social work. Members are nominated and invited to serve on the Board by the Associate Dean/Director and faculty of the Social Work Program. Members normally serve a three-year term.

Meetings are held every six months at a location agreed upon by the membership and minutes are kept. Meetings are conducted according to Robert's Rules of Order.

## **STUDENT SOCIAL WORK ORGANIZATION**

The mission of the student social work organization is to uphold social work values, including the commitment to the dignity, worth and value of all human beings regardless of social class, race, color, creed, gender or age. Students are encouraged to promote empowerment among the disadvantaged.

The student social work organization meets on a monthly basis. In general, meetings are organized around issues of organizational policy, community service projects, social events, and the distribution of information. Chapters of the student Social Work Organization exist at each site where the Social Work major is offered.

While the organization is open to all students, membership consists predominantly of social work majors. Meetings are conducted under Robert's Rules of Order. Each site has several yearly projects that help the local community.

## **LIBRARY RESOURCES**

The Limestone College Eastwood Library was built in 1966 and underwent a renovation in the late 1990s when Internet access was added. A Capital Campaign began in 2010 to raise funds for a brand new building which will include a large information commons, a computer lab/classroom for hands on library instruction, study and meeting rooms, writing center, and more. The library is currently staffed by 4 full-time librarians who hold MLS degrees from accredited schools, 2 full-time support staff, 2 part-time support staff, and on average 6 student workers each semester.

The library provides wireless Internet access, 7 computer stations, and 18 laptops that can be checked out for 2 hours at a time for in-house use only. Limestone students are offered free black and white printing and photocopying. A color printer is available with fees ranging from \$.25 - \$1.00/page depending on the amount of color ink used. The library also provides a

laminating service which is free for staff/faculty and costs \$.50/foot for students. Audiovisual equipment such as LCD projectors, slide projectors, Flip video cameras, and camcorder are available for student and faculty use. On-campus students wanting equipment for presentations must make their requests through their faculty and the faculty assumes the responsibility for the equipment.

The entire library collection of over 166,000 volumes includes books in print format, electronic books, electronic videos, audiocassettes, CDs, DVDs, etc. Records for each of these are included in the online catalog. Currently, the library has approximately 1615 physical items (books, reference books, DVDs, etc) covering social work (HV call numbers). Titles in the collection have been, for the most part, selected by the discipline's faculty. *Choice* reviews are sent to faculty for their input on appropriate purchases but they are not limited to *Choice*. Students may also make suggestions for additions to the library collection. Factors in the decision process include cost, appropriateness, etc.

In addition to the books that are available in the College library, Limestone students have access to the 11.5 million books loaned by South Carolina academic libraries through PASCAL Delivers. PASCAL Delivers, the union catalog and delivery system for academic libraries within South Carolina, provides most books more quickly than through the Inter-Library Loan system, usually within three days. Participating members of the Partnership Among South Carolina Academic Libraries (PASCAL) include all major state colleges and universities, both public and private. Limestone College students and faculty are able to acquire materials from any of these academic libraries within three days. Students and faculty also have the additional option to pick up requests from a member library as well as to check books out from a member library. For those students and faculty who do not live near a member library, the Limestone College library will mail their requests to their home address along with prepaid postage so they can mail the items back to Limestone at no cost to them.

Electronic books have become very important to overall book collections, and of special importance to Limestone College. E-books offer a number of advantages to students, especially those who live at a distance from the Limestone College main library in Gaffney. E-books can be viewed by students anytime, anywhere, and they do not require that students come to a physical library building. Because approximately two-thirds of Limestone's students live outside the immediate Gaffney area, the library has made a conscious effort to ensure that it has sufficient holdings to serve these students through the electronic book collection, which is slightly larger than the print collection. There are close to 95,000 electronic books available through the library's website. Of these, 1818 are considered to be social work related (HV call number). The electronic books collection continues to increase each year. The e-book collection is expected to continue to grow a minimum of 8000 titles per year. All e-books represent resources that are available to all Limestone students whenever needed through Internet access.

Just as electronic books have become very important, so has our electronic video collection offered through Films on Demand. Films on Demand is a web-based digital video delivery platform that allows students to view streaming videos anytime, anywhere, 24/7. Out of the

13,402 electronic videos currently available for in-class use and remote viewing, 199 of those titles are social work related. These electronic videos as well as the electronic books are searchable and viewable through our online catalog.

The library also subscribes to 208 print periodicals. The 15 print periodicals focusing specifically on the Social Work area are:

*Child & Adolescent Social Work Journal*  
*Child Welfare*  
*Children & Schools*  
*Families in Society*  
*Health & Social Work*  
*Journal of Ethnic & Cultural Diversity in Social Work*  
*Journal of Marriage and the Family*  
*Journal of Social Issues*  
*New Social Worker*  
*Policy & Practice*  
*Research on Aging*  
*Social Problems*  
*Social Work Abstracts*  
*Social Work Research*  
*Social Work Today*

The library has a number of online research databases, providing access to 32,745 unique periodical titles. These databases allow students access to hundreds of journals not subscribed to by the library in print format. There are approximately 385 social work related periodical titles available through the online databases. These databases are accessible to all members of the Limestone community. To log in from off-campus, faculty and students use their Limestone College email username and password. Databases of particular interest to the social work community are:

*Academic Search Premier*  
*CINAHL Plus with Full Text*  
*CQ Researcher*  
*ERIC*  
*Expanded Academic ASAP*  
*General OneFile*  
*Health Reference Center Academic (electronic)*  
*Health and Wellness Resource Center (electronic)*  
*Oxford Bibliographies – Social Work*  
*Psychology and Behavioral Sciences Collection*  
*SocINDEX*

Some of the Social Work Titles available through the online research databases:

*Administration in Social Work*  
*Adoption and Fostering*  
*Child Abuse Review*  
*Child and Family Social Work*  
*Child and Youth Services*  
*Child Welfare*  
*Children's Health Care*  
*Children and Schools*  
*Clinical Social Work Journal*  
*Family Matters*  
*Future of Children*  
*Health and Social Work*  
*Hospice Management Advisor*  
*International Journal of Mental Health*  
*International Journal of Social Welfare*  
*Issues in Child Abuse Accusations*  
*Journal of Addictions and Offender Counseling*  
*Journal of Behavioral Health Services and Research*  
*Journal of Child Sexual Abuse*  
*Journal of Children and Poverty*  
*Journal of Children's Services*

*Journal of Family Social Work*  
*Journal of Intellectual Disability Research*  
*Journal of Public Child Welfare*  
*Journal of Public Health Policy*  
*Journal of Rehabilitation*  
*Journal of Social Service Research*  
*Journal of Social Work Education*  
*Journal of Social Work Practice*  
  
*Journal of Social Work in Disability and Rehabilitation*  
*New Social Worker*  
*Nonprofit World*  
*Policy and Practice of Human Services*  
*Psychiatric Rehabilitation Journal*  
*Social Policy and Administration*  
*Social Security Bulletin*  
*Social Service Review*  
*Social Work*  
*Social Work Now*  
*Social Work Research*

The librarians offer bibliographic instruction sessions throughout the year, either in-person or online. A faculty member can request in class instruction, online instruction (via webinar), or to have an embedded librarian available within the students' class in BlackBoard (Course Management System). Students and faculty may also register for scheduled webinars such as Introduction to General Library Research (Social Work/Psychology/Education).

