

REAFFIRMATION
Prepared for the
COUNCIL ON SOCIAL WORK EDUCATION
for
Reaffirmation of Accredited Status
VOLUME IIIB
STUDENT HANDBOOK



Master Social Work Program
School of Social Work
The University of Akron
Akron, Ohio

April 2016

**The University of Akron
Master of Social Work Program
Student Handbook**

SELF STUDY REPORT

Prepared for the
COUNCIL ON SOCIAL WORK EDUCATION
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WELCOME

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

The Master of Social Work program began in 1995, dedicated to training advanced social work practitioners focused on promoting the dignity and worth of the person, human diversity, cultural competence, and social and economic justice. For over 20 years, we've continued that mission with a thriving, fully-accredited MSW program.

Social Work is a noble profession. You are joining a diverse and dedicated group of students and faculty united by their commitment and passion to make a difference. Like all great endeavors, your time in the program will be challenging but also rewarding. We encourage you to make the most of this experience. We can assure you that your efforts will be worthwhile.

Welcome!

Timothy McCarragher, Ph.D., LISW-S
Director, School of Social Work
MSW Coordinator
The University of Akron

Purpose of the Handbook

The purposes of this handbook are:

- 1) to present the policies and procedures of the Master of Social Work program that guide admissions, completion of program requirements and graduation;
- 2) to describe the Master of Social Work curriculum;
- 3) to communicate other information such as available resources that will assist you in your graduate education.

All students 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 graduate education. Students are strongly encouraged to become familiar with the University's graduate school/college requirements. The link is below:

The University of Akron Graduate School Bulletin:
<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>

Mission of the MSW Program

The mission of the MSW program is to prepare students to engage in advanced professional practice with and on behalf of diverse populations in Northeast Ohio with emphasis on the health, well-being, and quality of life of oppressed and vulnerable people. We promote the dignity and worth of the person, human diversity, cultural competence, and social and economic justice through scientific inquiry, creative activity, and service. We advance the social work profession through collaboration with the community.

Goals of the MSW Program

- 1. To prepare competent and effective practitioners to carry out the purpose of the social work profession with emphasis on its knowledge, skills, and values.*
- 2. To advocate for social and economic justice and human rights, professional integrity, and the importance of human relationships consistent with social work's history, purpose, and philosophy.*
- 3. To partner with and provide leadership to the communities of Northeast Ohio in order to develop an effective service delivery system to address human needs and enhance experiential learning opportunities.*

Contact Information

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Time Management for MSW Students

One of the major tasks associated with graduate education is learning to manage your time. It can be extremely difficult to juggle class time, assignments, field, and employment, as well as your personal life. It is essential that incoming MSW students are aware of the time commitment that a graduate 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.pinterest.com/chartercollege/staying-organized-college-students-graduates/>

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

Criteria for Admissions to the MSW Program

CSWE Accreditation Standard M3.2.1

The MSW program is committed to diversity in the student body. All degree-seeking MSW students (full-time, part-time, or advanced standing) must fulfill the general admission requirements of the Graduate School and the MSW program prior to admission. The applicant must therefore complete application forms for both the Graduate School and the MSW program. It is the applicant's responsibility to make sure that all required application materials have been received.

Evaluating Applications to the MSW Program

CSWE Accreditation Standard 3.2.2

Applicants must:

- Have an undergraduate** major in social work or a related field and an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association;

- Have a minimum grade** point average of 3.00 in social and behavioral science courses taken prior to application for admission and a well-balanced liberal arts curriculum which must include content from the Biological Sciences (human biology or equivalent required), and studies in areas such as Communication, Math, Humanities, Economics, Political Science, Psychology, Sociology, Philosophy, Art, English, and Anthropology.

- Submit three reference forms**, excluding family members, (including one from immediate supervisor if employed)

- Submit an essay** of 3 to 5 typed pages explaining:
 1. Why he/she wants to be a social worker
 2. Why a graduate degree in social work is felt to be necessary to fulfill his/her professional or personal objectives
 3. His/her views of diversity in society
 4. A situation in which he/she was the recipient/provider of help emotionally, socially or economically, and if/how this situation impacted the desire to pursue an advanced degree in social work.

- A recent resume** which highlights social work or human service experience.

Notification of Admissions Decisions

Applicants will be notified of the admission decision in writing by the Admissions Committee. If there are any contingent conditions associated with admissions (e.g. a final transcript), they will be described in the letter of acceptance.

Admission into Advanced Standing Program CSWE Accreditation Standard M3.2.3

The MSW program acknowledges the accomplishment of those graduates from an accredited BSW program and recognizes their readiness for advanced standing in the MSW program at UA. The advanced standing status is developed and designed for those students holding a bachelor's degree in social work with a 3.2 cumulative average and a 3.5 grade point average in the major. These students should have demonstrated their having acquired professional development in the social work profession. The advanced standing status indicates that students will have covered and integrated the content in the foundation year.

The Advanced Standing Integrative Seminar begins in the summer and continues for six contact hours per week for ten weeks, which is equivalent to one academic year. The subject matter enhances the content covered in the first year of the MSW program. Students acquire knowledge, skills, and values in the fundamentals of advanced practice. In addition, they participate in a service learning project, where they enhance their learning and solidify their determination of pursuing micro and macro practice. Upon completion of these credentials, students begin the concentration year either micro or macro and follow the second year full-time format.

Admission to advanced standing requires completion of an application upon which a request is made. The students demonstrate acquired knowledge of fundamentals of advanced practice through the completion of the three to five page narrative, reference letters, and undergraduate field evaluations. In compliance with the MSW program's Admission Policies and Procedures and the Council on Social Work Education policy M3.2.3, students are admitted into advanced standing placement based on the following guidelines:

- A baccalaureate degree in social work completed within the last five years from a program accredited by the Council on Social Work Education;
- A minimum overall grade point average (GPA) of 3.2 and a minimum GPA in social work courses of 3.5 on a 4.0 scale;
- Demonstration of superior performance in field practicum as evidenced by submission of a final undergraduate field evaluation;
- For students graduating in May, acceptance will be contingent upon receipt of a final transcript and proof of a BSW degree.

Students who are accepted into the advanced standing cohort receive a letter describing the advanced standing curricular requirements. The content of this letter includes an explanation of advanced standing, delineating the requirement of service learning, discussion of cooperative learning groups, and the written assignments. The syllabus is posted on Springboard for review.

If the student determines that he/she would not wish to participate in the advanced standing program, the student must withdraw from this process in writing. Applicants not accepted into advanced standing placement will be notified in writing of their option to enter the pool of regular admissions.

Applicants 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 and Family Therapist Board at <http://cswmft.ohio.gov/SocialWorkers.aspx> or (614) 466-0912.

Testing Out Policy

In order to avoid duplication and redundancy of course content during the foundation year, the MSW program allows students the opportunity to test out of the following courses:

- 7750:622 Fundamentals of Research I**
- 7750:631 Human Behavior and the Social Environment: Small Systems**
- 7750:646 Social Welfare Policy I**

Students wishing to test out of one or more of the above courses must notify the Director at least three weeks prior to the start of the semester in which the course is normally taught. The proficiency exam must be taken prior to classes starting in that semester. There are no fees or penalties associated with taking these exams. However, each exam may be taken only once.

Transfer of Credits

CSWE Accreditation Standard 3.2.4

An applicant who wishes to transfer from another MSW program must complete the same admissions process and meet the same admission requirements as other degree candidates. A formal written request for transfer must be made at the time of application for admission. A maximum of 20 semester hours of graduate credit may be transferred from other programs accredited by the Council of Social Work Education. The credits must fall within the six-year time limit to complete degree requirements. Acceptance of graduate transfer credit is determined by the program's Admissions Committee, which assesses potential transfer courses and the adequacy of the applicant's performance in these courses. A grade of less than "B" in any course will disqualify that course from consideration for transfer. If requesting credit for field education, transfer students must submit field work evaluations at the time of application for admission.

