

BA/BASW Student Handbook

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The Undergraduate Social Work Program is Accredited by the Council on Social Work Education

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Section I - Welcome

On behalf of the administration, faculty, and staff of the School of Social Work at The University of Akron, we would like to welcome you!

The School of Social Work is dedicated to training generalist social work practitioners focused on promoting the dignity and worth of the person, human diversity, cultural competence, and social and economic justice.

Social Work is a noble profession with an extraordinary history. Our social work program is built upon the competencies and practice behaviors included in this Handbook, with an emphasis on **strengths-based practice, diversity, critical thinking**, and a **systems perspective**. You are joining a diverse and dedicated group of learners, staff, and faculty united by their commitment and passion to make a difference. Like all great endeavors, your time in the program will be challenging and rewarding. We encourage you to make the most of this experience. We encourage you to seek out the experiences that will provide you with the knowledge, skills, and values that are the trademark of our social work profession. We can assure you that your efforts will be worthwhile.

Welcome to the Social Work team!

Courage. Compassion. Competence.

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Director, School of Social Work

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Purpose of the Handbook

Your Learner Handbook is your map toward a successful learner education journey. This Handbook provides you with three overarching functions:

1. Identify and explain the policies and procedures of the School of Social Work that guide
 - a. admissions,
 - b. completion of program requirements,
 - c. graduation;
2. Describe the Bachelor of Social Work curriculum; and
3. Recommend additional learner services and resources to support your successful undergraduate education.

All learners are responsible for becoming familiar with the rules and regulations that affect their education. Throughout this handbook frequent references are made to the policies and procedures for undergraduate education.

Learners are strongly encouraged to become familiar with The University of Akron, College of Health Professions, and School of Social Work requirements. University policies and procedures are described in the *Undergraduate Bulletin* which is available at the link below:

http://www.uakron.edu/academics_majors/undergraduate-bulletin/

Section II- About the School of Social Work

At the University of Akron, the School of Social Work is located within the College of Health Professions. The School of Social Work presently offers baccalaureate and master of social work degrees accredited by the Council on Social Work Education (CSWE). The BSW program was reaffirmed by CSWE in 2013 and the MSW program was reaffirmed in 2010.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standard 1.0.2**

The University of Akron Baccalaureate Program Mission Statement is as follows:

Consistent with the mission of the University of Akron and the College of Health Professions, **the mission of the undergraduate social work program is to prepare learners for competent and effective generalist practice. We are committed to empowerment and strengths-based practice through the application of critical thinking skills. We engage the diverse populations of Northeast Ohio to strengthen systemic well-being.**

The program provides a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society. Learners are equipped with the knowledge, skills, and values appropriate to the social work profession, the generalist base of social work, the broad-based research strategies of the field, and the various roles and intervention strategies used in social work practice.

Learners in the program are expected to develop: 1) sensitivity to human suffering and injustice; 2) understanding of the factors that contribute to and are consequences of discrimination, oppression, and vulnerability; and 3) a strong commitment to advocacy, empowerment, social change and social and economic justice. Graduates of the program are equipped and expected to promote individual autonomy and community well-being, and to foster and enhance the functioning and empowerment of individuals, families, groups, organizations and communities. The baccalaureate program provides an intellectual base and opportunities for beginning generalist practice with vulnerable and at-risk populations such as those based on clients' age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

The program seeks to enrich the social work profession by providing bachelor level social work professionals who are committed to working with the most vulnerable populations; who recognize and enhance the strengths and abilities of oppressed and vulnerable clients; and who appreciate and celebrate the richness of human diversity.

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**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standard 1.0.2**

The goals of the undergraduate social work program are to:

1. Prepare learners to integrate the knowledge, values, and skills of the social work profession for competent and effective generalist practice with diverse client systems in various practice settings.
2. Prepare learners to identify the strengths and abilities of diverse client systems to foster empowerment toward social justice and systemic well-being.
3. Prepare learners to utilize theoretically-based social work research, knowledge, and critical thinking skills for effective and ethical social work practice.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
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.

Communication with Learners

The University of Akron and School of Social Work often communicate with learners through their University of Akron email accounts. Learners should check their UA email account regularly. UA email accounts can be forwarded to another email address for learner convenience. If you require assistance with your email account, contact the IT Help Desk at 330-972-6888.

Diversity

The University has a long-term commitment to improve the overall campus environment, increase its diversity, and substantially increase the retention and graduation rates of African Americans, women, and other diverse learners.

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Faculty within the School of Social Work is involved within the local community. Members of the faculty have used these resources, when appropriate, to provide supportive services for ethnic and racial minority groups, faculty, staff and learners.

With regard to internal standards, the School of Social Work conducts a constant review of its course content to insure that diverse ethnic, gender, racial, and sexual orientation material is included.

There are approximately 200 learner organizations currently registered on campus. They serve as support networks for the various learner groups. Some of these organizations have placed specific emphasis on ethnic and racial minorities. A few of these organizations are the African Learner Association; Chinese Learner and Scholar Society; Learner African American Sisterhood; Learner African American Brotherhood; Hispanics and Latinos Organized; Saudi Learners Association; Indian Learners Association; Lesbian, Gay, Bisexual, Transgender Union; Hillel; Christian Zips; The Muslim Learner Association; and Adult Learners. Within the School of Social Work, there is the Learner Social Work League, Phi Alpha, and Alpha Alpha Alpha. A complete list of university sponsored learner organizations is located on the Org Sync website. <http://www.uakron.edu/orgsync/>

Learners with suggestions on ways to increase the diversity within the School of Social Work, whether it involves learners, faculty, staff, or course content, are encouraged to direct their comments to the BSW Coordinator.

Section III – Criteria for the Social Work Major

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
EPAS Accreditation Standard B3.2.1
Criteria for Admissions to the BSW Program**

Effective August 27, 2012, all learners admitted into the School of Social Work must earn and maintain a minimum cumulative GPA and social work (7750) GPA of 2.75 for preadmission and full major admission and to remain in good standing in the school. The School of Social Work does not offer direct admission. All learners are admitted to the school as preadmission social work majors. While preadmission majors, learners complete the required classes and application necessary to become a full social work major. Post-baccalaureate learners must also meet preadmission criteria.

Learners admitted to the School of Social Work prior to August 27, 2012 will adhere to the admission requirements at the time of their admission as indicated in the previous learner handbook.

Preadmission Admission

You are eligible for preadmission admission after you complete 30 credits and earn a cumulative GPA of 2.75 or better. During completion of the initial 30 credits, learners should focus on courses from General Education in mathematics, English, and oral communication and the liberal arts base social work requires. A curriculum guide for your first 30 credits is posted on the Center for Academic Advising and Learner Success' website at <http://www.uakron.edu/advising/>.

To become a preadmission social work major, meet with your current academic advisor and request an *Inter College Transfer* to the College of Health Professions as a Preadmission Social Work Major. You may initiate an Inter College Transfer at any time after meeting criteria for preadmission admission. Learners are *not* required to complete all preadmission course work requirements to request a transfer to the School of Social Work. Learners are encouraged to initiate a transfer to social work when eligible and not wait until she/he believes she/he is ready for full major only courses. The transfer process takes time. The first step in the preadmission process is admission to the College of Health Professions.

A preadmission social work major is a learner who has been accepted into the School of Social Work as a preadmission major. The learner will receive an email from the School of Social Work informing her/him of admission as a preadmission major.

After receipt of your preadmission admission e-mail, review and complete the *Preadmission Social Work Major Checklist*. The *Preadmission Social Work Major Checklist* explains the preadmission process for learners to follow for admission as a full major in social work. The preadmission process refers to the process completed by learners admitted to the School of Social Work as preadmission social work majors. All learners are admitted to the school as preadmission majors. You can obtain a copy of the *Preadmission Checklist* on social work's website at <http://uakron.edu/socialwork/preadmission.dot>

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Liberal Arts Base for the Social Work Major

The social work major is built on a liberal arts base contained within the general education program of The University of Akron. Learners must complete the liberal arts requirements and General Education mathematics and English requirements before preadmission admission or as preadmission majors. The liberal arts base consists of nine (9) classes. The classes are as follows.