The library's website offers access to LibGuides, which are library research guides created by the librarians. These guides list helpful resources and links to online reference titles, research databases, citation help, etc. for a particular area of study or class. There are currently nine Social Work related LibGuides including class specific guides for SW 204, 205, 207, 208, 209, 302, 304 and 350. Students wanting individual library assistance can call, email or chat with a librarian through the library's LibGuides.

All of the library's resources mentioned above are accessible through the library's web site (<http://www.limestone.edu/library>). Almost any information that one needs to know regarding the library is located here. On the left hand side of the main screen are links to:

- Policies – details circulation policies for students, staff and faculty, loan periods, overdue fines, etc.

- Copies and Printers – information on copying and printing for students. Students are able to make black and white prints and/or copies at no charge.
- Meet the Staff – contact information for all librarians and support staff.
- Map – directional information for each floor of the library.
- Mission and Goals – the mission and goals of the library are listed.
- Archives – The A.J. Eastwood Library houses the Limestone College Archives. The Collection includes manuscripts, records, publications, photographs, art, and memorabilia related to the history of the institution. Hours and contact information is posted, as well as full-text access to Limestone Yearbooks (*Calciid*) and *Limestone College: A History 1845-1970* by Montague McMillan.
- K.A.T.E Catalog – identifies what books, eBooks, videos, electronic videos, and CDs are in the library’s collection, bibliographic information for each record, whether the material is available for checkout and the location of the material. Patrons (i.e. all Limestone students, faculty and staff) can also access their own library accounts to find out what they have checked out and when their items are due.
- PASCAL Delivers - a rapid book-delivery service provided by South Carolina's virtual academic library. PASCAL Delivers enables students and faculty at South Carolina's institutions of higher learning to request books from over 50 academic libraries (including Clemson, USC, and College of Charleston) in the state with the click of a mouse.
- Find Journals – provides a way for patrons to search all of our print and electronic periodical titles by title and subject.
- Electronic Books (eBooks) – provides links to our subscription based eBook collections as well as links to free eBooks. These eBook collections can be accessed from off campus when students login using their Limestone email username and password.
- Research Databases – links to and describes various electronic databases chosen specifically for their importance to the course studies. These databases allow students access to thousands of journals not subscribed to by the library in print format. For off campus access, students will need to login using their Limestone email username and password.
- Off-Campus Access – instructions on how to access library resources from off campus and troubleshooting tips.
- Videos – Select Social Work Videos link. Displays DVD/VHS titles that are related to social work.
- New Books, Flicks to Go, and Bestsellers – links to the New Books, Flicks to Go, and Bestsellers lists which are now available through the online KATE Catalog.
- Tutorials – links to online video tutorials and instructions covering Plagiarism, Keyword Searching, Citation Styles, Searching the Catalog, Finding Articles, Using eBooks, and

more. The library staff are constantly updating and creating new tutorials and instructions to help patrons navigate the library's resources.

- Ask A Librarian – library patrons can contact a librarian by telephone, email, or through the Ask A Librarian form. Questions asked through the Ask A Librarian form are responded to within 24 hours.

Circulation/Reference desk: 1-800-795-7151 extension 4612

Email: [library@limestone](mailto:library@limestone)

Website: <http://www.limestone.edu/library>

- Distance Learners – information for distance education students on how to access resources from off campus, requesting print materials from the library, and using other libraries.
- Library Account – instructions on how patrons can access their accounts through the KATE Catalog in order to view current checkouts, due dates, fines, etc.
- Interlibrary Loan – links to the loan request form. This form is mainly for Interlibrary Loan, however patrons may also call in or email requested items. The library will seek to obtain items not in the library's collection or available through PASCAL Delivers. All interlibrary loan requests are offered at no cost to library patrons. All off campus students will receive the requested material at their home address. Due dates are included in any books sent and books are to be returned to the College library before that date. Photocopies do not need to be returned.
- Other Libraries – links to other SC online catalogs, Library of Congress, and National Library catalogs.
- Faculty Services – the library offers Limestone faculty access to *Books in Print*, *Films on Demand*, *The Chronicle of Higher Education*, *Choice Reviews*, and *Resources for College Libraries Online*. Links to the library's Reserve & Copyright Policy can also be found on this page as well as the DVD/VHS request form and Library Instruction Request form.

Through written material, telephone and fax machines, and the Library web site, the Limestone College community is ensured that adequate library and other learning resources and services are available to them wherever they are located and however their classes are delivered.

Use of Eastwood Library resources are made available to Day students, Extended Campus Classroom Program students, and Extended Campus Internet Program students. The Social Work Program at Limestone College has worked very hard to ensure that students in the Program have the most updated information both in written and visual form.

The Limestone College Social Work Program and the Eastwood Library strive to make distance learning and on-site learning totally compatible with the growing volume of information available concerning Social Work and the changes developing around service delivery, political action, program administration, and the many other facets of modern Social Work. Films and texts dealing with issues of ethical practice, appropriate values as defined by the Social Work



Code of Ethics, the development of critical thinking skills, practice without discrimination with diverse populations, the history of Social Work and the development of generalist practice, use of theory base and research are always the first considerations.

Resources that are cross-referenced with the Psychology, Criminal Justice and Political Science departments (all these Programs are members of the Social/Behavioral Sciences Division of Limestone College) are shared and each Program attempts to choose titles that can have use within the Division. In 2002, Professor Jackie Puckett was appointed to represent the Social Work Program in the development of library resources. Professor Puckett represents the Social Work Program within the Social and Behavioral Sciences division. This helps the Social Work Program in many ways toward solid development within the College infrastructure. On field visits to Extended Campus Classroom Program sites, Professor Puckett always includes instructions on library use and conducts a question/answer session with the students on needs and benefits of the current system and considerations for improvement of the system. Social Work Faculty are consulted on library use every month at the statewide faculty meeting. The Program is on a steady course to replace existing VHS technology with DVD and to upgrade computer access at each site to accommodate student use of online College library resources, such as K.A.T.E. The sharing of resources across sites is also a large part of keeping the entire Program on a united track.

Limestone College has initiated the “Achieving Writing Excellence” Program that is very much in line with the objectives of the Social Work Program and also with the development of library resources to help meet the needs of increased writing assignments. Balancing the development of the students’ individual writing styles with the APA style required by Social Work classes and learning to research and use written materials to express thought is the intent of both the College in general and the Social Work Program as well. The comprehensive use of library resources serves to help students gain confidence as Social Work researchers and Social Work scholars. The writing intensive courses for the Social Work program are SW205 Human Behavior and the Social Environment I and SW208 Human Behavior and the Social Environment II.

## **ADMISSION POLICIES**

### **I. Admission Policies and Procedures for Limestone College**

The *Limestone College Academic Catalog* describes the requirements for admission to Limestone College on pages 15 - 21.

To be considered for admission into a degree program with Limestone College, you must be a high school graduate or hold a General Equivalency Diploma (GED), or provide clear evidence of ability to do college level work. Students who are unable to attend day classes on the campus in Gaffney may wish to consider the Extended Campus (which offers evening classes mainly for adult students and Internet classes).

The following factors enter into the decision-making process regarding a prospective student’s acceptance: grade point average (GPA), class rank, Scholastic Aptitude Test (SAT) or American College Test (ACT) scores, and letters of recommendation. In some cases an interview may be required to help the admissions staff understand the student’s desire to further his or her

education and goals. Special consideration is given to courses taken in high school that relate to a student's major area of interest.

Students can anticipate notification of their admission status within two weeks after all information has been received by Limestone College.