New Student Orientation

All incoming MSW advanced standing, part-time, and full-time students are required to attend a program orientation session before they begin the MSW program. Incoming students will be notified of the date for the orientation in their letter of acceptance to the program. The orientation also includes important information about field education requirements.

NASW Code of Ethics

Students in the MSW program are responsible for conducting themselves according to guidelines set forth in the National Association of Social Worker's (NASW) *Code of Ethics*. This code identifies a worker's ethical commitments to (a) his or her clients and; (b) colleagues; as well as the worker's responsibilities (c) in practice settings; (d) to the social work profession and; (e) to society. All MSW students must be knowledgeable of this code and behave in a manner consistent with its principles. A copy of the NASW *Code of Ethics* is in the appendices of this handbook.

Other Student Responsibilities

Students are also expected to assume personal responsibility for their social work education by:

- Attending class according to expectations described in the course syllabus;
- Arriving for class and field prepared and on time;
- Meeting obligations for classroom work as indicated in the course syllabus;
- Meeting obligations for field as outlined in the course syllabus or by the field instructor or agency policy;
- Seeking appropriate assistance from faculty, field instructor or other appropriate agency staff when caring for clients;
- Maintaining a professional demeanor and appearance in the field

While not required, students are encouraged to participate in program governance including such activities as serving on program committees, participating in the Master of Social Work Student Association and other student organizations, and providing feedback for faculty searches. Additional information on student conduct is on pages 43-45 of this document.

In accordance with the Council on Social Work Education Accreditation Standard 3.2.5: The MSW program does not grant social work course credit for life experiences or previous work experience.

UA Graduate School

The University of Akron Graduate School: <http://www.uakron.edu/gradsch/>

Program Completion Requirements

Requirements for the Master of Social Work degree include the completion of 60 hours of course work with an average grade of “B” or better in all classroom courses and satisfactory grades in all field courses. Students will be registered only for 600 level courses. Graduate courses taken at the 500 level are not applicable for the MSW degree. Other general requirements for the Master of Social Work degree are the same as those established by the UA Graduate School and are in accordance with accreditation standards established by the Council on Social Work Education. There is no foreign language requirement and the GRE is not required.

The MSW program consists of 60 credits taken over two academic years by full-time students, and four academic years by part-time students on the main campus. On the UA Lakewood campus, the 60 credits are completed over four consecutive semesters (spring, summer, fall, spring). Students entering the concentration year through the advanced standing option on both the main campus and UA Lakewood site take the Advanced Standing Integrative Seminar (6 credits) during the summer preceding their concentration year. Advanced Standing classes begin in June and continue for ten weeks. Upon successful completion of these credits, students will begin the concentration year and follow the full-time format.

Foundation students take all of the courses offered in the professional foundation, including 400 hours of field education. Foundation day classes generally meet Tuesdays and Thursdays 9 AM – 3:50 PM (including a lunch break) during the first year. Classes meet the same times on Mondays and Wednesdays the second year. Foundation evening courses generally meet Tuesdays and Thursdays from 4:00 PM – 9:50 PM for the first year and the same times Mondays and Wednesdays the second year. Some elective courses are offered online or on Saturdays, and students may also opt to take courses over the summer if they wish, but are not required to do so.

The part-time program consists of four consecutive years of classroom instruction with students taking two courses each semester. Students will be enrolled in the two scheduled courses and adhere to the schedule as outlined to ensure progress toward graduation. Classes are scheduled one evening a week from 4:00 PM – 9:50 PM during the week, with the same options for Saturday, online and summer courses, if they wish.

Non-Discrimination Policy

The University of Akron does not discriminate on the basis of sex, sexual orientation, race, color, religion, age, disability, status as a veteran, or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loans programs, or other school-administered programs. The University also affirms that judgments about admissions, education and personnel evaluations at The University of Akron are based on merit, qualifications and performance and not on personal attributes or convictions unrelated to academic or job performance, such as political views, marital status, sexual orientation, or happenstance of birth <http://www.uakron.edu/hr/hr-services/eo/eo-at-ua.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 informal and formal grievance procedures.

The University of Akron Office of Student Affairs

(330) 972-7067

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

UA Master of Social Work Program Curriculum Structure Advanced Practice and the MSW program

The MSW program has developed and designed its mission and goals that conceptualize advanced practice from a historical perspective of the social work profession. The primary purpose of the social work profession is to ameliorate human suffering and promote the worth and dignity of the individual. Therefore, the program emphasizes the knowledge, skills, and values of the profession in working with people to understand their problem situation within the context of their environments to perfect adaptive functioning of those individuals who seek help from social work agencies. The program's conceptualization of advanced practice is developed within three themes: *contextual practice*, *diversity and at-risk populations*, and *addressing human needs*. These themes are used to inform a coherent and integrated curriculum design.

The program views *contextual practice* as an interrelationship with connecting systems within the clients' environment. Contextual practice is the basis for interventions. It is this frame of reference that shapes the graduates' ability and capacity to intervene with client systems. This dynamic and ethical interconnectedness of people, places, and situations— past, present, and future informs the directions of practitioners' interventions with clients. Advanced practice carries out the mission and goals of the program in that it takes the students beyond the connectedness of systems theory as a behavioral concept to the concept of viewing the consequences of relationships in systems theory. Students are expected to learn that consequences of relationships have an impact upon client systems' functioning based upon individuals developing adaptive interaction and transaction among environments that shape their existence. *Contextual practice* incorporates the core competencies:

EP 2.1.1 Identify as a professional social worker

EP 2.1.7 Apply knowledge of human behavior and the social environment

EP 2.1.9 Respond to contexts that shape practice.

Another component of advanced practice defines the people with whom social work practitioners provide interventions - most frequently *diverse and at-risk populations*. Understanding that the differences between the mainstream population and diverse and at-risk individuals can cause marginalization and impact the quality of life of the latter group is very important. The students are expected to apply critical thinking in order to conceptualize the nature of intervention

modalities and strategies that should be applied to working with at-risk and diverse populations. It is imperative that students become aware of their own cultures which will allow them to understand the impact of cultural factors which are sometimes determinant of the status of client systems. Students also learn to become reflective in supporting individuals to empower themselves to achieve their goals. The core competencies incorporated within this theme are:

EP 2.1.2 Apply social work ethical principles

EP 2.1.3 Apply critical thinking, and

EP 2.1.4 Engage diversity and difference in practice.

It is within this frame of reference that advanced practice enables students to *address human needs* and well-being of all individuals. This area of advanced practice allows students to determine their desire to work in micro practice or macro practice. The students have an opportunity to provide advanced practice with individuals and families, or with organizations, communities, and government entities. Critical thinking is the focus of addressing human needs and the well-being of all individuals. Students develop the ability to discern the best fit of intervention modalities within the context of the client systems' needs. The core competencies incorporated within the third theme are:

EP 2.1.5 Advance human rights

EP 2.1.6 Engage in research-informed practice

EP 2.1.8 Engage in policy practice

EP 2.1.10 (a-d) Engage, assess, intervene, and evaluate.

The graduates of the MSW program will have developed the ability to refine and advance the quality of social work practice, as well as the social work profession. As they develop an awareness of themselves and their impact on service delivery, they will develop collaborative partnerships with client systems at all levels. The graduates will utilize critical consciousness that will enable them to affect the change in the social and political context that impacts the equity in the provision of the resources.

Therefore, three themes: *contextual practice, diversity and at-risk populations*, and *addressing human needs*, provide students with the knowledge, skills, and values to understand the consequences of relationships within the interconnectedness of systems over a course of time. It is through these themes that the mission and goals of the program are actualized.

MSW Program Competencies

The MSW program competencies reflect the mission and goals of the program and are consistent with the core competencies of CSWE. Further, the competencies are developed to engage students in enhancing their knowledge, skills, and values in advanced practice. Advanced practice for the program is defined from the perspective of *contextual practice, diversity and at-risk populations*, and *addressing human needs*. Advanced practice begins with the foundation year content and is further defined in micro and macro concentrations. The MSW program competencies are developed within the context of the political, social, economic, and environmental trends in Northeast Ohio. The impact of these trends at the state and national levels shapes the quality of life, the service delivery, and the policies and regulations.