1.	7750:270	Diversity and Social Work	3 credits
2.	7750:275	Introduction to Social Work Practice	3 credits
3.	7750:276	Introduction to Social Welfare	3 credits
4.	7750:427	HBSE I (Human Behavior & the Social Environment I)	3 credits
5.	3100:103	Natural Science Biology	4 credits
6.	3250:100	Introduction to Economics	3 credits
		OR	
	3250:200	Principles of Micro Economics	3 credits
		OR	
	2040:247	Survey of Basic Economics	3 credits
7.	3700:100	Government & Politics in the U.S.	4 credits
		OR	
	2040:242	American Urban Society	3 credits
8.	3750:100	Introduction to Psychology	3 credits
		OR	
	2040:240	Human Relations	3 credits
9.	3850:100	Introduction to Sociology	3 credits

Step Up Program

Learners in an appropriate two-year associate degree program can complete either the BA or BASW curriculum in social work. The School of Social Work will accept identified equivalent courses from the associate degree program as meeting preadmission course requirements. Contact the Preadmission Advisor for information about transfer course equivalency.

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EPAS Accreditation Standard 3.2.4

Transfer Learners

Learners who transfer from another college or university will have their completed course work evaluated upon admission. The school accepts all social work credits transferred from other CSWE accredited programs. All transfer full major social work credits must be CSWE accredited and at the 300 or 400 level except for social work electives which may be any level. Transfer social work credits are evaluated for transfer equivalency at time of admission to the School. If a learner completes guest/transient coursework after admission to the school, course equivalency will be determined at the time the learner completes the *Undergraduate Guest (Transient) Permission Form*. No social work credit will be granted for life, volunteer, or work experience.

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Bachelor of Arts Degree Options

The School of Social Work offers two (2) bachelor degrees in social work:

- Bachelor of Arts (BA) - major in Social Work and
- Bachelor of Arts in Social Work (BASW)

Both degrees are accredited by the Council on Social Work Education (CSWE). Both degrees require learners to complete **41 credit hours** of general education as defined by The University of Akron and **46 credit hours** in Social Work. Learners are required to complete a minimum of **120 credit hours** to graduate with a bachelor's degree. All learners must complete her/his final **30 credit hours** at Akron to graduate.

Learners interested in pursuing a BA, in addition to completing the required general education and social work classes, must complete a minimum of **14 credit hours** in a single foreign language or American Sign Language. Spanish is recommended. No foreign language is required for the BASW. We also recommend those learners interested in foreign language studies begin taking courses as early in their academic career as possible to ensure sufficient time to complete the requirements.

General Education

All learners must complete 41 credits in eight categories in general education to graduate with a bachelor degree.

- | | |
|---------------------------------------|---|
| 1. English Composition: | 6 credits [2 courses] |
| 2. Mathematics: | 3 credits |
| 3. Natural Science: | 8 credits minimum [at least 2 courses, one of which must be a lab, and from a minimum of 2 different sets] |
| 4. Oral Communication: | 3 credits |
| 5. Social Science: | 6 credits |
| 6. Humanities: | 10 credits [3 courses, one of which must be 3400:210 or 3400:221, and 2 additional courses from two different sets] |
| 7. Area Studies & Cultural Diversity: | 4 credits [2 classes] |
| 8. Physical Education/Wellness: | 1 credit |

Only courses approved for general education may be counted toward general education credit. To find a complete list of classes that meet general education requirements you can review: the general education *Curriculum Guide*, the *Undergraduate Bulletin*, or your DARS report.

- <http://www.uakron.edu/advising/curriculum-guides/>
- http://www.uakron.edu/academics_majors/undergraduate_programs/ugrad.pdf;

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Change of Status from Preadmission to Full Admission

You are eligible to request evaluation of your application for full admission after completing the preadmission process. All application materials must be submitted electronically to preadmissionsocialwork@uakron.edu. Successful completion of preadmission process includes at a minimum the following:

1. The completion of all liberal arts base classes;
2. English and mathematics general education requirements;
3. A cumulative GPA of 2.75 or better;
4. Submission of your personal essay;
5. Submission of 3 recommendations; and
6. Submission of the Request for Application Review form.

Please note: You are encouraged to complete your general education classes prior to beginning your social work major only classes.

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2008 Educational Policy and Accreditation Standards

EPAS Accreditation Standard 3.2.3

Full Admission

Learners are responsible for notifying the Preadmission Learner Advisor through their application form when you believe you have fulfilled all preadmission requirements and can register for your first semester of social work major only classes.

At the end of the semester a learner requests a review of her/his application as indicated in her/his application, the BSW Coordinator from the requested campus will review the learner's application. If the learner's application is complete, submitted by the requested semester's application deadline, and the learner earned a GPA of 2.75 or better, the learner's application will be reviewed by the Admissions Committee. Effective Fall 2016 each campus that offers the baccalaureate program will have its own admission committee chaired by the assigned BSW Coordinator. Admission criteria is the same for all campuses. Each admission committee consists of the BSW Coordinator and other School of Social Work faculty members. The Preadmission Advisor will report the determinations of the admission committee to the School Director. The School Director will make a final decision on admission. Learners will be notified of admission to the program by UA email. The admission email identifies the learner's assigned faculty advisor and encourages the learner to contact the advisor. If not admitted, the learner will be notified by phone and/or email by the BSW Coordinator and is encouraged to meet with her/his assigned social work faculty advisor to review her/his academic plan and goals.

Appeals Process

If the learner's application is not approved, the learner may appeal this decision formally, in writing, to the Director of the School of Social Work within 10 working days after the date she/he receives notification. An internal review will follow within the next 10 working days. The learner will receive a letter of decision regarding the appeal from the Director one month from the date of the internal review. If the learner is not accepted after the internal review, the learner should follow the University

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appeals process as outlined in The University of Akron *Student Code of Conduct* located at <http://www.uakron.edu/learnerconduct/code-of-conduct.dot>.

Academic Plan

Upon full acceptance to the School of Social Work, learners are required to have an initial conference with their assigned faculty advisor for the specific purpose of explaining their professional and academic preparation. At this point a course of study is developed and other school requirements are clarified (such as maintenance of a 2.75 social work GPA). Each learner will then complete and sign all necessary documents. At the initial appointment you will discuss program requirements, sign your *Program of Study Agreement*, and plan your course work through to graduation (*your academic plan*). Learners will receive electronic copies of their completed Program of Study Agreement, Academic Plan, and *Student Handbook* in their University of Akron email.

Social Work Curriculum

The baccalaureate program offers the Bachelor of Arts (BA) degree with a major in social work or the Bachelor of Arts in Social Work (BASW) degree. The social work and general education curriculum for these two degrees is identical. However, the BA degree requires 14 credits in a foreign language, while the BASW does not. The curriculum was developed to provide learning opportunities which help learners gain knowledge, values, skills, and perspectives appropriate for generalist social work practice. The program may be completed during daytime or evening hours, with field practicum normally performed during the day. Learners who have completed two-year associate programs through The University of Akron's College of Applied Science & Technology or Wayne Campus can complete either the BA or the BASW degree with additional course work.

Social work majors must complete 46 credits in social work after admission as a full major to the school of social work.