## **PALS ADMISSIONS**

The purpose of PALS is to provide a very proactive support system to ensure the success of students with learning differences. PALS has been developed to enhance the academic success of students with certified learning disabilities and/or ADHD.

- A. Students with documented learning disabilities and/or ADHD sign up to be in PALS, giving permission for PALS personnel to communicate with professors, academic success coaches, tutors and parents. **All communications are confidential.**
- B. PALS professionals notify professors of the PALS students who are in their classes. Individual accommodations are sent electronically to professors after drop/add.
- C. PALS professionals may request testing at alternative sites for PALS students, and professors indicate preferred means of test pickup and delivery.
- D. Near the first of each month, PALS personnel will send emails to professors requesting the following information on PALS students: Absences – tardies – grades on tests– papers - etc.

## **II. ADMISSION POLICIES AND PROCEDURES FOR THE SOCIAL WORK PROGRAM**

The Application for Admission is located under the Social Work tab on the Limestone College website. Advisors will instruct students on the specifics of how and when to apply to the program.

**If the student is a declared Social Work Major, criteria for admission to the Social Work Program include:**

1. The Social Work program requires a cumulative GPA of 2.25 or better for admission. While this GPA requirement is stricter than the requirement by Limestone College in order to remain in good standing, it is felt that the professional role assumed by the social work student requires greater academic proficiency. This academic proficiency is necessary to integrate classroom materials, field practicum experiences, and social work professional values and ethics necessary for beginning generalist social work practice.

2. Completion of the formal application process for the Social Work Program includes the Application for Admission, two letters of reference, and a 3 page, typed, double-spaced, autobiographical statement. It is the responsibility of the student to complete the application and documents required in the application and turn them into his/her social work advisor within one week of receiving the documents. The advisor will then email them to the Administrative Assistant to be placed on the agenda for the next monthly faculty to be held. Students will be presented by each advisor and voted on at that meeting.
3. The faculty meets monthly. If approved by the faculty, students will be accepted into the Program by the faculty on a six-month provisional basis. It is **mandatory** that students are accepted provisionally into the Program before they begin 300-level social work courses. If at the end of six months students have proceeded successfully through their course work and present no reasons for concern, provisional status will be dropped with unconditional acceptance to the program.
4. If, for any reason, a candidate's application to the program is rejected, the application will be re-evaluated upon the recommendation of the presenting faculty member. If, after the re-evaluation, the candidate receives an affirmative two thirds vote of the Social Work faculty, the student becomes provisionally accepted to the Social Work Program. The candidate will be notified in writing by the Assistant Dean/Director of his/her acceptance.

### **REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE**

The Social Work major consists of 52 semester hours. The Social Work major includes 10 semester hours of pre-requisite courses (Psychology 101, Math 200, and Biology 114 or Biology 101) which also satisfy General Education Requirements of the College. Courses in the social work sequence are designed to prepare the baccalaureate social work major for beginning professional competence as a generalist social worker. It is strongly recommended that all courses whenever possible are taken in sequence. Courses taken out of sequence must be approved by the Associate Dean and Director of the Social Work Program. Other courses recommended are EC 220 - Environmental Economics and/or EC 304 - Health Care Economics; EN 105 – Fundamentals of Public Speaking; PO 243 – State and Local Government and/or PO 440 – Constitutional Law; Spanish 101; and BA 103 - Introduction to Business.

### **PREREQUISITES FOR SOCIAL WORK MAJOR COURSES**

BI 114 Human Biology or BI 101 General Biology w/lab, BI 114 preferred

MA 200, Statistics

PS 101, Introduction to Psychology

### **SOCIAL WORK MAJOR COURSES**

SW 203, Introduction to Social Work as a Profession

SW 204, Social Welfare Programs and Policy

SW 205, Human Behavior and the Social Environment I

SW 206, The Influence of Sexual Factors on Behavior  
SW 208, Human Behavior and the Social Environment II  
SW 209, Practice with Culturally Diverse Populations  
SW 301, Social Work Intervention I: Individuals, Families, and Small Groups  
SW 302, Social Work Specialized Groups  
SW 304, Social Work Intervention II: Large Groups and Community Organizations  
SW 350, Social Work Research  
SW 420A, B, C, D, Social Work Field Practicum

**TOTAL = 52 HOURS**

A student is required to earn a grade of “C” or higher in all required major courses and prerequisites, and maintain a minimum 2.25 cumulative grade point average. Students who receive a grade below a “C” in any social work major course and/or social work prerequisite must repeat the course. If a student receives a final course grade below a "C" in a social work course or social work course prerequisite, he or she may be dropped from the program. A “D” grade in a required social work course does not fulfill the prerequisite for a subsequent required social work course.

**There are recommended electives in the social work major: SW 207 Gerontology, SW 214 Out of Home Care and Permanency Planning, SW 212 Child Maltreatment and Family Preservation, SW230 Social Work Ethics and SW 310 Domestic Violence. These courses are highly recommended and should be included in the elective section of your studies. Students will need the information obtained in these courses to pass the SC Licensure Examination and to successfully complete your field placement. Licensure requirements vary from state to state.**

**Note: Students must complete ALL general education requirements as well as all Social Work major requirements before entering field placement in their senior year.**

**Day Program and Extended Campus Classroom Program**

I. General Education Requirements	42 hours
II. Social Work Requirements	52 hours
III. Electives	29 hours
<b>Total</b>	<b>123 hours</b>

**Note:** In keeping with accreditation standards of the Council on Social Work Education (CSWE), the Social Work program at Limestone College does not grant academic credit for life experience or previous work experience, in whole or in part. Readmitted Students and Transfer Students: Credit will be awarded for SW 301, 304, or Field Practicum only if taken within the past six years. Limestone College may not accept transfer of social work courses from programs not accredited by CSWE as Limestone College social work requirements.

## **COURSE OFFERINGS IN SOCIAL WORK**

\*\* Indicates a required course for the Social Work Major

### **SW 203 Introduction to Social Work as a Profession\*\***

This course will cover the concept of generalist social work practice as a profession. Emphasis is on social work with special populations such as ethnic minorities, women, aged, and welfare to work recipients with children. Focus is on social work values, knowledge base, goals, and the roles of the social worker in society. Prerequisite: Psychology 101, or permission of instructor. Credit, 3 hours.

### **SW 204 Social Welfare Programs and Policy\*\***

This course will examine the history of social welfare, including the values, beliefs, and attitudes that have shaped the social welfare institution. This course will also provide the generalist social worker a comprehensive view of diverse social issues such as substandard housing, poor health care coverage, inadequate social security programs, and populations at risk. The student will be afforded the opportunity to garner further knowledge of the political and economic factors that affect social welfare policy and planning, as well as social and economic justice. Prerequisites: Social Work 203 or Psychology 101. Credit, 3 hours.

### **SW 205 HBSE I Human Behavior and the Social Environment I\*\***

This course will present an overview from a systems/ecological approach of the life cycle of human development from conception to adulthood. The course will concentrate on the cognitive, social, emotional, and physiological theories of human behavior. Focus will be on detailing the various developmental stages of conception through young adulthood (later adolescence). The part that socioeconomic, gender, and cultural diversity plays in the normative processes of socialization of children within family contexts will also be discussed. This course is designed to familiarize the prospective social worker, psychologist, counselor, or teacher with knowledge of normative patterns of human behavior and to provide the tools to assess for appropriate individual developmental functioning of infants, children, adolescents, and their families. Prerequisites: Biology 101 or Biology 114, and Social Work 203, or permission of instructor. Credit, 3 hours.