The MSW program competencies are directly related to the CSWE competencies. It is expected that the students will enhance their service delivery based upon their accomplishing the core competencies in each concentration. The competencies are geared towards enabling each student to effectively perform advanced social work practice. Each of the competencies focuses on preparing students to successfully address the human needs of client systems at all levels, diverse populations, and populations at-risk. The competencies are carried out throughout the Program. The course of study is where the students acquire a theoretical and philosophical frame of reference in each of the competencies. The skills that students are expected to master are developed in the field practicum where students have an opportunity to work with client systems. The students are expected to integrate the theoretical and experiential knowledge, skills, and values of advanced practice in interdisciplinary and multidisciplinary settings. As students apply knowledge and skills, there is emphasis on integrating professional values based on NASW Code of Ethics. Facilitating students developing a professional body of knowledge and an effective skill set that reflects values of the profession is the goal of the MSW program.

Each of the MSW program's competencies follows the general guidelines of the CSWE competencies and is approached from the operationalized point of reference. This is done to clarify for students the practicality of integrating the competencies in both the course work and field practicum. For this reason, courses use simulation exercises so that students can achieve the competencies through demonstrating the relevant practice behaviors in theoretical settings, as well as have a greater opportunity to apply knowledge, skills, and values in field practicum. The students have an opportunity in the implicit curriculum to enhance their competencies throughout the Program which includes their interaction with faculty in advising, consultation, and the Program's governance as well as their participation in student organizations. The Program attempts to maintain a healthy learning environment through its interaction with students.

Foundation Year

Foundation field refers to beginning advanced social work practice with individuals, families, groups, organizations, neighborhoods and communities, and with relevant collateral systems. The helping process in foundation field emphasizes the strengths and resources of client systems within the context of their environments.

Foundation Competencies and Practice Behaviors

Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

At the foundation level, advanced practitioners function as social work professionals who:

- 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.

Competency 2.1.2 – Apply social work ethical principles to guide professional practice

At the foundation level, advanced practitioners engage in ethical decision making via applying NASW Code of Ethics and practice within the laws of the State of Ohio. They:

- 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.

Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgments

At the foundation level, advanced practitioners can discern social work principles and interventions and apply critical thinking based on principles of logic and scientific reasoning. They:

- 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.

Competency 2.1.4 – Engage diversity and differences in practice

At the foundation level, advanced practitioners utilize critical consciousness to recognize and communicate their understanding of the importance of differences in shaping life experiences. They:

- 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.

Competency 2.1.5 – Advance human rights and social and economic justice

At the foundation level, advanced practitioners recognize how individuals are marginalized based on differences and work towards eliminating injustice. They:

- 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.

Competency 2.1.6 – Engage in research-informed practice and practice informed research

At the foundation level, advanced practitioners understand the value of documentation that leads to evidence-based practice. They:

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

Competency 2.1.7 – Apply knowledge of human behavior and the social environment

At the foundation level, advanced practitioners utilize theoretical concepts of development of individuals over the life span and understand the impact of life transitions, as well as the consequences of contexts in which client systems exist. They:

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

Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the foundation level, advanced practitioners understand how the federal, international, and specifically Ohio Revised Code governs the function of agency-based practice and engage in policy practice. They:

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

Competency 2.1.9 – Respond to contexts that shape practice

At the foundation level, advanced practitioners develop an appreciation and understanding of the nature of and uniqueness of service delivery in urban, suburban, and rural areas. They:

- 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.

2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize a variety of strategies to engage, assess, intervene, and evaluate client systems in all cultural dimensions.

Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize knowledge, skills, and values to engage clients in an effective manner that creates and maintains clients' participation in the problem solving process.

They:

- 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.

Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize the problem solving process to facilitate the clients sharing appropriate information relative to their human condition. They:

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

Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners utilize unconditional positive regard in prevention and intervention with clients in a collaborative process. They:

- 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

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

At the foundation level, advanced practitioners build evidence-based practice through evaluating clients' goal attainment and the outcome of the intervention:

- Social workers critically analyze, monitor, and evaluate interventions.

First Year Full-Time Foundation

		Credits			Credits
7750:601	Foundation Field Practicum	3	7750:602	Foundation Field Practicum	3
7750:605	SWK Practice with Small Systems	3	7750:606	SWK Practice with Large Systems	3
7750:622	Fundamentals of Research I	3	7750:623	Fundamentals of Research II	3
7750:631	HBSE: Small Systems	3	7750:632	HBSE: Large Systems	3
7750:646	Social Welfare Policy I	3	7750:647	Social Welfare Policy II	3

First Year Part-Time Foundation

		Credits			Credits
7750:631	HBSE: Small Systems	3	7750:632	HBSE: Large Systems	3
7750:646	Social Welfare Policy I	3	7750:647	Social Welfare Policy II	3

Second Year Part-Time Foundation

		Credits			Credits
7750: 601	Foundation Field Practicum I	3	7750:602	Foundation Field Practicum	3
7750: 605	7750: Practice with Small Systems	3	7750:606	SWK Practice with Large Systems	3
7750: 622	Fundamentals of Research I	3	7750:623	Fundamentals of Research II	3

Foundation Course Descriptions

601 FOUNDATION FIELD PRACTICUM 3 credits

Prerequisite: first of two field practicum courses to be taken in the first year of the MSW program. A two semester, 400 clock hour, supervised internship at a social service agency. Credit/noncredit.

602 FOUNDATION FIELD PRACTICUM 3 credits

Prerequisite: second of two field practicum courses to be taken in the first year of the MSW program. A two-semester, 400 clock hour, supervised internship at a social service agency. Credit/noncredit.

605 SOCIAL WORK PRACTICE WITH SMALL SYSTEMS 3 credits

Prerequisite: graduate status or permission of instructor. Provides the basic knowledge, skills, professional ethics and values necessary for beginning social work practice with small client systems.

606 SOCIAL WORK PRACTICE WITH LARGE SYSTEMS 3 credits

Prerequisite: 605 or permission of instructor. Provides the basic knowledge, skills, and strategies of social work practice with task groups, organizations and communities.

622 FUNDAMENTALS OF RESEARCH I 3 credits

Prerequisite: graduate status or permission of instructor. This course provides an introduction to the logic of scientific inquiry, the research process, and the relationship between research and social work practice.

623 FUNDAMENTALS OF RESEARCH II 3 credits

Prerequisite: 622; statistics course; or permission of instructor. Provides students with an understanding of quantitative and qualitative methodologies and the use of descriptive and inferential statistics in analyzing research data.

631 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: SMALL SYSTEMS 3 credits

Prerequisite: graduate status or permission of instructor. This course focuses on understanding the human behavior and life cycle development of people as individuals and as members of families and other small groups.

632 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: LARGE SYSTEMS 3 credits

Prerequisite: 631 or permission of instructor. This course focuses on the human behavior of people as members of larger social systems including formal and informal organizations, communities, and institutions.

646 SOCIAL WELFARE POLICY I 3 credits

Prerequisite: graduate status or permission of instructor. Examines the historical, philosophical and value bases of social welfare as well as the relationship between social work practice, policy, and service delivery.

647 SOCIAL WELFARE POLICY II 3 credits

Prerequisite: 646 or permission of instructor. This course prepares students with the beginning skills to engage in social problem/policy analysis.

Micro Concentration

Micro Concentration refers to advanced social work practice with small client systems (individuals, families, and groups) and collateral persons, professionals, and organizations relevant to practice with these small systems. Micro field assignments may include in-depth assessment of client systems and resources, crisis intervention, application of intervention theories and skills, formulation of short and long-range goals, utilization of empowerment strategies to meet these goals, identification of and connection to community resources, and evaluation of intervention outcomes.