7750:401	SWK Practice I (corequisite: 405)	3 credits
7750:405	Practice I Skills Lab (corequisite 401)	3 credits
7750:402	SWK Practice II (prerequisite: 401 & 405)	3 credits
7750:403	SWK Practice III (prerequisite: 401 & 405)	3 credits
7750:404	SWK Practice IV (prerequisite: 401 & 405)	3 credits
7750:425	SWK Ethics	3 credits
7750:430	Human Behavior & Social Environment II	3 credits
7750:440	SWK Research I	3 credits
7750:441	SWK Research II (prerequisite: 440)	3 credits
7750:445	Social Policy Analysis for Social Workers	3 credits
7750:xxx	SWK Elective	3 credits
7750:xxx	SWK Elective	3 credits
7750:493	Field Experience: Social Agency I (prerequisite 401, 402, & 405; corequisite: 421)	3 credits
7750:494	Field Experience: Social Agency II	3 credits
7750:421	Field Experience Seminar I (prerequisite 401, 402, & 405; corequisite: 493)	2 credits
7750:422	Field Experience Seminar II (prerequisite: 421 & 493; corequisite: 494)	2 credits

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Social Work Curriculum

Recommended Sequence of Requirements

Third Year

3 Social Work Practice I	3 Social Work Practice II
3 Practice I Skills Lab	3 Social Work Research II
3 Social Work Research I	3 Social Work Ethics
3 Social Policy Analysis for Social Workers	3 HBSE II or SWK Elective
2 Area Studies and Cultural Diversity	2 Area Studies and Cultural Diversity
4 Humanities	3 Elective (SWK or General)
17 Semester Hours	17 Semester Hours

Fourth Year

3 Social Work Practice III	3 Social Work Practice IV
2 Field Experience Seminar I	2 Field Experience Seminar II
3 Field Experience: Social Agency I	3 Field Experience: Social Agency II
3 SWK Elective	3 HBSE II or SWK Elective
4 Humanities	3 SWK Elective
15 Semester Hours	14 Semester Hours

- See *University Bulletin* for prerequisites.
- All required social work courses will be offered during the academic year. The academic year is defined as consecutive fall and spring semesters. For example, fall 2014 and spring 2015 are equal to one academic year. Some courses are offered in specific semesters. Social work courses are offered during summer semester; however, the school does not guarantee to offer any particular classes during summer semesters. Learners should consider all potential issues when creating their academic plan. Discuss any questions you have about course sequencing or prerequisites with your academic advisor.
- All transfer full major social work credits must be CSWE-accredited and at the 300 or 400 level. The school accepts all social work credits from other CSWE-accredited programs. Transfer social work credits are evaluated at time of admission to the school. If a learner completes guest/transient coursework after admission to the school, course equivalency will be determined at the time the learner completes the *Undergraduate Guest (Transient) Permission Form*. No social work credit will be granted for life or work experience.

Course Descriptions

Social Work (7750)

210: Addiction Education & Prevention – 3 credits

Provides in-depth understanding of prevention and education programming with an emphasis on evidence-based practices. Logic models are used to design programs.

240: Drug Use & Abuse –3 credits

Introduction to pharmacology of drugs of misuse; physiological factors of alcohol/drug-using behavior; effect of psychoactive drugs on the brain; intervention and treatment measures.

260: Introduction to Addictions – 3 credits

An overview of the continuum of use, abuse and dependency; theories of addiction; the impact of addiction on society; and the implications for professional practice.

261: Addiction Treatment – 4 credits

Survey of treatment approaches used in treatment of persons with addictions. Special emphasis on MET, Solution-Focused Therapy, Twelve-Step Facilitation and Cognitive-Behavioral approaches. Critical ethical/legal issues will be covered.

263: Group Principles in Addictions – 3 credits

Introduces group concepts and dynamics, explores issues in addiction that influence group treatment and provides experiential opportunity for students to understand roles in a group.

264: Addiction & the Family – 3 credits

Reviews theories and counseling techniques used in the assessment and treatment of the family system. Impact of addiction on child development, parenting, marital relationship, and other significant relationships will be explored.

265: Women & Addiction – 3 credits

Exploration of the social, psychological, physical and family aspects of addiction in women.

267: Addiction Assessment and Treatment Planning – 3 credits

Overview of screening, diagnosis and assessment procedures in the addiction field, including review of the most commonly used testing instruments. Implication for treatment planning is explored.

268: Co-occurring Disorders – 3 credits

Key concepts and evidence-based practices in the provision of services to people suffering from substance abuse as well as mental illness and behavioral disorders.

269: Criminal Justice and Addiction – 3 credits

An introduction to the problems that exist with the treatment of the alcohol/drug offenders and issues relating to their transition back to the community.

270: Diversity and Social Work – 3 credits

Introduces learners to the importance of diversity in social work practice. Explores issues that are associated with poor and minority populations, and examines the interrelatedness of the biological, psychological, social, cultural, spiritual and environmental factors as they relate to a diverse society.

271: Behavioral Addictions – 3 credits

Introduction to understanding human behavior and physiological responses to compulsive behaviors other than dependencies on psychoactive chemicals. Several behavioral addictions will be explored.

272: Relapse Prevention – 3 credits

A study of the concepts, evidence-based practices and strategies for relapse prevention with addictive behaviors.

275: Introduction to Social Work Practice – 3 credits

Introduces learners to concepts, settings, and vulnerable populations related to the field of social work. Emphasis placed on purposes, values, ethics, knowledge, and skills that characterize the professional

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social worker. Provides an overview of theoretical and practical knowledge about the social work profession needed for entry levels of practice in social work.

276: Introduction to Social Welfare – 3 credits

Survey of field of social welfare; place of social work profession within human services institutions of United States. Introduction of basic concepts relating social welfare institutions and social work to society.

286: Addiction Services Internship – 2 credits

Integrates counselor assistant experience with fundamental concepts and skills from academic studies. Students are required to complete 200 hours of supervised field experience.

401: Social Work Practice I – 3 credits

Prerequisite: Social Work major; Corequisite 405. Basic concepts and methods of Generalist social work practice, with an emphasis on understanding and working with individuals.

402: Social Work Practice II – 3 credits

Prerequisite: 401, 405; or permission of instructor. Concepts and methods of social work practice particularly relating to understanding and working with groups in various settings in our society.

403: Social Work Practice III – 3 credits

Prerequisite: 401, 405, or permission of instructor. Development of understanding and practice methods for utilization of community organization and social planning as social work process in assessing problems and developing program to meet needs.

404: Social Work Practice IV – 3 credits

Prerequisite: 401, 405, or permission of instructor. Professional social work practice with families in social services; the dynamics of family systems, assessment of family function and dysfunction, professional helping processes.

405: Practice I Skills Lab – 3 credits

Prerequisites: 270, 276, 427, 3100:103, 3700:100, 3750:100, 3850:100 and 3250:100 or 200 or 2040:247; corequisite: 401. Prepares learners for beginning generalist social work practice and provides a context to apply and evaluate generic knowledge base, values, ethics, and skills common to practice with client systems.

411: Women's Issues in Social Work Practice – 3 credits

Prerequisite: 401 or permission of instructor. Social work practice, knowledge and skill, social welfare institutions and social policy in relation to women's issues and concerns in the United States.

421: Field Experience Seminar I – 2 credits

Prerequisites: 401 and permission of the instructor. Corequisite: 493. The first of two consecutive courses that assists learners in making the transition from classroom learning to experiential learning in the field practicum.

422: Field Experience Seminar II – 2 credits

Prerequisites: 421 and 493; Corequisite: 494. The second of two consecutive courses, this course assists learners in integrating, synthesizing, and applying classroom learning to field experiences and assignments.

425: Social Work Ethics – 3 credits

Prerequisite: Social Work major, permission of instructor. Social Worker's code of ethics as applied to practices, problems and issues in social work.

427: Human Behavior & Social Environment I – 3 credits

Social work perspective on human development across the life cycle. Human diversity approach consistent with the needs of social work learners preparing for practice.

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430: Human Behavior & Social Environment II – 3 credits

Prerequisite: Social Work major, 427, or permission of instructor. Examination of larger social systems including families, groups, neighborhoods, and organizations. Focuses on the unique systemic characteristics of each system and its development.

440: Social Work Research I – 3 credits

Prerequisites: Social Work major or permission of instructor. Overview of scientific inquiry and the research process as it applies to the field of social work. Emphasis is placed on the various social worker roles in relation to research.

441: Social Work Research II – 3 credits

Prerequisite: 440 or permission of instructor. A continuation of Social Work Research I with a focus on applying research concepts. Includes content on the evaluation of practice outcomes and the use of computers in data analysis.

445: Social Policy Analysis for Social Workers – 3 credits

Prerequisite: Social Work major, permission of instructor. Description, analysis and construction of social policy in social services; to understanding forces and processes which establish or change social policies, to predict consequences of social policies and to establish goals for social policy development; integrated into effective social work methodology.