### **SW 206 The Influence of Sexual Factors on Behavior\*\***

This course will provide the generalist practice social worker with the following: introduction to the study of human sexual behaviors with particular attention paid to the issue of gender development; premarital, marital, and post-marital sexual patterns; birth-control; sexual dysfunction; cross-cultural sexual patterns; sexually transmitted diseases; and alternative sexual life styles. This course will explore the interaction between psychosocial, biological, and environmental factors as they influence sexual attitudes and expression and their influence on social and economic justice. (Same as PS 202). Credit, 3 hours.

**SW 207 Gerontology**

This is an introductory course that focuses on social work practice with older adults. It covers the knowledge, skills, and values needed for the effective social work practice when serving older adults and their families. The course concentrates on the bio-psycho-social-spiritual change as it occurs in the aging process. Additional thematic units will include diversity, substance abuse, neglect, and advanced directives. (same as Gerontology 200) Credit, 3 hours.

**SW 208 HBSE II: Human Behavior and the Social Environment II\*\***

With a focus on the generalist perspective, this course examines the individual in social systems that include family groups, community organizations, culture, and society. Human behavior within these systems and the behavior of the systems as entities are studied. Focus is on system problems such as overload within health care systems, juvenile and adult criminal systems, public school systems, etc. Further emphasis is on how these problems affect all systems globally and on the cognitive, psychological, cultural, and environmental impact of systems on individuals and the outcomes in relation to social and economic justice. Prerequisite: Biology 101 or Biology 114, and Social Work 203, or permission of instructor. Credit, 3 hours.

**SW 209 Practice with Culturally Diverse Populations\*\***

This course explores the differences and similarities of experiences, needs, and beliefs of diverse populations and provides a theoretical foundation from which to develop differential assessment and intervention skills essential to culturally sensitive generalist practice. Emphasis is on patterns and dynamics of discrimination, economic deprivation, and injustice. This includes discussion of the social consequences that follow oppression of minorities, women, gays, lesbians, disabled, and all populations at risk. Credit, 3 hours.

**SW 212 Child Maltreatment and Family Preservation**

The first course in the Child Welfare Services Certification emphasizes the causes and effects of the maltreatment of children. The skills needed in professional development include the treatment methods at all levels. The student will examine methods used to evaluate issues, implement and complete assessment tools needed in case work. Students will learn to implement the beginning social work roles required in caring for families in need. Credit, 3 hours.

**SW214 Out-of-Home Care and Permanency Planning**

The second course in the child welfare certification program focuses on out-of-home care and the achievement of permanency for children in care. Students will learn roles of child welfare workers in achieving safety, well being and permanency for children's out-of-home care. Students will learn the value of and responsibilities for interagency collaboration for child welfare workers with the legal system in order to assure the safety, permanency, and well-being of children. Recruitment, selection, and preparation of foster and adoptive families are also addressed. Credit, 3 hours.

### **SW 230 Social Work Ethics**

This course will cover the NASW and SC Code of Laws Codes of Ethics as they apply social work practice. Emphasis is on six standards within the NASW Code of Ethics, In addition to the **South Carolina Code of Regulations (Unannotated) Current through State Register Volume 30, Issue 9, effective September 22, 2006. 110-20.** Principles of Professional Ethics 1-17. Focus is on social work values and ethics as they relate to the knowledge base, goals, and the roles of the generalist social worker in society. Credit, 3 hours. **PRESEQUISTE(S): NONE**

### **SW 301 Social Work Intervention I: Individuals, Families, and Small Groups\*\***

Focus of this first intervention course is the nature of helping and the helping relationship. Beginning skills in interviewing, establishing professional relationships, communication skills, recording skills, and problem solving are studied within a strength-based systems approach. Use of assessment skills that include knowledge regarding the use of genograms and ecograms in family assessment and treatment are taught. Special attention is given to generalist social work practice with special populations and diverse family groups. Enrollment is restricted to Social Work majors. Prerequisites: Psychology 101, Social Work 203, 204, 205, and 208. Credit, 3 hours.

### **SW 302 Social Work Intervention II: Specialized Groups\*\***

The focus of this second intervention course is theoretical approaches to group work and group dynamics. The course introduces group process and basic group skills. Various types of group therapies and alternate methods are demonstrated through lectures, demonstrations, role play, and participation in practice settings. Course content includes work with the following groups: minority, grief management, self help, therapy, feminist intervention, family therapy, domestic violence, and groups supporting diverse populations. Course content enables students to learn respect for diversity, confidentiality, a code of ethics, and respect for minorities. Students will learn to implement and evaluate change in organizations, communities, and the political arena in relationship to the NASW Code of Ethics. Prerequisites: Psychology 101, Social Work 203, 204, 205, 208. Credit, 3 hours.

### **SW 304 Social Work Intervention III: Large Groups and Community Organization\*\***

This third intervention course examines generalist social work practice with groups and large systems. Students explore specific change models while working with organizations and communities, including the global community. Students use critical thinking skills to assess, implement, and evaluate change in large groups, organizations, and communities. Students will further acknowledge economic, social, and political injustices and will learn to recognize and use appropriate skills to empower oppressed groups using a systems approach. Students learn to apply research based knowledge, professional values and skills as they relate to the NASW Code of Ethics. Enrollment is restricted to Social Work Majors. Prerequisite: Psychology 101, Social Work 203, 205, 204, 208, Credit, 3 hours.

### **SW 310 Domestic Violence**

This course explores the social, character, and societal causes of domestic violence. Special consideration is given to spouse abuse and child abuse. Prevention, treatment methods, and social policy questions are the core of the course. This course is intended for academically

advanced students. Permission from the instructor is required for non-social work majors to take this course. (It is strongly recommended that Social Work Majors take Social Work 204 prior to Social Work 310). Credit, 3 hours.

### **SW 350 Social Work Research\*\***

This course examines the role of research from a Social Work perspective. Students are taught how data is collected, analyzed, interpreted, and presented. Terminology and methodology are emphasized in order to give students a greater appreciation of the research process. This course marks an introduction to knowledge, skills, and applications of qualitative and quantitative research for social work practice. Enrollment is restricted to Social Work majors. Prerequisites: Mathematics/Psychology 200 and strongly recommended, Psychology 101. Credit, 3 hours.

### **SW 420a, 420b, 420c, 420d Field Practicum\*\***

The student will spend approximately three to four days a week (for a total of 400 clock hours) as a social work intern in a social service agency under the supervision of a professional social worker. Field practicum is accompanied by a weekly one hour seminar and/or meeting with the Field Practicum Coordinator on campus or other designated site. Prerequisites: Senior standing and fulfillment of requirements for Field Practicum. Requirements include completion of all general education and social work major required courses. Credit, 3 hours each.

\*Currently, the Social Work program is in the process of adding more courses on the Internet to accommodate the demands of a social environment that requires all students to balance curriculum constraints with practical time requirements. This allows the program to give students the opportunity to stay in sequence with course requirements while meeting their work and family obligations and to experience a diverse range of learning environments.

## **GENERAL EDUCATION REQUIREMENTS**

### **Baccalaureate Degrees**

Candidates for all baccalaureate degrees are required to complete the general education requirements of the College. The general education component is basic to the many learning experiences offered in higher education and aims to assist in the realization of the goals and purposes of the College. Specifically, the general education requirements are intended to provide the student a liberal education which encourages the development of informed involvement in the changing world, the development of an appreciation of different modes of learning, and the development of an awareness of an integrated core of knowledge.