Micro Competencies and Practice Behaviors

Competency 2.1.1 - Identify as a professional social worker and conduct oneself accordingly

At the micro concentration level, advanced practitioners recognize and embrace the unique role of social work in developing and implementing a variety of roles that contribute to the health and well-being of others. They understand social work frameworks and theories specific to individuals, families, and small groups. Advanced practitioners in small systems:

- Demonstrate the professional use of self and critical consciousness in multiple micro practice

context;

- Seek supervision and consultation appropriately and stay abreast of changes in social work practice through life long learning;
- Communicate the purpose of social work practice with other professionals, clients and the community.

Competency 2.1.2 - Apply social work ethical principles to guide professional practice

At the micro concentration level, advanced practitioners are knowledgeable about ethical principles/issues specific to individuals, families and groups in context. Advanced practitioners in small systems:

- Apply the NASW Code of Ethics when making ethical decisions and resolving ethical dilemmas;
- Demonstrate and apply a professional understanding of personal and societal values in ethical decision-making with individuals, families, and groups.

Competency 2.1.3 - Apply critical thinking to inform and communicate professional judgments

At the micro concentration level, advanced practitioners analyze the efficacy of various models of prevention, assessment, intervention and evaluation specific to individuals, families and small groups. Because of the multi-disciplinary nature of the problems clients encounter, practitioners must be able to understand the contribution of multiple perspectives, and communicate effectively with both other disciplines and clients. Advanced practitioners in small systems:

- Demonstrate an understanding of and an ability to critically analyze a variety of theories and practice approaches in bringing about therapeutic change with individuals, families and small groups;
- Communicate orally and in writing when working with client systems and complete documentation effectively;
- Draw upon a variety of sources to obtain knowledge and skills based upon scientific inquiry.

Competency 2.1.4 - Engage diversity and difference in practice

At the micro concentration level, advanced practitioners promote and advocate for the inclusion of diversity in the development of social policy programs, benefits, services and practices for individuals, families and small groups. They are familiar with variations in the nature and course of difficulties clients encounter across the life span. Advanced practitioners in small systems:

- Utilize knowledge and skills to address social structure and cultural values that may oppress, marginalize, and alienate some, while creating privilege and power for others;
- Demonstrate an understanding and valuing of one's own culture that influences personal biases and values that may create prejudices in working with diverse groups;
- Integrate effectively into practice knowledge and skills of differences and similarities, as well as dimensions of diversity.

Competency 2.1.5 - Advance human rights and social and economic justice

At the micro concentration level, advanced practitioners recognize barriers such as stigma, shame, stereotyping and discrimination that clients encounter in their access to and utilization of services that affect their quality of life. Advanced practitioners in small systems:

- Demonstrate abilities to promote strengths and competence in individuals, families and small groups;

- Empower clients to overcome oppression and appreciate social and economic justice by developing client awareness of theories of justice and strategies to promote human and civil rights;
- Advocate for social and economic justice on behalf of clients and to create social change.

Competency 2.1.6 - Engage in research-informed practice and practice-informed research

At the micro concentration level, advanced practitioners are knowledgeable about evidence-based prevention models, programs, policies, and interventions related to problems-in-living encountered by individuals, families and small groups. They understand how to evaluate their own practice. Advanced practitioners in small systems:

- Review practice research and select models appropriate to various client populations;
- Apply research methods and skills in the critical examination and evaluation of their own practice;
- Document practice experiences to provide data that reflects and builds upon evidence-based intervention.

Competency 2.1.7 - Apply knowledge of human behavior and the social environment

At the micro concentration level, advanced practitioners have an eclectic knowledge base of human behavior theories and apply theories to formulate assessments and engage clients in the planned changed process. They understand the interdependent relationship among systems of service delivery in relation to individual, family and group development. Advanced practitioners in small systems:

- Apply a biopsychosocial conceptual framework, to understand human conditions that affect client behavior;
- Review, select and apply developmentally and culturally competent assessment, intervention and evaluation models;
- Integrate knowledge of individual and family life span development in the context of the environment to understand the client's human condition.

Competency 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the micro concentration level, advanced practitioners in small systems understand, appreciate, and engage colleagues and clients in advocating for policy to address human needs and optimize human functioning. Advanced practitioners in small systems:

- Stay current with political, economical, social, and environmental trends that create policies that may have a negative impact on client systems;
- Collaborate with stakeholders who engage in policy making that affect program designs, program funding and service delivery;
- Choose appropriate methods for advocating on behalf of individuals, families and small groups.

Competency 2.1.9 - Respond to contexts that shape practice

At the micro concentration level, advanced practitioners can complete environmental scans to understand the impact of changes in economic stability, deindustrialized communities, and shifting migration/immigration that affects the delivery of relevant services. Advanced practitioners in small systems:

- Respond effectively to the existing context that impact the nature of services with a continuum of

care model that under gird relevant services;

- Act as change agents to provide leadership and promote stability in quality service delivery that address existing human needs;
- Advocate for health and mental health, and promote resiliency factors that may contribute to the reduction of risk and vulnerability.

Competency 2.1.10 – (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the micro concentration level, advanced practitioners utilize the planned changed process that engages clients in a professional helping relationship and collaborate with them to gain knowledge and skills in developing assessments and interventions that facilitate the achievement of goals and evaluate the effectiveness of client services.

Competency 2.1.10(a) Engagement

At the micro concentration level, advanced practitioners prepare for client intervention by becoming knowledgeable of commonalities of client problem situations, cultural factors, review evidence-based practice while seeking necessary supervision and consultation. Advanced practitioners in small systems:

- Prepare for initial client contact by integrating their knowledge, skills and values with their preliminary understanding of the client’s human conditions;
- Develop an awareness of ethical dilemmas that may exist in preparation for client interaction;
- Identify with the client’s anxiety inherent in initial interaction and purposefully use the professional self to demonstrate empathy, respect for worth and dignity of the client to facilitate the client’s sharing his/her human condition.

Competency 2.1.10(b) – Assessment

At the micro concentration level, advanced practitioners use knowledge, empathy and other interpersonal skills to communicate effectively with all client systems. Advanced practitioners in small systems:

- Communicate effectively with all client systems to obtain and analyze in-depth data to provide answers to issues, problems, needs, resources, client strengths and assets and collaboratively involve the client system in determining intervention strategies and goals;
- Conduct a developmental interview that enables the client to share his/her human condition and participate in determining the effectiveness of their support network that can be utilized to implement the planned change process;
- Determine collaboratively a course of action which identifies those achievements and/or barriers to successful outcomes.

Competency 2.1.10(c) - Intervention

At the micro concentration level, advanced practitioners utilize knowledge, skills, and values to select and apply appropriate intervention models. Advanced practitioners in small systems:

- Enlist the client in the development of appropriate and mutually agreed-on intervention plan;
- Implement collaborative intervention strategies that enhance client social functioning utilizing referral sources when indicated;
- Utilize the client’s human condition to facilitate change through negotiation, mediation and advocacy;
- Seek supervision, consultation and literature review to enhance the client’s goal achievement;

Facilitate the client in developing and maintaining adaptive behaviors that provide stability within their environment.

Competency 2.1.10(d) - Evaluation

At the micro concentration level, advanced practitioners utilize evidence-based practice to assess goal achievement of individuals, families, and small groups. Advanced practitioners in small systems:

- Monitor and evaluate interventions in collaboration with client systems;
- Utilize research skills to ensure best practices of evidence-based intervention;
- Facilitate termination and separation of the client-worker relationship by assessing the goal attainment results, and the client’s readiness;
- Develop strategies for feedback on client’s maintaining adaptive functioning;
- Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

Full-Time Micro Concentration

		Credits			Credits
7750: 603	Advanced Field Practicum III	3	7750: 604	Advanced Field Practicum IV	3
7750: 607	Advanced Practice with Small Systems I	3	7750: 608	Advanced Practice with Small Systems II	3
7750: 611	Dynamics of Racism and Discrimination	3	7750: 675	Program Evaluation	3
7750: 663	Psychopathology and Social Work	3	7750: ____	One Elective	3
7750: 6xx	One Elective	3	7750: 6xx	Second Elective	3

Third Year Part-Time Micro Concentration

		Credits			Credits
7750: 611	Dynamics of Racism and Discrimination	3	7750: ____	One Elective	3
7750: 663	Psychopathology and Social Work	3	7750: 6xx	One Elective	3

Fourth Year Part-Time Micro Concentration

		Credits			Credits
7750:603	Advanced Field Practicum	3	7750:604	Advanced Field Practicum	3
7750:607	Advanced Practice with Small Systems I	3	7750:608	Advanced Practice with Small Systems II	3
7750:6xx	7750: ____		7750:675	Program Evaluation	3

Micro Concentration Course Descriptions

603 ADVANCED FIELD PRACTICUM 3 credits

Prerequisite: first of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student's concentration and specialization. Credit/noncredit. (Offered only Fall Semester.)