450: Social Needs & Services: Aging – 3 credits

Prerequisite: 401 or permission of instructor. Application of knowledge and principles of professional social work practice to understanding, development and provision of social services to meet needs of aging and later mature individuals, families and communities and institutions serving them and their relatives.

451: Social Work in Child Welfare – 3 credits

Prerequisite: 401 or permission of instructor. In-depth exploration of structure and functioning of social services designed to help children, and of practice of social work in child-welfare settings. Consideration of supportive, supplementary and substitutive services.

452: Social Work in Mental Health – 3 credits

Prerequisite: 401 or permission of instructor. Issues, organization, development and methodologies of current professional social work practice in mental-health settings.

454: Social Work – Juvenile Justice – 3 credits

Prerequisite: 401 or permission of instructor. The theory and practice of social work in the juvenile justice systems of the United States. Traditional procedures and recent developments, prevention, diversion and community outreach, legal concerns, case management, institutional functioning.

455: Social Work Practice with African American Families – 3 credits

Prerequisite: 401 or permission of instructor. Contemporary problems facing African American families; male-female relationships, single parent households, African American teens and elderly, public policy, theoretical models, explaining development of the African American family.

456: Social Work in Health Services – 3 credits

Prerequisite: 401 or permission of instructor. Policies, programs and practice in health-care settings: short-term, intermediate and long-term hospitals, out-patient services, emergency services, clinics, visiting nurse services, nursing homes, pediatric services, self-help organizations.

459: Social Work with the Developmentally Disabled – 3 credits

Prerequisite: 401 or permission of instructor. Application of social work principles in the provision of social services to meet the needs of the developmentally disabled and their families.

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470: Law for Social Workers – 3 credits

Prerequisite: 401 or permission of instructor. Basic terminology, theories, principles, organization and procedures of law will be explored along with the relationships between social work and law and comparisons of the theoretical bases of the two professions.

475: Substance Abuse and Social Work Practice – 3 credits

Prerequisites: 401 or permission of instructor. Provides learners with the essential knowledge and skill for successful social work practice with people involved in substance abuse.

480: Special Topic: Social Work and Social Welfare - 1-3 credits

Prerequisite: permission of instructor. Analysis of current social work and social welfare theory and policy, settings, innovative interventions, and trends in delivery systems in relation to selected areas of concern. Topics and credits variable.

493: Field Experience: Social Agency I – 3 credits

Prerequisites: 401, 402, 427, and permission of instructor. Corequisite: 421. First of two consecutive courses of supervised internship in a social service setting. Facilitates acquisition of generalist practice skills. Learner must receive permission to take the course with the Field Coordinator during early part of semester preceding enrollment. For senior social work majors.

494: Field Experience: Social Agency II – 3 credits

Prerequisites: 493, 421 and permission of instructor; corequisite: 422. Second of two consecutive courses of supervised internship in a social service setting. Facilitates the continued acquisition of generalist practice skills. For senior social work majors only.

497: Individual Investigation in Social Work – 1-3 credits

Prerequisites: permission and prearrangement with instructor. Individual readings, research or projects in area of interest in social welfare theory or institutional operations or in social work practice under guidance of social work faculty member. Preparation of report paper appropriate to nature of topic. For social work major.

499: Senior Honors Project: Social Work – 1-3 credits

(May be repeated for a total of six credits) Prerequisites: senior standing in Honors Program and approval of honors preceptor in department. Open only to social work major enrolled in Honors Program. Independent study leading to completion of senior honors thesis or other original work resulting in writing of research paper in proper scholarly form, supervised by learner's honors project adviser within the department.

University Partnership Program

Social work majors interested in practice in public child welfare may be eligible for admission to the Child Welfare University Partnership Program (CWUPP). The program provides financial assistance up to \$5,000 to \$10,000 in tuition reimbursement to social work learners who complete two elective child welfare courses, a field placement in public child welfare, and work for one to two years in a public child welfare agency in the State of Ohio. The mission of the CWUPP is to develop creative child welfare leaders, policy makers, managers, and direct service practitioners who have the capacity for critical thinking and to promote best practice and highest quality service to children, families, and communities. The program accomplishes this through the coordinated and integrated provision of quality social work education and training. Learners interested in applying for the program must complete an application and formal interview with the CWUPP Campus Coordinator. For additional program and contact information about CWUPP please go to [here](#) to download an application.

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**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its learners to perform the role of practitioner. Professionals have pedagogical norms with which they connect, and integrate theory and practice. In social work, the signature pedagogy is Field Education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom to 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 learners demonstrate the achievement of Program Competencies.

**Council on Social Work Education (CSWE)*

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standards 2.1.1, B2.1.2, 2.1.3, 2.1.4**

The field experience is an integral part of the social work curriculum and is required of all social work majors. The overall purpose of the field education program is to prepare learners for entry-level generalist social work practice by providing appropriate and well-supervised learning experiences within an agency setting.

Field education ensures that all learners who graduate have adequate supervised placements under the guidance of those who hold the responsibility for certifying baccalaureate social work. As a necessary complement to classroom education, its contribution lies in providing learning experiences in social service agencies for the purpose of helping learners **1)** apply and test academic content, including content on social work values, ethics, and human diversity; **2)** make the necessary connections between class and field, theory and practice; and **3)** develop their capacities for responsible generalist practice and for continuing professional growth and development.

The field practicum must be completed the last two semesters prior to graduation. Learners are required to complete a total of 450 clock hours, or approximately 225 clock hours each semester. Learners remain in the same agency for the entire field experience and are granted a total of 6 credit hours. Learners are also required to enroll in two sequential seminars, Introduction to Field Experience (421) and Field Experience Seminar (422), for two credits each, which are taken concurrently with the field practicum.

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To be eligible for Field Experience, the learner should:

1. Be a senior, with 90 credit hours completed prior to entry into the Field Experience.
2. Have a 2.75 overall grade point average.
3. Have a 2.75 grade point average in social work courses.
4. Have no unresolved incompletes on her/his academic record.
5. Expect to graduate upon completion of the Field Experience.
6. Have completed the following courses prior to entry into the Field Experience:
 - 7750: 401 Social Work Practice I
 - 7750: 405 Practice I Skills Lab
 - 7750: 402 Social Work Practice II

No academic credit is given for life experience and previous work experience in lieu of field practicum/courses; nor may field practicum courses be transferred from a program not accredited by the Council on Social Work Education to this social work program.

Learners in the School of Social Work are to abide by the National Association of Social Workers [*Code of Ethics*](#) in their practicum setting. Learners, for example, are expected to maintain client interests as primary and client information as confidential. They are expected to foster maximum client self-determination to treat colleagues with respect, to adhere to organizational commitments, and to uphold the values, ethics, knowledge and mission of the social work profession. Violation of the *Code of Ethics* may be grounds for immediate dismissal from the School of Social Work.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
CSWE Accreditation Standards 3.2.7, 3.2.8
Evaluation of Learner Performance on Academic Standards**

Learners must meet all academic standards of the School of Social Work to remain in good standing and in the program. Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic standards in the social work program are comprehensive. In addition to scholastic requirements for course completion, social work learners are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the social work profession. Comprehensive academic performance standards include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for social work practice. Categories of academic performance standards include scholastic, professional values and ethics, self-awareness, interpersonal relationship skills, responsibility and professional readiness, critical thinking, and communication skills.

The criteria for grading are shared with learners as they begin each social work course. Letter grades are assigned for all courses in the school. The criteria for evaluating a learner's academic performance are specified in each course syllabus. The criteria for evaluating a learner's performance in field courses are also set forth in the *Field Education Manual* and Learner Field Evaluation Form which are shared, reviewed and discussed with each learner during mandatory field orientation.

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A learner must maintain at least a 2.75 grade point average to be considered in good standing. If a learner's grade point average falls below 2.75, the learner may be placed on academic probation by the Director of the School of Social Work or the Dean of the College of Health Professions and may be subject to dismissal from the school, college, and university. When learners have been placed on academic probation, they will be contacted by their academic advisor. A conference is scheduled to discuss the learner's academic status and to explore possible solutions and resources, internal and external to the University community. The learner is responsible for following up with her/his academic advisor and following the plan agreed upon in their advising conference.