The general education requirements cover the main areas of academic study which the College considers to be basic for a well educated person. Each student will satisfy this requirement by completing a minimum of 44 hours as described in the following section. Semester hours completed in the General Education Requirements may be counted toward the requirements for a major field of study. (In Social Work this includes PS101, PO243, and BI 101 or BI 114).



## GENERAL EDUCATION REQUIREMENTS

DISCIPLINE	HOURS
<b><u>SOCIAL SCIENCES</u></b>	
<b>6 hours- 2 courses required</b>	
History	6 (HI 110, 111, 112, 113, or 214)
<b><u>SCIENCE &amp; MATHEMATICS</u></b>	
<b>13/14 hours- 4 courses required</b>	
Science	3/4(One Natural, Physical or Computer Science) & 4 (One natural or physical science course)
Computer Science	3 (Any computer science course)
Mathematics	3 (MA 110 or higher, except MA 200)
<b><u>FINE ARTS &amp; HUMANITIES</u></b>	
<b>18 hours- 6 courses required</b>	
English Composition	6 (EN 101 and 102) "C" or Higher Required
Literature	3
Speech	3 "C" or Higher Required
Religion or Philosophy	3
AR 240, MU 205, EN 212, TH 101 or Foreign Language	3
<b><u>REQUIRED COURSES</u></b>	
<b>9 Hours- 3 courses required</b>	
Interdisciplinary ID 100 or ID 201 and ID 301	1HR 3HR 3HR
Physical Education(Day Only)	2 activity Courses (2 hours- 2 courses required)
<b>TOTAL CREDIT HOURS:</b>	<b>Day: 42</b> <b>Extended Campus Classroom Program: 42</b>

**Day students are required to take ID 100 when they first come to Limestone and have Freshman status. Students who are in the extended campus and who have completed or transferred in twenty four hours must take ID 201. All students must take ID 301 before graduation. Extended Campus students are not required to take ID 100 or PE courses.**

## RECOMMENDED SEQUENCE OF COURSES

### FOUR YEAR PLAN

<b>FRESHMAN</b>				
<b>Fall Semester</b>			<b>Spring Semester</b>	
Interdisciplinary (Day Students Only)	100	1	English 102 Expository Prose	3
PE (Day Students Only)		2	History	3
English 101 Freshman Composition		3	Mathematics for the Liberal Arts Student 110	3
Science (BI 101 or BI 114)		4	Computer Science	3
Intro. to Psychology	101	3	Intro to Social Work 203	3
History		3		
			Total	31
<b>SOPHOMORE</b>				
Experiences in Literature(or other Lit.)		3	<b>Science or Computer Science</b>	<b>3</b>
HBSE I	205	3	Social Welfare Program & Policy 204	3
State and Local Gov't	243	3	Art/Mus/Eng/Thea/For Lang	3
Influences of Sexual Factors on Behavior	206	3	HBSE II 208	3
Speech		3	*Elective (EC 204, Macroeconomics recommended)	3
			Total	30
<b>JUNIOR</b>				
Elem. Statistics MA/PS	200	3	Specialized Groups 302	3
SW Intervention I	301	3	Culturally Diverse Populations 209	3
**Gerontology	207	3	Religion/Philosophy	3
**Domestic Violence	310	3	Social Work Research 350	3
Elective		3	Elective	3
			Total	30
<b>SENIOR</b>				
SW Intervention II	304	3	Field Practicum	12

		420abcd	
Electives SW 212 Child Maltreatment and 214 Out-of-Home Care**	6		
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Other Free Electives	11	-----	
		Total	32

- \* Elective – Highly Recommended course.
- \*\* Social Work Electives – **Strongly Recommended** courses, not required

### TWO YEAR PLAN

<b>JUNIOR</b>			
*Intro to Psychology 101	3	HBSE I 205	3
*Intro to Social Work 203	3	HBSE II 208	3
*State/Local Government 243	3	**Domestic Violence 310	3
Biology or Human Biology 101 or 114	4	Social Welfare Programs/Policy 204	3
Influence of Sexual Factors 206	3	Culturally Diverse Pop 209	3
		Statistics 200	3
		Total	34
<b>SENIOR</b>			
SW Intervention I 301	3	Field Practicum 420abcd	12
Specialized Groups 302	3		
SW Intervention II 304	3		
Social Work Research 350	3		
**Gerontology 207	3		
		Total	27

- \* Prerequisites – The two year plan is mainly designed for students who have transferred courses from previous schools. For those students some prerequisites may have already been met. Therefore, this plan may vary.
- \*\* Social Work Electives – **Strongly Recommended** courses, not required
- Electives – Highly Recommended courses, not required

## **TRANSFER OF CREDIT**

Upon receipt of a student's application to Limestone College, the transcripts of previous college work will be evaluated on an individual basis by both the Registrar and the Associate Dean/Director of the Social Work Program. Acceptance of previous course work is based on the CSWE- approved curriculum in place at this time. The Social Work Program may not accept social work courses from schools that are not accredited by CSWE. In order to consider acceptance of credit for a social work course, this course must meet Limestone College Social Work Program course objectives and student learning outcomes AND be taught by an instructor with at least an MSW degree.

## **STUDENT ADVISEMENT**

Once a student has been accepted into Limestone College, he/she is assigned a major advisor by the Associate Dean/Director of the Social Work Department. Social Work students **MUST** be advised by Social Work faculty, exclusively, to assist them in planning their academic career.

Social Work advisors meet with their new advisees and familiarize the students with Program requirements and expectations. Course sequencing for the program is discussed at this session. It is at this time the Social Work Handbook must be reviewed with the student. In the Day Program, after midterm grades are issued, the student must make an appointment with her/his major advisor to discuss academic progress and to plan his/her academic program for the next semester. Regular advising hours are posted by all academic advisors, and students are sometimes requested to meet with their advisors on a more regular basis. In the Extended Campus, Social Work Majors must meet with their advisors a minimum of every 3 months. Social Work Majors are responsible for scheduling their initial advisement session with their advisors by phone or email before they begin their first social work class.

Individual conferences between social work students and advisors are designed to assess both the students' academic progress as well as their aptitude for social work careers. These conferences are important in planning support courses and sequencing the courses in the program. Academic success is most often predicated on the students' motivation and aptitude for social work; attention to these traits is an important component of the advising process. For non-social work matters in the Extended Campus Classroom Program, students should contact the Area Coordinator who is designated for that student's area.

Each time students are advised, they are advised both academically and professionally, and this is documented in their student files. Students are encouraged to make long range professional plans for their future, whether it is entering the profession or going on to graduate school. Students also are encouraged through guest speakers, class trips, and conferences to explore their professional role and then reevaluate their experiences with their advisors and their instructors.

## **STATEMENT OF NONDISCRIMINATION**

Limestone College provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, veteran status or genetic information. These equal opportunity provisions include, but are not limited to, admissions, employment, financial aid and student services.

It is the policy of Limestone College to actively recruit minority students. The College will recruit students from high schools that enroll significant numbers of minority students. Limestone College will identify appropriate high schools in South Carolina, Georgia, Florida, North Carolina, New Jersey, New York, and Maryland.

Moreover, in compliance with section 668.44(A)(6) of the United States Department of Education, Office of Post Secondary Education Publication, "current student aid and other related regulations," Limestone College has installed ramps and handicapped restrooms in recently renovated buildings to comply with ADA requirements and will incorporate similar provisions in any future renovation of campus facilities.