604 ADVANCED FIELD PRACTICUM 3 credits

Prerequisite: second of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student's concentration and specialization. Credit/noncredit. (Offered only Spring Semester.)

607 ADVANCED PRACTICE WITH SMALL SYSTEMS I 3 credits

Prerequisite: second level graduate student or permission of instructor. This course focuses on the differential assessment of individuals, families and small groups and the application of a range of theory bases.

608 ADVANCED PRACTICE WITH SMALL SYSTEMS II 3 credits

Prerequisite: 607 or permission of instructor. As a continuation of Advanced Practice I, this course focuses on the development and implementation of intervention strategies with and on behalf of small systems.

611 DYNAMICS OF RACISM AND DISCRIMINATION 3 credits

Prerequisite: graduate status or permission of instructor. Provides knowledge of analyzing and understanding the factors leading to and sustaining racism, sexism, homophobia, and the like, at micro and macro levels.

663 PSYCHOPATHOLOGY AND SOCIAL WORK 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination of the symptoms, theories, and psychosocial aspects of mental illness, and the role of the social worker in the treatment of mental disorders.

675 PROGRAM EVALUATION 3 credits

Prerequisite: second level graduate student or permission of instructor. This course provides students with methods of evaluating programs in agencies, including approaches, measurement, design, data collection and analyses employed in program outcome research.

Macro Concentration

Macro Concentration refers to advanced social work practice with large client systems (organizations, neighborhoods, and communities) and focuses on supervision, management and administration, research, planning, grant writing, policy formulation, advocacy, and impacting the legislative process. Macro field assignments may include development/implementation of needs assessment methodologies, identification of strategies and outcome measures, participation in grant preparation, design and/or implementation of programs and service delivery systems, involvement in program evaluation, work with client groups for the purpose of organizing and policy change, and evaluation of intervention outcomes.

Macro Competencies and Practice Behaviors

Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly

At the macro concentration level, advanced practitioners recognize and embrace the roles of administrators and community organizers in implementing service delivery systems, in designing staff development activities, and in engaging community groups in program design. They:

- Facilitate access to services for client systems with human service organizations and communities;
- Engage staff in career learning through staff training and orientation;
- Use staff supervision and consultation in staff development;
- Demonstrate self-awareness in analyzing the effectiveness of service delivery systems when working with diverse populations in the student's field placement and professional practice.

Competency 2.1.2 – Apply social work codes of ethics to social planning, administration, and supervision with client involvement and staff participation in decision-making

At the macro concentration level, advanced practitioners are aware of the value base of the profession, NASW codes of ethics, and rules and regulations in administrative practice and social planning. They:

- Distinguish how decisions are made with considerations of the political and organizational constraints and professional ethics and standards in HSOs;
- Recognize and manage personal and professional values in working with clients in community planning and administrative practice.

Competency 2.1.3 – Apply critical thinking to inform and communicate professional judgment

At the macro concentration level, advanced practitioners analyze ways in which staff participation and client empowerment are encouraged in the decision-making of an agency. Practitioners in community planning examine ways in which individuals, families, groups, organizations, communities, and other professionals are encouraged to participate in community planning and advocacy. They:

- Demonstrate effective oral and written communication in working with groups, organizations, and communities and examining the ways colleagues and clients are involved in making decisions in organizations;
- Apply community organization and social planning theories in working with individuals, families, groups, organizations, communities, and other professionals.

Competency 2.1.4 – Engage diversity and differences in administrative practice and community organization

At the macro concentration level, advanced practitioners appreciate and understand that a

client's/consumer's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers recognize the power and politics in administrative practices and community planning. They:

- Demonstrate an understanding of the importance of gender in leadership roles and styles in organization;
- Apply the value of diversity in society and promote competence in understanding the uniqueness of individuals within the environment;
- Promote the dignity and self-worth of staff, clients, and consumers in administrative practices, staff supervision, and community planning.

Competency 2.1.5 – Advance human rights and social and economic justice through client empowerment and staff participation in design of service delivery systems

At the macro concentration level, advanced practitioners incorporate social justice practices in organizations, institutions, and society to ensure that clients' and workers' basic human rights are observed. They:

- Utilize the power and politics as they relate to strategic planning;
- Assess strengths and weaknesses of the service delivery systems for clients/consumers;
- Advocate for staff participation and client inclusion in designing programs in HSOs;
- Engage clients/consumers in community planning practices that advance social and economic justice in grassroots level innovative programs.

Competency 2.1.6 – Apply studies in organization and leadership to administration and staff supervision

At the macro concentration level, advanced practitioners use administrative and supervisory experiences to inform research and use research findings to improve administrative practices, supervision, and design of social service delivery systems. They:

- Engage in analyzing intervention effectiveness of the organization in which students are placed and recommend changes based on management theories;
- Engage in analyzing organizational effectiveness with an emphasis on organizational theory;
- Provide a sound knowledge base of social planning, especially the assessment of community needs, rational decision-making, identification of alternatives, practical considerations and evaluation.

Competency 2.1.7 – Recognize how the human service organizations are being influenced by the political and economic environments

At the macro concentration level, advanced practitioners are knowledgeable about human behaviors in leadership and supervision in human service organizations and the ways social systems like schools, hospitals, and the courts promote or deter clients in maintaining or achieving economic and social well being. They:

- Apply organizational theory in understanding the ways in which services are coordinated and staff is supervised;
- Critique and apply policy changes in the environment as related to the adaptation of the organization in providing services to vulnerable populations;

- Utilize theories in power and politics in analyzing inter-organizational linkages.

Competency 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services

At the macro concentration level, advanced practitioners engage colleagues and clients/consumers in administrative and social planning practices to advance social and economic well-being and to deliver effective social work services. They:

- Advocate for services to advance the economic and social well-being of clients based on analyses of the service delivery systems;
- Design an efficient service delivery system in order to better serve and to better reach out to the potential clients/consumers;
- Engage in the examination of clients'/consumers' difficulties in obtaining the needed services from HSOs.

Competency 2.1.9 – Respond to contexts that shape practice

At the macro concentration level, advanced practitioners continually design and refine ways to effectively deliver services to meet the changing needs of their clients and/or to adapt to policy changes that affect the operations of an organization. They:

- Continually discover, appraise, and attend to changing needs of clients and emerging societal trends to provide relevant services through community organizing and social planning;
- Provide leadership in promoting organizational adaptation to improve the quality of social services.

Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners recognize the importance of engaging staff, community members and organizations, and clients in advocating for services or policy changes.

Competency 2.1.10(a) – Engage with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Engage in interventions for change in organizations and communities;
- Facilitate organizational and community change;
- Establish a relationship with organizations and communities;
- Negotiate mutually agreed-on strategies and desired outcomes.

Competency 2.1.10(b) – Assess with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners assess organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Conduct needs assessment of organizations and communities including client/consumer strengths and weaknesses;
- Develop mutually agreed upon strategies to achieve goals and objectives for organization and community change.

Competency 2.1.10(c) – Intervene with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners intervene with and on behalf of organizations, neighborhoods, communities, and large systems policies to determine need for addressing advocacy, community development, community planning, and/or social action. They:

- Apply advanced knowledge and skills to achieve organizational and community goals;
- Utilize advocacy and change strategies that empower organizations and communities;
- Engage organizations and communities in integration of new innovations.