Learners demonstrating difficulty in or violation of any category of academic performance standards may be placed on academic probation or dismissed from the school and university. Any violation of the NASW *Code of Ethics*, UA's [*Code of Conduct*](#), UA's [*Sexual Harassment Policy*](#), any policy specified in a course syllabus, or disciplinary action by Learner Judicial Affairs may make the learner eligible for academic probation and dismissal from the school and university.

Student Conduct and Community Standards of The University of Akron defines learner misconduct (<http://www.uakron.edu/ogc/UniversityRules/pdf/41-01.pdf>), and provides examples of misconduct including: plagiarism, cheating; furnishing false information; intimidating or threatening behavior; disorderly, disruptive, lewd, or indecent conduct; sexual misconduct, sexual harassment or sexual assault; theft, damage or use of another's property without consent; use, possession, manufacture, cultivation, distribution or facilitating the distribution of drugs; commission of any felony or misdemeanor; violation of any university policy, rule, or regulation.

Learners in The University of Akron School of Social Work are expected to abide by University policy. Plagiarism, cheating, or other forms of academic dishonesty may result in formal disciplinary action, in accord with [Learner Disciplinary Procedures Code 3359-41](#), leading to probation, suspension, or dismissal from the University.

If the Academic Standards Committee determines that a learner is unable to meet academic standards and perform adequately as a social work professional, the faculty will recommend termination of the learner's enrollment in the School of Social Work to the school Director and Dean. Termination of a learner's enrollment in the social work program is considered as a last resort. Learners may voluntarily withdraw from the program when, after conferring with the faculty advisor, the decision to terminate has been mutually agreed upon. In the event that a voluntary withdrawal cannot be agreed upon, the learner's grade point average, if under a 2.75, would be a consideration in the decision to terminate enrollment. In cases where the learner's grades are acceptable but the learner is still considered to be unable to perform adequately as a social work professional, the social work faculty will recommend termination of the learner's enrollment in the program to the Director and Dean. A learner can be dismissed from the program for failure to meet one or more academic standards regardless of the learner's performance in other academic standards. These policies and procedures for termination are included in both the *Student Handbook* and the *Field Education Manual*.

If a learner is dismissed from the school, college or university and wishes to appeal the decision, she/he should follow the appeal process as indicated in The University of Akron *Student Code of Conduct*.
<http://www.uakron.edu/studentconduct/appeal.dot>

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Applying for Graduation

All learners must apply for graduation online. Step-by-step instructions to apply for graduation are available at <http://www.uakron.edu/graduation/> or your My Akron Student Center.

Please check for deadlines to apply for graduation in your Student Center, the Registrar's webpage, or DARS (Degree Audit Reporting System). It is general procedure for learners to apply for graduation at the beginning of the second semester prior to graduation. For example, the application period to graduate in spring 2017 ends December 1, 2016. If a learner misses the application period for graduation, they must contact their faculty advisor and Graduation Services as soon as possible.

Please note: *An application for graduation is required to graduate from the University of Akron.*

Change of Requirements

Without limiting the generality of its powers to alter, amend, or revoke rules and regulation, The University of Akron reserves the right to make changes in degree requirements of the learner enrolled prior to the change by:

- Altering the number of credits and/or courses required in a major field of study
- Deleting courses
- Amending courses by increasing or decreasing the credits of specific courses
- Offering substitute courses

Section IV- Academic Advising

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standard 3.2.6
Learner Academic Advisement**

Learners are encouraged to discuss their interest in the practice of social work with their academic advisor. The discussion will help learners become familiar with program requirements so they can plan their academic program accordingly.

Learners who express an interest in social work but need additional information before making a decision are referred to the BSW Coordinator for an advisement conference. During this conference, the BSW Coordinator discusses the potential learner's interest in and aptitude for social work and provides an explanation of the program. Learners who have not been admitted to the program must meet with their current academic advisor until officially admitted to the program.

The College of Health Profession's Learner Success Center is located in Mary Gladwin Hall 313. Learners can receive assistance with preadmission advising, Inter College Transfers, and other general advising issues through the Student Success Center. Meeting with the College Advisor does not preclude meeting with your assigned faculty advisor. Your assigned social work faculty advisor is the primary source for academic advising for social work majors.

Learners are notified of their assigned faculty academic advisor in their preadmission and full admission emails. Learners' assigned academic advisors are as follows:

- Preadmission majors: Preadmission Advisor or BSW Coordinator
- Honors learners (preadmission and full majors): BSW Coordinator
- Full majors: Full-time social work faculty

Learners are encouraged to meet with their advisors early in the semester to discuss their concerns relative to matriculation and to locate academic and other resources on campus. Learners are encouraged to contact their academic advisor when experiencing academic difficulties. The University of Akron Degree Auditing Report System (DARS) is an online tool that helps learners track progress toward a degree. DARS displays a learner's academic record and compares it to the course catalog, showing which requirements have been fulfilled, which requirements are in progress and what needs to be completed in order to graduate. Learners can access DARS through My Akron.

Additional information about advising related issues and policies for registration, adding and dropping classes, registration dates, holds, fees, etc. is located on the university's website. It is important to refer to the Registrar's webpage for up to date information about registration procedures and fees. Please keep in mind that courses/sections may fill quickly. The School of Social Work does *not* maintain a waiting list for closed classes. It is the learners' responsibility for verification of space availability for any course. Learners should consult with her/his academic advisor before making changes to discuss possible impacts on your learning contract. Learners may also need to consider financial aid,

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employment, or any other area that may be impacted by making a change to your schedule. The learner is responsible for determining the potential impact of any changes or additions to her/his schedule.

The school created two academic advising handbooks to assist and support learners in the advising process. The advising handbooks for preadmission and full majors are on the school's website.

Preadmission Major Advising Handbook: <http://uakron.edu/socialwork/preadmission.dot>

Full Major Advising Handbook: <http://www.uakron.edu/socialwork/forms.dot>

Minor/Certificate Programs

Learners may choose to pursue a Minor Area of Study or an Interdisciplinary and Certificate Program of Study while taking classes for their degree. Common minors or certificates social work learners take are Addictions, Gerontology (aging), Pan-African Studies, and Child Development. For a complete list and descriptions of available minors and certificates refer to the [*Undergraduate Bulletin*](#).

Viewing Grades

Visit the My Akron Student Center for registration, grades, schedules, payment, campus events, latest news, weather, etc. <http://www.uakron.edu>

Transcripts/Enrollment Verification

Official transcripts and enrollment verification can be ordered through the Registrar office: <http://www.uakron.edu/registrar>

Degree Audit Reporting System (DARS)

DARS stands for Degree Audit Reporting System. Learners can access the DARS program through My Akron. While in DARS, the learner can run a “report” which provides a current summary of where the learner is in relation to obtaining a specific degree, minor, or certificate.

1. Click on the DARS icon.
2. If your DARS allows you to click a “Run” button that correctly identifies your intended degree, just click run. If your degree option is not listed, use the drop down boxes tell DARS what report/audit you would like to run. For social work, pick Bachelor degree and then the appropriate degree: BA or BASW. [*Remember: Learners interested in pursuing a BA in addition to completing the required general education and social work classes, must complete a minimum of 14 credit hours in a single foreign language or American Sign Language. Spanish is recommended. No foreign language is required for the BASW.*]
3. The report will open in a new window.
4. We recommend using “Open All Sections” to review the most detailed information

Please review your DARS regularly. If you notice an error in your DARS report, contact your academic advisor. You should always review your DARS report before meeting with your academic advisor and bring a copy to your advising appointment as needed.

The system provides you with information about your GPA, credits, needed classes, etc. DARS is used to determine you eligibility for graduation.

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Registration Process

Learners can identify when they are eligible to register for classes through My Akron. The Registrar determines enrollment start dates by the number of **completed credits**.

1. Sign on to My Akron and click on the “Learner” tab.
2. Select “Academics” and look for the link that says “Enrollment Appointment”. The details link will give you the starting date and time that you are eligible to register for classes.

Please note: *In process credits are not used to calculate enrollment appointment.*

All registration (*enrollment*) appointments begin at a specific time.