Limestone College has also made extraordinary efforts to accommodate students with learning disabilities by establishing the Program for Alternative Learning Styles (PALS). PALS has been developed to enhance the academic success of students with certified learning disabilities and/or ADHD.

## **DISABILITIES STATEMENT:**

Disabilities Statement: Limestone College will attempt to make reasonable accommodations for students with documented disabilities. Students who have a physical or learning disability that may impact their academic performance should inform their instructor at the beginning of each course. Reasonable accommodations will be considered upon presentation of appropriate documentation from a licensed psychologist, psychiatrist, or physician and consultation with the Coordinator of Disability Services, Limestone College, 1115 College Drive, Gaffney, SC 29340 ([disabilityservices@limestone.edu](mailto:disabilityservices@limestone.edu), 864-488-8245).

## **SOCIAL WORK PROGRAM POLICY ON NONDISCRIMINATION AND HUMAN DIVERSITY**

The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual

orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program builds upon NASW's standards for cultural competence in order to provide culturally relevant services in an increasingly diverse world, with respect to: Self-awareness (NASW Standard 2), Cross-cultural knowledge (NASW Standard 3), Cross-cultural skills (NASW Standard 4), and language diversity (NASW Standard 9).

### **LIMESTONE COLLEGE'S AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY**

Limestone College's Affirmative Action Policy is designed to insure that all applicants receive equal consideration for employment and that employees are treated justly during employment, without regard to their race, creed, color, ancestry, sex (including pregnancy), sexual orientation, age, national origin, disabilities, marital status, genetic information, or political affiliation. Such action will apply to, but not be limited to employment, promotion, demotion, transfer, recruitment, advertising, lay-off, termination, and rates of pay.

It is the policy of Limestone College that in the process of recruitment for an appointment to the work force, no appointment will be made until minority group candidates have been sought out, and if qualified, are encouraged to apply. The Affirmation Action Plan provides, without fear of retaliation, the prompt, fair, and impartial consideration of all complaints of discrimination at Limestone College based on race, creed, color, ancestry, sex (including pregnancy), sexual orientation, age, national origin, disabilities, marital status, and political affiliation. Any such complaint shall be promptly forwarded in writing to the Executive Vice President and/or the Affirmative Action Officer. If the Affirmative Action Officer determines there is any merit to the complaint, he/she will forward all facts pertaining to the complaint along with the summary of his/her review of the complaint to the president for further review and additional action if appropriate.

Equal Employment Opportunity (EEO) means nondiscrimination – that is, hiring and promotion without regard to race; color; religion; age; sex; marital status; national origin; ancestry; sexual orientation; disabilities, mental retardation, and post/present history of a mental disorder; or any other protected class. To attain parity demands affirmative action, a program of purposeful activity undertaken with conviction and effort to overcome barriers to equal employment opportunity. Limestone's Affirmative Action Plan is designed to achieve the full and impartial participation of women, minorities, persons with disabilities, and other protected groups.

Limestone College is committed to reducing and, wherever possible, eliminating actual and apparent underrepresentation of minorities and women in the College work force. The College is dedicated to removing procedural and attitudinal barriers to access for persons with disabilities and older persons. The College will provide reasonable accommodation in accordance with the ADA.

## **STUDENT'S RIGHTS, ROLES AND RESPONSIBILITIES**

The Limestone College Social Work Program will ensure adequacy and standards for professional practice among its students. It is up to each student to be responsible for pursuing excellence in his or her social work practice. Some of the roles, responsibilities, and rights that are entitled to each social work student at Limestone College include:

1. A student in the Limestone College Social Work Program will benefit from an attitude of learning that values opportunities to explore new ideas, new concepts, and the acquisition of new skills.
2. The baccalaureate student will be expected to be familiar with the *NASW Code of Ethics* and will be held responsible for adhering to its tenets in both class and in field practicum.
3. It is important that baccalaureate students maintain the habit of reading the most current professional journals and generally stay abreast of current and relevant social work issues. Membership and participation in NASW is strongly encouraged.
4. Becoming familiar with and regularly using the Limestone College library system are essential baccalaureate student tools.
5. Writing papers is a major task of most baccalaureate social work programs. Social work students will find that they will be given numerous writing assignments designed to teach them to analyze and synthesize concepts and to be better prepared for the requirements of social work practice. Our Social Work Department has designated two writing intensive courses (SW205 & SW208) that meet the Quality Enhancement Plan conditions for the Limestone College AWE (Achieving Writing Excellence) Program. Students are expected to select topics which challenge their abilities. Plagiarizing or purchasing papers is strictly forbidden by college regulations and the NASW Code of Ethics.
6. Students are strongly recommended to participate in their site's Social Work Student Organization.
7. Students are encouraged to participate fully in the Course Objective and Faculty evaluations administered at the end of each social work course. Students are also encouraged to complete the BEAP evaluations administered at various times during the academic year. The Limestone College Social Work Program and professors appreciate the time, effort, and energy that students take to make these evaluations meaningful.
8. Communication is an essential feature of a successful baccalaureate school experience. The Social Work Program will provide each student with access to the *Social Work Program Student Handbook* and *Social Work Program Field Practicum Manual and Forms* online.
9. Social work students (particularly Social Work Student Organization Presidents) are encouraged to participate in the Social Work Program Advisory Committee.
10. Social work students are encouraged to participate in Social Work Program Faculty Meetings held on the fourth Thursday of every month.

Social work students are encouraged to become familiar with additional policies and procedures listed in the *Social Work Program Student Handbook*. If social work students have questions regarding the above mentioned rights, roles, and responsibilities, they are

encouraged to speak with their academic advisor or the Associate Dean/Director of the Social Work Program.

### **ACADEMIC ADVANCEMENT POLICIES AND PROCEDURES**

Having been admitted into the Social Work Program (which officially does not happen until after all Social Work Application documentation has been received and the student is voted on and accepted provisionally by the social work faculty), the social work student must achieve and maintain the required 2.25 cumulative grade point average with a minimum of a “C” grade in each social work course in order to advance through the program. The evaluation for advancement is to assure that students have the knowledge, values, and skills necessary for an undergraduate generalist practice level. Criteria for evaluating a student's academic performance and assigning a grade are detailed in each course syllabus. Students are considered advanced within the Social Work Program unless informed otherwise in writing by the Associate Dean/Director of the Social Work Program.

### **GRADING SCALE**

The Limestone College grading system is a 4.0 system with final grades assigned at five levels:

- A=4 points
- B=3 points
- C=2 points
- D=1 point
- F= 0 points

### **STUDENT CONCERNS/ISSUES, POLICIES AND PROCEDURES**

- a. If a faculty member (full-time and/or adjunct) has a concern about a student's academic performance, the faculty member must first discuss the issue with the student and try to achieve resolution. If the concern cannot be resolved, the faculty member must contact the Associate Dean/Director of the Social Work Program and discuss the situation personally. Following this discussion, accompanying documentation should be done in writing (via email when possible).
- b. The Associate Dean/Director of the Social Work Program contacts the student and the student's advisor in person, when necessary, or in writing, listing the concerns of the faculty member. If the concerned faculty member is the student's advisor, then the Associate Dean/Director has the option to: 1) bring in a third party to help mediate the situation or 2) direct the situation personally with all concerned.
- c. The student and advisor shall meet to discuss the concerns. If remediation is advised, a plan of remediation will be developed. The plan of remediation shall be in writing and signed by the advisor and student and placed in the student's file.
- d. If the student and advisor cannot resolve the concern(s) to the satisfaction of both parties, the Associate Dean/Director will convene the faculty of the program to decide what action will be taken regarding the faculty concern. Issues violating any part of the NASW Code of



Ethics (including cheating/plagiarism) will result in a disciplinary vote by the social work faculty which will decide whether the student will remain in the Social Work Program. Plagiarism will not be tolerated within the social work program.