Competency 2.1.10(d) – Evaluate with individuals, families, groups, organizations, and communities

At the macro concentration level, advanced practitioners evaluate organizations, neighborhoods, communities, and large systems policies to assess outcomes of community interventions. They:

- Empower organizations and communities in the evaluation of interventions.

Full-Time Macro Concentration

		Credits			Credits
7750:603	Advanced Field Practicum	3	7750:604	Advanced Field Practicum	3
7750:611	Dynamics of Racism and Discrimination	3	7750:671	Social Work Administration	3
7750:672	Community Planning and Organization	3	7750:673	Strategies of Community Organization	3
7750:674	Community, Economic Systems, and Political Analysis	3	7750:675	Program Evaluation	3
7750:6xx	One Elective	3	7750:6xx	One Elective	3

Third Year Part-Time Macro Concentration

		Credits			Credits
7750: 611	Dynamics of Racism and Discrimination	3	7750: 671	Social Work Administration	3
7750: 674	Community, Economic Systems, and Political Analysis	3	7750: 6xx	One Elective	3

Fourth Year Part-Time Macro Concentration

Fall Semester		Credits	Spring Semester		Credits
7750: 603	Advanced Field Practicum	3	7750: 604	Advanced Field Practicum	3
7750: 672	Community Planning and Organization	3	7750: 673	Strategies of Community Organization	3
7750: 6xx	One Elective	3	7750: 675	Program Evaluation	3

Macro Course Descriptions

603 ADVANCED FIELD PRACTICUM 3 credits

Prerequisite: first of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student’s concentration and specialization. Credit/noncredit. (Offered only Fall Semester.)

604 ADVANCED FIELD PRACTICUM 3 credits

Prerequisite: second of two field practicum courses to be taken in the second year of the MSW program. A two-semester, 500 clock hour, supervised internship in a social service agency, based on the student’s concentration and specialization. Credit/noncredit. (Offered only Spring Semester.)

611 DYNAMICS OF RACISM AND DISCRIMINATION 3 credits

Prerequisite: graduate status or permission of instructor. Provides knowledge of analyzing and understanding the factors leading to and sustaining racism, sexism, homophobia, and the like, at micro and macro levels.

671 SOCIAL WORK ADMINISTRATION 3 credits

Prerequisite: second level graduate student or permission of instructor. This course focuses on supervisory and managerial roles and functions as they are carried out at different hierarchical levels in human service organizations.

672 COMMUNITY ORGANIZATION AND PLANNING 3 credits

Prerequisite: must have completed first year of master’s program. Required for all second year students concentrating on Macro Practice sequence. Prepares students to work in communities and in public and private agencies.

673 STRATEGIES OF COMMUNITY ORGANIZATION 3 credits

Prerequisite: second level graduate student or permission of instructor. Emphasizes the historical development and application of several community strategies used to identify community problems, and how to organize and empower diverse community groups.

674 COMMUNITY, ECONOMIC SYSTEMS AND SOCIAL POLICY ANALYSIS 3 credits

Prerequisite: second level graduate student or permission of instructor. This course provides a base for understanding economic systems and analyzing the political framework at federal, state, and local levels and their impact on communities.

675 PROGRAM EVALUATION 3 credits

Prerequisite: second level graduate student or permission of instructor. This course provides students with methods of evaluating programs in agencies, including approaches, measurement, design, data collection and analyses employed in program outcome research.

MSW Program Electives

651 FOUNDATION IN ADDICTION STUDIES 3 credits

This introductory course provides a broader understanding of theories and issues in the addictions field. The course explores the theories of addiction related to: legal and ethical issues; diversity and cultural competence; and the role of addictions in the current health care delivery system.

652 ADDICTION ASSESSMENT AND TREATMENT PLANNING 3 credits

Examines a broad range of instruments, tools, and strategies available for the identification and assessment of substance abuse problems. Content includes four modules: screening, brief intervention and referral (SBIRT); assessment; diagnosis; and treatment planning.

653 EVIDENCE-BASED PRACTICES FOR ADDICTIONS 4 credits

Focuses on knowledge and skills needed for the development and implementation of prevention strategies, treatment approaches, and recovery maintenance in the addictions field.

Emphasis is placed on selection and utilization of evidence-based practices.

654 ADDICTION TREATMENT MODALITIES AND MODELS 3 credits

Emphasis on enhancement of knowledge and development of skills for use of evidence-based group and family therapy practices as they apply to work with people struggling with substance-related problems.

655 PSYCHOPHARMACOLOGY IN ADDICTION TREATMENT 2 credits

Explores effects of psychoactive drugs of abuse and principles of pharmacology in the treatment of substance use disorders.

663 PSYCHOPATHOLOGY AND SOCIAL WORK 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination of the symptoms, theories, and psychosocial aspects of mental illness, and the role of the social worker in the treatment of mental disorders.

665 SUPERVISION AND STAFF DEVELOPMENT 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination of the purpose, functions, and theories of supervision; the impact of cultural, ethnic and racial differences in supervision/staff development; and problems encountered.

671 SOCIAL WORK ADMINISTRATION 3 credits

Prerequisite: second level graduate student or permission of instructor. This course focuses on supervisory and managerial roles and functions as they are carried out at different hierarchical levels in human service organizations.

680 AGING AND SOCIAL WORK PRACTICE 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination and evaluation of aging programs and policies, demographic trends and the changing role of social work service providers.

685 SOCIAL WORK PRACTICE: FAMILY AND CHILDREN 3 credits

Prerequisite second level graduate student or permission of instructor. Examines the major problems encountered by children and families in the life cycle and explores intervention strategies and programs to address their needs and strengths.

693 SPECIAL TOPICS FOR ADVANCED SOCIAL WORK PRACTICE 1-3 credits

Prerequisite: admission to MSW program or permission of program director. Detailed analysis and study of current practice issues and considerations faced by social work practitioners providing services and interventions at advanced levels.

663 PSYCHOPATHOLOGY AND SOCIAL WORK 3 credits (Elective for Macro, required for Micro)
Prerequisite: second level graduate student or permission of instructor. An examination of the symptoms, theories, and psychosocial aspects of mental illness, and the role of the social worker in the treatment of mental disorders.

665 SUPERVISION AND STAFF DEVELOPMENT 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination of the purpose, functions, and theories of supervision; the impact of cultural, ethnic and racial differences in supervision/staff development; and problems encountered.

671 SOCIAL WORK ADMINISTRATION 3 credits (elective for Micro, required for Macro)

Prerequisite: second level graduate student or permission of instructor. This course focuses on supervisory and managerial roles and functions as they are carried out at different hierarchical levels in human service organizations.

680 AGING AND SOCIAL WORK PRACTICE 3 credits

Prerequisite: second level graduate student or permission of instructor. An examination and evaluation of aging programs and policies, demographic trends and the changing role of social work service providers.

685 SOCIAL WORK PRACTICE: FAMILY AND CHILDREN 3 credits

Prerequisite: second level graduate student or permission of instructor. Examines the major problems encountered by children and families in the life cycle and explores intervention strategies and programs to address their needs and strengths.

692 GROUP WORK PRACTICE 3 credits

Prerequisite: second level graduate student or permission of instructor. Examines the fundamental knowledge and skills required for social work practice with groups across multiple client systems. Dynamics of working with special populations will be emphasized (e.g., the effect of the addictive processes on group therapy, age-appropriate communication with children).

693 SPECIAL TOPICS FOR ADVANCED SOCIAL WORK PRACTICE 1-3 credits

Prerequisite: admission to MSW program or permission of program director. Detailed analysis and study of current practice issues and considerations faced by social work practitioners providing services and interventions at advanced levels.

Field Education

The field education component of the MSW program, the signature pedagogy, is the curricular area that socializes the students into the social work profession. It is designed in a structured course of study that integrates the classroom theoretical and philosophical conceptual learning with experiential learning in a variety of practice settings that provide opportunities for students to apply and develop knowledge, skills, and values in core competencies in advanced social work practice.