*For example, if your start date of registration is October 16th at 7pm then you can sign into My Akron and register after 7pm on October 16th. If the time is 3pm on October 16th you are **not** eligible to register **yet** and you must wait until at least 7pm.*

You can register any time from your start date until the start of classes. It is important to refer to the Registrar’s webpage for up to date information about registration procedures and fees <http://www.uakron.edu/registrar/>. Please keep in mind that courses/sections may fill quickly. The School of Social Work does **not** maintain a waiting list for closed classes. It is the learners’ responsibility for verification of space availability for any course.

Add/Drop/Withdraw from a Class

Visit the Registrar’s website at <http://www.uakron.edu/registrar> for details on how to add/drop a class. Please read this section carefully. The procedure you need to follow varies by the type of change and date of change. All learners are subject to the university’s withdraw policy.

- A copy of add/drop forms is in your My Akron Student Center. A paper copy can be picked up in Polsky 411 or Simmons Hall.
- Learners are encouraged to consider all possible consequences of deciding to add/drop/withdraw from a class prior to making a change.
- Learners should consult with her/his academic advisor before making changes to discuss possible impacts on your learning contract.
- Learners may also need to consider financial aid, employment, or any other area that may be impacted by making a change to your schedule.

This list is not inclusive and is not intended to be inclusive. This list is designed to stimulate your thinking about the impact of changing your schedule. Please consider all potential ramifications of any schedule changes.

Errors

If you receive an “Error” message when attempting to register, click on “Error”. You will then be given one or more reasons for the error. Please follow the steps listed to resolve the issue. If after reading the detail of the error message you are unsure of what to do, contact your academic advisor. Your academic advisor needs to know the exact nature of the error to provide you with accurate assistance.

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Messages

If you receive a “Message” notation when attempting to register, click on “Message”. You will then be given a reason for the message. Please read the message carefully to determine if further action is needed on your part. If after reading the detail of the message you are still unsure what to do, contact your academic advisor. Your academic advisor needs to know the exact nature of the message to provide you with accurate assistance.

Holds

A “Hold” can be academic or non academic. If you have a Hold on your registration, click on “Hold” to find out the nature of the hold. Holds can be placed on your account for a variety of reasons including but not limited to nonpayment of fees and general education requirements. Please follow the appropriate steps to resolve the issue. If you need assistance resolving the hold please contact the appropriate person/department listed in the hold message.

Please note: Holds may delay your opportunity to register. Learners are encouraged to check their accounts regularly to see if any hold exists so it can be addressed before your enrollment start date.

Applying for Graduation

All learners must apply for graduation online. You can find step-by-step instructions to apply for graduation at <http://www.uakron.edu/graduation/> or your My Akron Student Center.

Please check for deadlines to apply for graduation in your Learner Center, the Registrar’s webpage, or DARS. It is general procedure for learners to apply for graduation at the beginning of the second semester prior to graduation. For example, the application period to graduate in spring 2017 ends December 1, 2016. If you miss the application period for graduation, you need to contact our social work faculty advisor and Graduation Services as soon as possible.

Please note: An application for graduation is required to graduate from the University of Akron.

Graduate Education

After completion of an undergraduate social work degree, learners may wish to continue their education by earning a graduate degree in social work or another discipline. The next possible degree in social work is the Master of Social Work or MSW. The University of Akron offers a MSW program on the Akron, Wayne, and Lakewood campuses. Information about UA’s MSW program can be located at <http://www.uakron.edu/socialwork/msw/>. A directory of all CSWE accredited MSW programs can be found on the CSWE website: <https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>. Learners interested in continuing on to graduate education are encouraged to discuss their options with her/his academic advisor. Issues to discuss include academic preparation, GPA, career goals, licensure, etc.

Section V – Professional Information

Licensure

Learners who earn an accredited undergraduate degree in social work from a CSWE-accredited program are eligible for a license in social work. The Counselor, Social Work, and Marriage and Family Therapist Board governs licensure in the State of Ohio. The bachelor level social work license is the Licensed Social Worker or LSW. To find out more about the LSW, please visit <http://www.cswmft.ohio.gov/>.

Social Work Licensure Preparation

In collaboration with the Association of Social Work Boards (ASWB), The School of Social Work offers materials to provide an overview of the bachelor-level social work licensure examination.

The licensing exam to become a Licensed Social Worker (LSW) should be taken as early as a learner is qualified to take it due to employer interest in hiring graduates who are already licensed. The exam currently consists of a 170 item multiple-choice test that is given in a four-hour time frame. For more information: ASWB 1-800-225-6880 or <http://www.aswb.org/>

National Association of Social Workers *Code of Ethics*

Learners in the School of Social Work are expected to become familiar with and follow the National Association of Social Workers *Code of Ethics* while a learner in the School. Some subject matter may be controversial, and, while learners may vary in their strength of support for a certain position, it is expected that all learners will be tolerant of other viewpoints and will develop an ability to listen to and understand each other's perspective. In addition, learners are expected to develop the ability to help clients develop their own views and perspectives rather than the learners imposing their values and opinions on clients. A copy of the *Code of Ethics* is located in the *Student Handbook* and on the NASW website in English and Spanish at <http://www.socialworkers.org/pubs/code/default.asp>.

Unprofessional Conduct

Learners should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining licensure, as well as field placements and social work employment. For more information, please contact the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board at <http://cswmft.ohio.gov> or 614-466-0912.

Career Planning

The learners in the Social Work program are assisted by faculty (through coursework, advisement, field placements or other academic professional involvements) in discovering their interests, values, aptitudes, abilities and goals which are directly related to career planning. For some learners, graduating from the social work program means going directly into entry-level professional employment and/or entering graduate school for further study.

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Faculty members are available to discuss the various career options as the learner is about to begin her/his job search or enter a graduate school of social work.

The School of Social Work makes available on a continuing basis notices of current openings, contacts, employer material, job search strategies and resume assistance in specific instances.

The University operates the Career Planning Center. This office is your convenient one-stop shop for everything related to careers — including jobs on campus, career planning, interview prep, and career readiness. <http://www.uakron.edu/career/>

For initial assistance it is recommended that the learner discuss questions regarding career placement with their academic advisor.

Suggestions on Volunteer Efforts

The School of Social Work faculty recommends that learners become involved in volunteer efforts early in their professional training. Suggestions for types of efforts can be obtained from the learner's advisor.

Section VI – Learner Rights, Conduct, & Grievance Process

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standard 3.2.9**

Learners' Rights

Learners are encouraged to exercise their right to participate in the governance of the School. Learner representatives are members on Standing Committees, including the Curriculum Committee, Field Education Committee, Academic Standards Committee, Development Committee, and Evaluation Committee, as well as Ad Hoc Committees, and have voting rights for on each committee. Learners are especially encouraged to participate in the teaching colloquia when candidates for faculty positions come to the University during the interviewing process.

The University has established policies and procedures with respect to learner appeals of academic and non-academic matters. The policies and procedures are contained in the University Undergraduate Bulletin, the learner handbook of The University of Akron. This publication also addresses learners' rights with respect to access to records, the right of freedom of expression, University disciplinary actions and other relevant learner subject matter. Learners are also made aware of learner rights and responsibilities in *The Learner Code of Conduct* available on the website of Learner Judicial Affairs. <http://www.uakron.edu/studentconduct/code-of-conduct.dot>

Learner Grievance Process

Learners who have a grievance are encouraged to try and settle matters that are unresolved with the individual most directly concerned. If the matter(s) still remain unresolved, the learner should discuss the issue with their advisor first and then, if necessary, the Director of the School of Social Work, Dean of the College of Health Professions, the Provost, and the President of the University in that order.

**Council on Social Work Education
Commission on Accreditation
2008 Educational Policy and Accreditation Standards
Accreditation Standard 3.1
Diversity**

CSWE's Commission on Accreditation indicates that each social work program must demonstrate a commitment to diversity, including age, class, color, culture, disability, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. The University Of Akron School Of Social Work takes this commitment seriously, and infuses content on diverse populations in each social work course offered at the undergraduate level.