The decision reached may be appealed through the process in *The Gaslight Student Handbook*. Extended Campus Classroom Program students should make an appeal through the Director of the Extended Campus Program.

### **STUDENT GRIEVANCES**

A student grievance is defined as any dissatisfaction occurring as the result of a student's belief that any academic or non-academic situation affects the student unjustly or inequitably. The student has the right to raise the grievance and to have that grievance considered with courtesy and objectivity, in a timely fashion, and without fear of prejudicial treatment. Student grievances include any violation of the NASW Code of Ethics on the part of faculty or staff, Agency Social Work Supervisors (if the student is in a field placement), or other student(s) toward a particular student. The following procedures are applicable for a student with a grievance:

1. The student should first discuss the matter with the person or persons directly involved, in an attempt to resolve the grievance through informal discussion. The student should make his/her Social Work Advisor aware of the situation if the Associate Dean/Director is not already directly involved.
2. If there is no resolution, the student should discuss the matter with the Associate Dean/Director of Social Work Program both verbally and in writing, documenting, if applicable, the parts of the NASW Code of Ethics that have been violated. Also included should be a narrative of the situation and discussion of the parties included. If no resolution is reached to the student's satisfaction, the student may then present a written grievance to the Vice-President for Academic Affairs.
3. If reconciliation has still not been achieved through the Vice-President for Academic Affairs, the student may then schedule an appointment with the President of the College after submitting the written grievance first to the President's office. All parties involved should be made aware of this chain of events by the student, as they occur. It is the responsibility of the student to make each participant aware of her/his decision to take the grievance to a higher level along with the reasons for that decision being stated in writing and submitted to the Associate Dean/Director of Social Work for the official student record.
4. All student grievances will follow this course. It is inappropriate for students to break this chain of command by moving above the appropriate line of authority. This is for the student's protection as well as for the protection of others that may be involved in the situation wherein the complaint originated.

For student grievances concerning academic issues, please refer to the Gaslight Handbook section entitled "Policies and Procedures for Academic Conduct".

## **GRADE APPEAL PROCESS**

If a student receives a grade he/she believes is unearned, and the student wishes to appeal the grade, he/she must proceed in the following manner:

1. Meet with the instructor and attempt to resolve the issues concerning the grade. Either party may have a witness present and may tape record the meeting.
2. Meet with the Chair of the Division in which the student took the course, the Area Coordinator, if in The Extended Campus Classroom Program, or the Associate Director of Extended Campus, if in the Extended Campus Internet Program, to present the reasons and evidence for the appeal. If there was a problem with proctors or passwords, the student should contact the Extended Campus Office to resolve the issue instead of filing a grade appeal.
3. Present a detailed written appeal to the Associate Vice President for Academic Affairs. Appeals must be submitted to the Associate Vice President for Academic Affairs. within 30 calendar days of the grade being assigned. If there was a problem with the proctors or passwords, the student will need to contact the Extended Campus Office.

Grade appeals will be considered for the following reasons:

1. The grade assigned was miscalculated according to the grading scale established for the course.
2. Grades were not assigned in accordance with the assignments, examinations, etc. as outlined in the course syllabus.
3. Students were not treated equally in terms of the manner in which grades were calculated for the course.

A decision concerning the grade appeal will be made as soon as possible, normally within 30 calendar days of submission to the Associate Vice President for Academic Affairs.

## **TERMINATION POLICY AND PROCEDURE – APPEAL PROCEDURES FOR ACADEMIC ISSUES**

If a student falls below a satisfactory level of performance in his/her overall College GPA or in the required 2.25 cumulative grade point average with a minimum of a “C” grade in each social work course and prerequisites, the student must be reviewed by the Social Work Program (see above for minimum academic performance levels). If remediation is planned, a document regarding all activities signed by all parties is required in order to alleviate the problem and raise academic performance to a satisfactory level. If the student does not achieve satisfactory academic performance levels by the end of the next semester (including summer school), he/she will be terminated from the Social Work program.

Termination from the Social Work Program may be appealed to the Associate Dean/Director of the Social Work Program. The Associate Dean/Director then appoints and convenes a committee of two faculty members who are acceptable to the petitioner to review and act upon the appeal. The decision of this committee may be appealed following the appeals procedure outlined above.

## **TERMINATION POLICY AND PROCEDURE --NON-ACADEMIC ISSUES**

### **POLICY:**

A very important aspect of the social work field is conducting oneself as a professional. Therefore, the Social Work Program adheres to and expects that students entering and advancing through the program will abide by the following policies of professional behavior and conduct. Students who violate the criteria listed below are subject to review for termination for non-academic reasons. Please refer to the most current edition of the *NASW Code of Ethics* included in this handbook (*Appendix A*) for further explanation of the policies listed below.

- A. Engaging in intimate (sexual/romantic) relations with a client, a client's family member, or any instructor in the student's program.
- B. Acting in a discriminatory manner toward a client, a client's family member, or any instructor in the student's program.
- C. Engaging in illegal behavior; for example, carrying or using a weapon, physical assault of other students, faculty, administration and staff, theft, distribution of controlled substances, or aiding a client or coworker/student to engage in illegal activities.
- D. Falsifying documentation about oneself or in agency records.
- E. Stealing agency property/resources or intentional destruction of agency property/resources.
- F. Initiating physical confrontation with a client, client's family member, any instructor in the student's program, or agency staff.
- G. Exploiting clients or client's family.
- H. Breaching client confidentiality, student confidentiality, and classroom confidentiality.
- I. Engaging in behavior that would constitute malpractice.
- J. Engaging in abusive or degrading behavior toward a client, client's family, any instructor in the student's program, or agency staff.

### **PROCEDURE:**

- a. If a faculty member (full-time and/or adjunct) or any social work program constituency has a concern about a student's professional or ethical conduct or action (using the non-academic reasons for termination policies), he or she must write to the Associate Dean/Director of the Social Work Program describing the concern.
- b. The Associate Dean/Director contacts the student and the student's advisor in writing, listing the concerns.
- c. The Director will convene the tenure-track faculty of the department to consider and render a decision on the matter. The decision reached may be appealed through the normal academic appeals process.

## **SOCIAL WORK FIELD PRACTICUM - PROCEDURES**

The primary objective of the field practicum sequence is to provide a supervised learning experience for students within a social service agency. Through a variety of social work roles, the students are able to integrate knowledge, values and skills with beginning level professional identity and generalist social work practice behaviors.

### **The field practicum sequence:**

SW 420a (beginning) -----100 hours

SW 420b (intermediate) ---100 hours

SW 420c (intermediate) ---100 hours

SW 420d (final) ----- 100 hours

The student will spend approximately 25-40 hours per week (for a total of 400 clock hours) as a social work intern in an approved social service agency under the supervision of a licensed (LBSW, LMSW-LISW) social worker. Field practicum is accompanied by 12 one-hour seminars and/or meetings with the Field Practicum Coordinator on campus or another designated location.