The integration of the classroom contributions with the field experiential learning begins in the foundation year and continues into the concentration year. In the foundation year, the students are taught/learn explanatory theories that allow them to gain knowledge that will enable them to develop and utilize concepts of human behavior and the social environment which inform social work practice theories, social welfare policy that governs the social service delivery system, and fundamentals of research, which informs evidence-based practice. These explanatory theories are then used to provide students a framework upon which to build engagement, assessments, interventions, and evaluation in the provision of services to clients. The field education component is required of all master level social work students and is designed concurrently with the classroom. As a necessary complement to classroom education, the field practicum provides

students with opportunities to use advanced level knowledge, values, and skills through observational, imitative, and experiential learning. It is the field practicum experiences that socialize the students into the social work profession. The purpose of field education is to:

- make the necessary connections between class and field, theory and practice;
- transfer and integrate academic content, including content in social work values, ethics, and human diversity;
- develop the student's capacity and ability for advanced practice and professional growth and development.

The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, and skills. They are given the opportunity to learn more about the fields of practice, as well as how to apply advanced practice in working with client systems and to determine the appropriate intervention strategies that will enable clients to develop and maintain adaptive functioning. The explanatory theories give the students a clear understanding of how problems are generated within diverse and at-risk populations.

Micro Concentration Field

Micro concentration field refers to advanced social work practice with individuals, families, small groups, and relevant collateral persons and organizations. The helping process in micro practice emphasizes the strengths and resources of people within the context of their environments. The subject matter content in the micro courses is developed and designed to enable the students to provide advanced practice to individuals, families, and small groups. The faculty liaisons who work with students in the micro concentration, maintain a research interest in micro service delivery in various fields of practice, such as health, mental health, corrections, and child welfare. The students are evaluated on the basis of their operationalizing the program competencies in micro practice and professional development.

Macro Concentration Field

Macro concentration field refers to advanced social work practice with neighborhoods, organizations, and communities within the context of political, social, and economic institutions. Macro practice focuses on the management and administration of organizations and on advocacy for system change toward social and economic justice. The helping process in macro practice emphasizes the strengths and resources of neighborhoods, organizations and communities, which can be mobilized for empowering diverse and disenfranchised citizens. In the macro concentration, agencies provide experiences that will enable students to transfer and integrate theoretical concepts in macro practice. The subject matter content in the macro courses is developed and designed to enable those students to provide advocacy for large client systems, create social change, and enhance community development. Students who are in macro practice are assigned to faculty liaisons whose research interest is in the areas of locality development, social planning/policy, administration, and social action. The students are evaluated on the basis of their operationalizing the program competencies in macro practice and professional development.

The MSW Field Education Manual is included with the orientation packet and is available on the University's website:

<http://www.uakron.edu/socialwork/field-education/>

Academic Advising

CSWE Accreditation Standard 3.2.6

MSW students are assigned an academic advisor, and are notified before they begin the MSW program which faculty member will serve as their advisor.

The advisement process begins with the program orientation prior to the start of fall classes. Students are provided with information on the MSW program, including the Student Handbook, and field requirements. They are informed regarding the level of performance needed to remain in good standing with the Program. They are also given a copy of the National Association of Social Workers Code of Ethics, which is included in the Student Handbook.

Students are encouraged to meet with their advisors early in their semester to discuss their concerns relative to matriculation and to locate academic and other resources on campus. Students are encouraged to contact their academic advisor when they are experiencing academic difficulties. The UA Degree Audit Report System (DARS) is an online tool that helps students track progress toward a degree. DARS displays a student'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

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

Academic and Professional Performance

CSWE Accreditation Standards 3.2.7 and 3.2.8

The criteria for evaluating students' academic and professional performance are made explicit in each course syllabus which includes competencies, practice behaviors, required assignments, the criteria used in determining the course grade, and the procedures used to evaluate academic and professional performance.

In regard to field education, the program's expectations for student performance and policies regarding withdrawal from field placement, change of field placement, and termination of field are described in the Field Education Manual. Students should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact potential for obtaining field placements, as well as licensure and social work employment. At the beginning of the field placement, the student develops a Student Integrative Learning Contract in conjunction with the agency field instructor and the faculty field liaison. The contract specifies the placement assignments and the tasks for which students will be evaluated. The field faculty liaison is responsible for assigning the grade for field in consultation with the agency field instructor.

The general policies on minimum grade requirements are detailed in the UA Graduate Bulletin. Students are expected to maintain at least a 3.0 GPA. If a student's GPA falls below 3.0, the student may be placed on academic probation by the Dean of the Graduate School and the student may be subject to dismissal. The student must have a 3.0 overall GPA in the Program to graduate.

Within the MSW program, the Academic Performance Committee (APC) is responsible for reviewing academic, non-academic, and field performance problems. When such problems arise, the Director refers the matter to the APC. In reviewing students' performance problems, the APC is guided by the standards, policies and procedures set forth in the Graduate Bulletin, the MSW program by-laws, the MSW Field Education Manual, and the NASW Code of Ethics, which are distributed to students during orientation.

In regard to academic performance, review by the APC is required whenever a student receives:

- a) one grade of **F** or
- b) two grades of less than **B** or
- c) two grades of **NC**

Mandatory dismissal by the University occurs when a student receives two "**F**" grades. Academically dismissed students who petition the University for early readmission may also be referred to the APC for review. The APC does not review grade disputes. Students wishing to dispute a grade should consult the Graduate Bulletin for the appropriate procedures.

In regard to nonacademic performance where the student's classroom and/or field behavior is not in accordance with University policies, the mission of the MSW program, or social work purposes, practices, values, or ethics, the student may be referred to the APC for review. Such students may be terminated from the MSW program for reasons that include:

1. Plagiarism, cheating, or other forms of academic dishonesty.
2. Violations of the *Code of Ethics*, especially in regard to client confidentiality and respect for the dignity and worth of clients.
3. Consistent acts of racism, sexism, heterosexism, and other forms of discrimination toward clients, agency personnel, faculty, staff, and other students.
4. Behavior that is disruptive of classroom teaching and learning, and/or the day-to-day operations of the Program or field agency.

Referral to the APC is made in writing by the Director of the School of Social Work. Within two weeks of receipt of the referral, the APC will conduct a review and make a recommendation to the Director. At its discretion, the APC may request an interview with the student, the academic advisor, classroom instructors, and/or the faculty field liaison. The student may also request an interview with the APC. This request should be made to the committee chairperson located on the same campus as the student.

Recommendations regarding continuance or dismissal from the MSW program are made in writing and sent to the Director. The Director then makes the final decision and notifies the

student in writing. The student may appeal the decision by following the guidelines and procedures specified in the Graduate Bulletin of the appropriate university.

University Regulations on Student Conduct, Rights and Grievance Process

The University of Akron has specific policies regarding student conduct and students' rights, in accordance with CSWE Accreditation Standard 3.2.7.

The University of Akron's regulations on student conduct, rights and grievance process are found in the *Graduate Bulletin* at the following link:

<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>

Resources for Students

Computer Lab

The School of Social Work has a computer lab that is open Monday through Saturday when classes are in session. The University maintains a Help Desk, open from 8:00 AM to 10:00 PM which can be accessed by telephone (330) 972-6888. A computer assistant is in the lab during certain hours.

Laptop checkout

The University of Akron has a laptop checkout location at Bierce Library, 361

Libraries

The University of Akron 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/about-us/law-library.dot>

The Writing Center

UA has a Writing Center that is available to all members of the university community, from first-year students to full-time professors. In addition to tutoring services, there is a library of reference books, handbooks and other resources helpful to writers.

The University of Akron Writing Lab, Bierce Library 69, (330) 972-6548 and Polsky 303, (330) 972-6984,

<http://www.uakron.edu/summitcollege/future-students/tutoring-study-tips/writing-lab.dot>

Guidelines for Writing Papers

There are a number of resources available on campus for assistance with writing papers, including:

<https://www.uakron.edu/summitcollege/future-students/tutoring-study-tips/writing-lab.dot>

1. An alphabetized list of all references cited in a paper (i.e., literature review) must be included at the end of the paper. Your reference list should include only those sources you consulted directly yourself.
2. When you borrow someone else's words, figures or ideas, you must indicate the source of your information, either in a footnote or in your text. Plagiarism is so serious an offense that it can result in course failure.