Non-Discrimination Policy

It is the policy of this institution that there shall be no unlawful discrimination against any individual in employment or in its programs or activities at the university of Akron because of race, color, religion,

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sex, sexual orientation, gender identity, age, national or ethnic origin, disability, military status, genetic information, or status as a veteran. The University of Akron prohibits sexual harassment of any form in all aspects of employment and in its programs and activities and prohibits discrimination on the basis of sexual and racial or ethnic orientation in employment and admissions.

<http://www.uakron.edu/provost/orientation/non-discrimination.dot>

Sexual Harassment

It is the policy of The University of Akron that no member of the university community shall engage in sexual harassment. The university community will not tolerate sexual harassment because it creates an unacceptable or injurious working or educational environment. Members of the university community who believe that they have been sexually harassed should seek resolution of the problem through the UA's informal and formal grievance procedures.

Division of Student Success and Student Affairs
(330) 972-7067

<http://www.uakron.edu/ogc/UniversityRules/pdf/11-13.pdf>

Affirmative Action

Consistent with the policies of The University of Akron, the School of Social Work is an Equal Education and Employment department operating under non-discrimination provisions of Titles VI, VII, IX, Executive Order 11246, Vocational Rehabilitation Act section 504, and Vietnam Era Veterans Readjustment Act as related to admissions, treatment of learners, and employment practices. It is the policy of The University of Akron and the School of Social Work that there shall be no discrimination against any individual at The University of Akron because of age, color, creed, handicap, national origin, race, religion, sex or sexual orientation. The institution and the school will not tolerate sexual harassment in any form in its programs and activities.

The non-discrimination policy applies to all learners, faculty, staff employees, and applicants.

Complaints of possible discrimination are referred to The University of Akron Affirmative Action and Equal Employment Opportunity Officer.

Learners with Disabilities

Any learner who has a documented disability that prevents the fullest expression of abilities should contact her/his instructor personally as soon as possible to discuss the appropriate accommodations necessary to complete the course requirements. Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all learners regardless of their disability. Any learner who feels she or he may need an accommodation based on the impact of a disability should contact the Office of Accessibility at 330-972-7928 or via their website: <http://www.uakron.edu/access/>.

Section VII – Learner Services & Resources

Time Management for Learners

One of the major tasks associated with post-secondary education is learning to manage your time. It can be extremely difficult to juggle class time, assignments, field, employment, as well as your personal life. It is essential that incoming BSW learners are aware of the time commitment that an undergraduate education requires. Two major aspects of time management are developing realistic goals and prioritizing tasks. There are several helpful websites that discuss this important skill for a successful graduate education:

<https://www.topuniversities.com/blog/7-time-management-tips-students>

<http://gradschool.about.com/cs/timemanagement/a/time.htm>

Computer Labs

The School of Social Work has a computer lab in Polsky 411 that is open Monday through Friday when classes are in session. Computer lab hours and availability is posted in 411.

The Computer Lab Services (CLS) maintains several computer labs on campus with similar applications in the Computer Center 141 and Bierce Library rooms 61 and 279. A computer assistant is in the lab during certain hours. CLS also maintains mobile teaching labs in Leigh Hall, and Zook Hall.

The University maintains a Help Desk, open from 8:00 AM to 10:00 PM which can be accessed by telephone (330) 972-6888.

Laptop checkout

CLS maintains three Mobile Laptop Checkouts located at the Student Union Information Window, Bierce Library Laptop Checkout, and ASEC Library Laptop Checkout.

Libraries

Bierce Library, (330) 972-8161 (Reference department), www.uakron.edu/libraries/

Law Library, School of Law, (330) 972-7330, <http://www.uakron.edu/law/library/>

Science and Technology Library, ASEC 104, (330) 972-7195,

<http://www.uakron.edu/libraries/about/index.dot>

Wayne College Library, Main Building F116, 330-684-8789

The Writing Center

The university has a Writing Center that is available to all members of the university community, from first-year learners to full professors. In addition to tutoring services, there is a library of reference books, handbooks and other resources helpful to writers. Additional writing assistance is available online through www.eTutoring.org. The University's Main Library provides a link for APA style shortcuts at:

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<http://libguides.uakron.edu/APAstyle>. The School of Social Work also has its own APA manual for social work students. <http://uakron.edu/socialwork/docs/APA%20Manual.pdf>

The University of Akron Writing Labs are located in Bierce Library 69, (330) 972-6548 and Polsky 303, (330) 972-6984. <http://www.uakron.edu/tutoring/bwc/index.dot>

ID Card/Zip Card

Learner identification cards or Zip Cards are necessary for learners, faculty, and staff. The card is the means to building and lab access, testing centers, sporting events, library privileges, Roo Express, meal plans, vending machines, copiers, plus other University activities. The back of your Zip Card provides quick reference for important information including your learner ID number, UANetID, and campus phone numbers for the University of Akron Police Department (UAPD), Campus Operator, Campus Escort, and Motorist Assistance. The university supplies an identification card free to learners, faculty and staff. The University of Akron Zip Card Office locations: Learner Union 106A, Simmons Hall 103, and Polsky 3rd Floor Atrium, (330) 972-5637.

Financial Aid

The University of Akron financial aid programs were developed by the federal and state governments as well as by institutions of higher education to assist learners from families with limited resources to meet educational expenses. The primary purpose of financial aid is to ensure that no one is denied the opportunity of a college education because of financial need. When applying for financial aid at The University of Akron, the Office of Learner Financial Aid determines a budget that best suits the needs of the learner. The budget includes direct costs that must be paid to the University (i.e., instructional and general fees and room and board in the residence halls) and variable expenses such as transportation and personal expenses.

Office of Undergraduate Financial Aid: <http://www.uakron.edu/finaid/>

Viewing Grades

Check The University of Akron My Akron Online Student Information Center for posted grades. <http://www.uakron.edu/>.

Transcripts/Enrollment Verification

Official transcripts and enrollment verification can be ordered through the Registrar office: <http://www.uakron.edu/registrar/>

Health Services

The University of Akron Health Services works to assist learners in meeting their educational and personal goals by addressing their health concerns during their enrollment. Health Services' Health Education section provides health education, wellness promotion and risk reduction programming to learners, faculty and staff. Health Services continues to maintain the University's strategic vision of

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"shared responsibility" to plan, develop, implement, and evaluate health promotion techniques and continue to be a resource for those in need. <http://www.uakron.edu/healthservices/>

Counseling Services

The Counseling Center is a complete psychological services center at The University of Akron. The Center is part of Learner Affairs and is located in Simmons Hall, rooms 306 and 304 near the center of campus. <http://www.uakron.edu/counseling/>

Bookstores

University bookstores are located on the 3rd floor of the Polsky Building, the 1st floor of the Student Union, and the Student Life Building. The University of Akron's bookstore link: <http://uakron.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19072&catalogId=10001&langId=-1>

Recreational Center

The University of Akron Learner Recreation & Wellness Center, (330) 972-7132, <http://www.uakron.edu/srws/>

Roo Express

Roo Express Shuttle, a University owned and operated shuttle system, <http://www.uakron.edu/parking/roo-express/>

Parking Passes and Information

The University of Akron Parking & Shuttle Parking Services (purchasing permits and parking fines) North Campus Parking Deck, 255 Buchtel Avenue, Service (330) 972-7213, <http://www.uakron.edu/parking/> Parking passes are not required at Wayne and Lakewood locations.

Campus Security

The University of Akron Personal Safety University Police (UAPD)
Physical Facilities Operations Center (146 Hill Street, beside EJ Thomas Hall)
Non-emergencies: (330) 972-7123.
<http://www.uakron.edu/safety/index.dot>

Dial x9911 from a campus phone for emergencies.

The University of Akron Campus Patrol can provide escorts for learners around campus. Contact the Physical Facilities Operations Center, (330) 972-7263. The University of Akron has more than 200 Emergency Telephones "Blue Lights" across campus. Emergency phone numbers are printed on the back of your Zip Card.