### **Prerequisites to Enroll in Field Practicum:**

A student is eligible to participate in the Field Practicum and Seminar (SW 420) only after the following conditions have been met:

1. The student has successfully completed all prior course work.
2. The student has applied for graduation before the deadline and has requested and received a professional degree audit from the registrar's office.
3. The student has formally applied for (SW 420) field practicum before the deadline.
4. The student has completed the field application packet before the deadline.

### **Field Practicum Application Process**

Students are required to begin the process of selecting a field practicum setting at least one year prior to graduation. Students need to apply to field 2 months in advance of their intended field practicum. All students are required to complete the *Application for Graduation* form from the Registrar's office six months before graduation.

### **Professional Liability Insurance Policy**

Limestone College provides Liability Insurance during field practicum through the National Association of Social Workers (NASW) and the American Professional Agency, Inc. It is mandatory that every field practicum student receive coverage under this policy. Each student will receive insurance that covers \$2,000,000/\$4,000,000 (Limit per Claim/Annual Aggregate Limit) at a cost of \$12.00 which will be charged to the student in conjunction with the initial SW420A tuition. For more information, please visit [www.americanprofessional.com](http://www.americanprofessional.com) or [www.NASWInsuranceTrust.org](http://www.NASWInsuranceTrust.org).

### **Evaluation of Field Practicum**

Procedures and criteria for evaluating Field Practicum are detailed in the *Limestone College Social Work Program Field Practicum Manual*. Evaluation procedures include an interview with the fieldwork instructor and supervisor; a written contract between the student, the fieldwork agency and Limestone College; written evaluations by the supervisor; and Field Seminar meetings with the Field Faculty Liaison during which feedback reports are evaluated.

The student must have all required paperwork completed to receive a passing grade for field practicum. This includes completion of the *Baccalaureate Education Assessment Project (BEAP) Exit Exam*. Students are also expected to demonstrate effective written and oral communication skills in all documentation and during the field practicum.

Note: The final grade for the field practicum will be determined and submitted by the Field Faculty Liaison. A grade lower than a "B" is considered substandard in field practicum. Field must be completed within a six (6) month time frame.

Note: Social Work allows for the learning disabled student and his/her special needs. The student must have a documented learning disability before the individual accommodations can be made.

### **WITHDRAWAL FROM THE COLLEGE**

See the Academic Procedures section found in the current Limestone College Academic Catalog.

### **STUDENT RECORDS**

Student records policy is prescribed by the College, and the Social Work Program adheres to the policies and procedures governed by these policies and procedures. The policy about student directory information, student record confidentiality, release of personally identifiable records, students' rights to access and copies of educational records, students' rights and access to discipline records, and the students' right to challenge information contained in education records can be found in the *Limestone College Gaslight Handbook*. It is the policy of the Social Work Program to maintain confidentiality of all student records.

# *Limestone College Department of Social Work Student Handbook Appendix A*

## **Code of Ethics of the National Association of Social Workers Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly**

**The 2008 NASW Delegate Assembly approved the following revisions  
to the NASW Code of Ethics:**

### **1.05 Cultural Competence and Social Diversity**

(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 disability.

### **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 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 disability.

### **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 disability.

### **6.04 Social and Political Action**

(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 disability.

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### **Preamble**

The primary mission of the social work profession is to enhance human wellbeing 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

wellbeing in a social context and the wellbeing 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.

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 ranked 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. There are many instances in social work where simple answers are not available to resolve complex ethical issues. 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.

## **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 wellbeing 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 wellbeing 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 SelfDetermination

Social workers respect and promote the right of clients to selfdetermination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to selfdetermination 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 thirdparty 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 who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

## 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.

## 1.05 Cultural Competence 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 disability.

## 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.

## 1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. 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 other identifiable person. 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. 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 thirdparty payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) 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.
- (q) 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.
- (r) 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) 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 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 or physical conduct of a sexual nature.

## **1.12 Derogatory Language**

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

## **1.13 Payment for Services**

(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, relocation, illness, disability, or death.

## 1.16 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 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 disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing 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 wellbeing 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 wellbeing.

### 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 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 additional service is 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.

## 2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students 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.

## 2.08 Sexual Harassment

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

## 2.09 Impairment of Colleagues

(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.

## 2.10 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.

## 2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (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, an NASW committee on inquiry, 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 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.
- (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. 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 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 state statutes or relevant 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 disability.

### **4.03 Private Conduct**

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

### **4.04 Dishonesty, Fraud, and Deception**

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

### **4.05 Impairment**

(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' wellbeing, 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 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.
- (g) 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.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) 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.
- (l) 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.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) 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.
- (o) 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.
- (p) 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 disability.

# **APPENDIX B**

## **COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION STANDARDS**

## **Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

### **Educational Policy and Accreditation Standards**

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate-and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

## 1. Program Mission and Goals

### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

**Educational Policy 1.1—Values** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

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

### **Accreditation Standard 1.0—Mission and Goals**

*The social work program's mission and goals reflect the profession's purpose and values and the program's context.*

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

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

<sup>1</sup> These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.



## 2. Explicit Curriculum

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

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

**Educational Policy 2.1—Core Competencies** Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

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

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

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

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

**Educational Policy 2.1.4—Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

<sup>2</sup>National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW. <sup>3</sup>International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

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

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

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

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

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

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers

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

**Educational Policy 2.1.10(b)—Assessment**

Social workers

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

**Educational Policy 2.1.10(c)—Intervention**

Social workers

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

**Educational Policy 2.1.10(d)—Evaluation** Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice** Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods

in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

**Educational Policy M2.2—Advanced Practice** Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education** Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

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

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

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

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

<sup>4</sup>Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

- B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

### **Accreditation Standard M2.0—Curriculum**

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

**M2.0.1** Identifies its concentration(s) (EP M2.2). **M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2). **M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2. **M2.0.4** Provides an operational definition for each of the competencies used in its curriculum

design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

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

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

### **Accreditation Standard 2.1—Field Education**

The program discusses how its field education program

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice. **B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

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

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

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

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

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

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

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

### **3. Implicit Curriculum**

**Educational Policy 3.0—Implicit Curriculum: The Learning Environment** The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

**Educational Policy 3.1—Diversity** The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> ed.). New York: Macmillan.



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

### **Accreditation Standard 3.1—Diversity**

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

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

### **Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions B3.2.1** *The program identifies the criteria it uses for admission. M3.2.1* *The program identifies the criteria it uses for admission. The criteria for admission*

*to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.*

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

**M3.2.3** *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding*

*advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

- 3.2.4** *The program describes its policies and procedures concerning the transfer of credits.*
- 3.2.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

### **Advisement, retention, and termination**

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

**3.2.7** *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

**3.2.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

### **Student participation**

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

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

**Educational Policy 3.3—Faculty** Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

### **Accreditation Standard 3.3—Faculty**

**3.3.1** The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a

*master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

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

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

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

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

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

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

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

**Accreditation Standard 3.4—Administrative Structure**

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

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

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

**3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each. **B3.4.4(a)** The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work. **B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program. **B3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient. **M3.4.4(a)** The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work. **M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

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

**3.4.5** *The program identifies the field education director.*

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

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

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

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

**Educational Policy 3.5—Resources** Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

**Accreditation Standard 3.5—Resources**

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

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

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

**3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for*

- achieving its mission and goals.*
- 3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## **4. Assessment**

**Educational Policy 4.0—Assessment** Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

### **Accreditation Standard 4.0—Assessment**

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

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

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

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

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