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Veterans Affairs

The University of Akron Veterans Affairs, Simmons Hall 120

(330) 972-8300

<http://www.uakron.edu/veterans/>

Academic Calendar

The Academic Calendar for The University of Akron can be found:

<http://www.uakron.edu/registrar/dates/acadcal.dot>

Council on Social Work Education Commission on Accreditation 2008 Educational Policy and Accreditation Standards Accreditation Standard 3.2.10 Learner Social Work Organizations

Student Social Work League

The Learner Social Work League (SSWL) was formed in 1977 to provide social work majors with a vehicle for information sharing, socialization, support, leadership development and planning activities for learners of social work. The BSW coordinator serves as the Advisor to the SSWL. Members of the faculty encourage social work learners to participate in the organization's activities. By participation in SSWL, learners can channel their professional values, knowledge, and skills into community service projects and organization-sponsored workshops and seminars.

The SSWL is a member of the Associated Learner Government. SSWL receives direct funding for its activities from that organization. Annual dues from each learner per semester augment these funds. The SSWL has regular meetings open to all learners. Membership is open to all majors. League officers are elected by the membership. The stated purpose of the SSWL is to provide: 1) an organization through which learners can become involved in social issues; 2) support for community social service programs; 3) legislative information about matters of social concerns; and 4) representation to professional organizations and conferences, and at various social work activities. The SSWL's primary goal is to bring learners together to become more aware of and involved in issues of common concern.

Undergraduate Social Workers Igniting Flames of Tolerance (SWIFT) Wayne Campus

The mission of this organization shall provide academic support and guidance for students majoring in the field of social work and works to establish and offer positive change and acceptance in the community. We advocate for the quality of life for all.

Alpha Alpha Alpha Honorary Society

Alpha Alpha Alpha was formed to honor those learners who demonstrated, by virtue of their academic achievements and strength of character, that they personify excellence as representatives of the Social Work profession and as members of the University community. Membership is composed of learners in their junior or senior year who have completed at least sixty-four (64) semester credits, of which at least

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twelve (12) credits are from the School of Social Work at The University of Akron, and have received a 3.25, or better, grade point average in their social work courses and a 3.00, or better, overall GPA.

Phi Alpha

The University of Akron, Omicron Omega Chapter of Phi Alpha Honor Society is affiliated with the organization known as Phi Alpha Honor Society and its National Council.

Phi Alpha Honor Society is eager to promote a closer bond among learners of social work and to enter into a fellowship with those dedicated to the promotion of humanitarian goals and ideals by a professional group which quality educational preparation is deemed imperative. Learners and faculty involved in social work education at The University of Akron School of Social Work, resolve to sponsor a Chapter of Phi Alpha National Honor Society, thereby to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as learners of social work.

Learner Membership in the National Association of Social Work

Learners majoring in social work can become members of the National Association of Social Workers (NASW). NASW is the largest organization of social workers in the United States. It has over 153,000 members. It is also the primary advocate for the development of social work practice and for social policy issues of the profession. The NASW Ohio Chapter provides continuing education opportunities to meet biennial relicensing requirements in Ohio. NASW offers the ACSW (Academy of Certified Social Workers) certification and Diplomate status is available to advanced practitioners.

There is also a system of district and local program unit (LPU) organizations throughout Ohio including Akron, Cleveland, Canton, Lorain-Elyria, and Youngstown. There are various National, State, District and Local committees, task forces, and other activities to which learners are invited and encouraged to participate. The Akron LPU allows learners to be represented on its Executive Committee.

The bachelor program strongly encourages social work majors to join the National Association of Social Workers at a reduced, learner rate. This entitles learners to voting rights, to receive the monthly NASW News and the journal Social Work, and to other member services. The national membership also entitles them to membership in the local program units in Ohio. The learner members may hold leadership positions and participate in program activities, which many of the BSW learners are actively engaging in this organization. <http://www.socialworkers.org>

Section VIII - Contact Information

School of Social Work Contact Information

The University of Akron
School of Social Work
The Polsky Building 411
Akron, Ohio 44325-8001
(330) 972-5974 socialwork@uakron.edu

Tim McCarragher, Ph.D., MSW
Director, School of Social Work
(330) 972-5976 mccarra@uakron.edu

Michele Thornton, MSW, LSW
BSW Coordinator – Akron Campus
(330) 972-8195 mdt@uakron.edu

Lisa Crites, MSW, LISW-S
BSW Coordinator – Wayne Campus
(330) 972-8707 lkc6@uakron.edu

Janice Steinmetz, MSW, LISW-S
BSW Coordinator – Lakewood Campus
(216) 221-1141 jestein@uakron.edu

Janice Cuddy
Administrative Assistant
(330) 972-5275 jcuddy@uakron.edu

Deloris Jarvis
Secretary
(330) 972-5974 djarvis@uakron.edu

University of Akron Contact Information

Admissions, Office of Undergraduate
Simmons Hall Room 109
330-972-7100
<http://www.uakron.edu/admissions/>

Accessibility, Office of
Simmons Hall Room 105
330-972-7928
<http://www.uakron.edu/access/>

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Adult Focus

Shrank Hall North Room 260

330-972-5793

<http://www.uakron.edu/uaf/>

IT Help Desk

330-972-6888

<http://www.uakron.edu/helpdesk/>

Military Services

Simmons Hall Room 120

330-972-7838

<http://www.uakron.edu/veterans/>

Multicultural Development, Office of

Simmons Hall Room 124

330-972-6769

<http://www.uakron.edu/omd>

Registrar, Office of the University

Simmons Hall Room 120

330-972-8300

<http://www.uakron.edu/registrar/>

Student Financial Aid, Office of

Simmons Hall

330-972-7032

<http://www.uakron.edu/finaid/>

Student Success Center

College of Health Professions

Mary Gladwin Hall 313

330-972-5103

Mary Gladwin Hall 313

330-972-5875

aff3@uakron.edu

Transfer Student Services Center

Simmons Hall Room 109J

330-972-7009

<http://www.uakron.edu/transferlearners/>

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Professional Organizations

Council on Social Work Education (CSWE)

<http://www.cswe.org>

International Association for Social Work with Groups (IASWG)

<http://www.iaswg.org/>

National Association of Social Workers (NASW)

National Chapter

<http://www.naswdc.org>

<http://www.socialworkers.org>

National Association of Social Workers (NASW)

Ohio Chapter

<http://www.naswoh.org>

State of Ohio Counselor, Social Worker, & Marriage and Family Therapist Board

<http://www.cswmft.ohio.gov>

Section IX – Appendix

Appendix A – Social Work Core Competencies & Practice Behaviors

Social Work Core Competencies and Practice Behaviors Council on Social Work Education

The School of Social Work is accredited by the Council on Social Work Education (CSWE). We support and abide by the CSWE Commission on Accreditation's Educational Policies for social work education, including an approach that is competency-based.

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 (CSWE Commission on Accreditation, 2008).

The University of Akron School of Social Work lists these competencies and practice behaviors in each syllabus to emphasize their importance in social work education. Each graduate of the School of Social Work is expected to demonstrate mastery of these competencies and practice behaviors. While not all competencies and practice behaviors are addressed in each course, all are listed in each syllabus. Specific practice behaviors that are addressed in the course are in bold, and the practice behaviors that are assessed are in bold and italics. By the time learners complete the social work major, they will be assessed on each of the competencies and practice behaviors identified in the syllabi. This process is part of the overall assessment plan of the undergraduate social work program.

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 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

prejudice. Social workers

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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

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

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

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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.

Appendix B – NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly. English and Spanish versions available at <http://www.naswdc.org>.

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 learners, regardless of their professional functions, the settings in which they work, or the populations they serve.

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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 rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. 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

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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).

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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 Self Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a 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.

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(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.

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- (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 workerclient 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,

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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, learners, trainees, or other colleagues over whom they exercise professional authority.

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

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, learners, 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 learners, 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 learners should evaluate learners' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for learners should take reasonable steps to ensure that clients are routinely informed when services are being provided by learners.

(d) Social workers who function as educators or field instructors for learners should not engage in any dual or multiple relationships with learners in which there is a risk of exploitation or potential harm to the learner. 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 learner 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 LaborManagement 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 labormanagement 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.

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(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.

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(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 learners, 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.