Here are some practical guidelines to follow in citing sources. You must give credit under three circumstances:

- a. When you use direct quotations, even of single phrases (with page #);
- b. When you borrow and use ideas not generally known, such as data from special investigations, ideas that are distinctly personal, or facts that are products of independent scholarship;
- c. When you borrow and use statements, facts, or ideas for which you do not wish to accept the responsibility of proof, such as statements so controversial in nature that you wish the protection of documentation.

If you find something mentioned in almost every source, it is likely to be common knowledge and you need not give credit.

3. As a general guide, use direct quotes sparingly and selectively. Putting things in our own words usually makes them easier for the reader to understand.
4. Use headings and sub-headings liberally to improve the readability of your paper (use the Syllabus Outlines as your paper outline).
5. Write in clear, concise, and correct English. Avoid the use of biased language. Use a proofreader if you need (highly recommended). Use the spell-checker on your computer software. Excessive and poorly written papers do not earn full credit.
6. Never turn in a first draft; always plan on revising your work.
7. Tables and figures must have titles. Use one-inch page margins. Number all pages. Staple your paper.

Student Mailboxes

The vast majority of information is forwarded to students through e-mail and Springboard. However, student mailboxes are located in Polsky Building, Rooms 445 and 499.

ID Cards

Student identification cards are necessary for students, faculty and staff. The card is the means to building and lab access, testing centers, sporting events, library privileges, meal plans, vending machines, copiers, plus other University activities.

The University of Akron Zip Card Office & Zip Card Offices, Student Union 106A, Simmons Hall 103 and Polsky 3rd Floor Atrium, (330) 972-5637.

Disability Services

Please contact the Office of Accessibility at: <http://www.uakron.edu/access/>

Students who are in need of services are strongly encouraged to access the services of this office. In each syllabus in the program, students are reminded of these available services.

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 students 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 Student Financial Aid determines a budget that best suits the needs of the student. 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.

http://www.uakron.edu/admissions/graduate/financial_aid/

Registrar Information Scheduling/Registration

The University of Akron administrative support staff enrolls students in the MSW courses. Contact jcuddy@uakron.edu for more information.

Viewing Grades

The University of Akron Zipline Online Student Information Center for registration, grades, schedules, payment, campus events, latest news, weather, etc.

Transcripts/Enrollment Verification

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

Graduate Application Process

The University of Akron Graduate Students:

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

Health Services

The University of Akron Health Services works to assist students 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 students, faculty and staff. Health Services continues to maintain the University's strategic vision of "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 service center at The University of Akron. The Center is part of Student Affairs and is located in Simmons Hall, rooms 306 and 304 near the center of campus. <http://www.uakron.edu/counseling/>

Bookstores

The University of Akron's bookstore link:

<http://uakron.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=19072&catalogId=10001&langId=-1>

The University of Akron 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 (permits and parking fines)
North Campus Parking Deck, 255 Buchtel Avenue, Service (330) 972-7213

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

Campus Security

The University of Akron

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 students 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.

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 at:

<https://www.uakron.edu/dotAsset/851728.pdf>

Organizations of the MSW Program

MSW Program Standing Committees

The MSW program has seven standing committees which encourage student representation. According to the Constitution of the Master of Social Work Student Association, all committees shall have membership from the MSW student body. Students are elected by the MSWSA membership in accordance with Article V: Elections of MSWSA Constitution, which is included in the Appendices of this handbook.

These committees are:

1. **Academic Performance Committee** – Reviews and makes recommendations regarding students' academic and non-academic performance problems.
2. **Admissions Committee** – Reviews applications and accepts students into the program; students participate in review and modification of policies and procedures for full faculty approval.
3. **By-laws Committee** – Reviews and recommends to faculty the policies and procedures concerning the program's governance and operation.
4. **Curriculum Committee** – Reviews, revises, and modifies, with full faculty approval, the MSW curriculum.
5. **Evaluation Committee** – Develops and implements assessment procedures for measurement of the MSW's program, foundation, and concentration objectives.
6. **Field Education Committee** – Reviews and recommends policies and procedures regarding field education and provides consultation to the field coordinators regarding field related issues not covered under existing policies and procedures.
7. **Library and Information Technology** – Reviews and recommends library and technological resources to the MSW program

The MSWSA

The purpose of the Master of Social Work Student Association (MSWSA) is to promote and foster relationships between students and faculty involved in the MSW program at The University of Akron by:

- Advocating for the rights and needs of the students enrolled in the MSW program;
- Improving and participating in activities that will further the purpose and goals of social work profession;
- Hosting presentations by speakers from the professional community that keeps students abreast of the political, social, economic, and environmental trends locally and nationally;
- Encouraging life-long learning in professional practice;

Phi Alpha

UA participates in the Phi Alpha Honor Society, and the Omicron Omega Chapter is open to MSW students. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social worker students and invites into membership those who have attained excellence in scholarship and achievement in social work: <https://www.phialpha.org/>

NASW

The MSW program strongly encourages the social work majors to join National Association of Social Workers at a reduced rate. This entitles students to voting rights, to receive the monthly *NASW News* and the monthly journal *Social Work*, and to other member services. The national membership also entitles them to membership in the local program units in Ohio. The student members may hold leadership positions and participate in program activities, which many of the MSW students are actively engaging in this organization.

<https://www.socialworkers.org/>

Social Work Licensure

In the State of Ohio, social work practice is regulated by the Counselor, Social Worker, and Marriage and Family Therapist Board. A series of links and contact information are provided below for information about social work licensure in the State of Ohio. Please note that all licensing questions should be directed to the Board. Meeting the requirements of the licensure is the sole responsibility of the applicant.

Social Work Licensing in the State of Ohio <http://cswmft.ohio.gov/swlicen.stm>

<http://cswmft.ohio.gov/SocialWorkers/LicensedSocialWorker.aspx>

Licensing Requirements and Procedures

Trainee: <http://cswmft.ohio.gov/SocialWorkers/SocialWorkTrainee.aspx>

Assistant: <http://cswmft.ohio.gov/SocialWorkers/SocialWorkAssistant.aspx>

Licensed Social Worker: LSW - License Procedure

<http://cswmft.ohio.gov/SocialWorkers/LicensedSocialWorker.aspx>

Licensed Independent Social Worker: LISW – License Procedure

<http://cswmft.ohio.gov/SocialWorkers/LicensedIndependentSocialWorker.aspx>

Association of Social Work Boards (licensure exam information):

<http://www.naswoh.org/?page=A5>

How to become a Licensed Social Worker

Licensure Map

<http://socialworklicensemap.com/become-a-social-worker/become-a-social-worker-in-ohio/>

Laws and rules: <http://cswmft.ohio.gov/Portals/0/pdf/4757%2012-2014.pdf>

Contact Information**State of Ohio CSWMFT Board****Vern Riffe State Office Tower****77 South High Street****24th Floor****Columbus, OH 43215****General Inquiries - 614-466-0912****Renewals - 614-466-5436 or 614-466-0912****Social Workers - 614-466-5465****Fax - 614-728-7790****Social Work Licensure Preparation**

The MSW program has made licensure preparation a top priority. As part of their course fees for 7750:603, students are provided a five-volume set of preparation materials that comes with 120 days of online access to four full-length practice exams (170 questions each). Throughout their final year of the MSW program, students meet with the Director to review the application process for social work licensure, and may attend optional trainings sessions throughout the spring semester of their final semester.

Useful Social Work Links

Council on Social Work Education <http://www.cswe.org>

Influencing State Policy <http://www.socialpolicy.org>

National Association of Social Workers <http://www.socialworkers.org>

National Association of Social Workers–Ohio Chapter
<http://www.naswoh.org>

***The New Social Worker* (Magazine) Online**
<http://www.socialworker.com/>

Appendix I

NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the professions' core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. *In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision-making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

These principles set forth ideals to which all social workers should aspire:

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence

VALUE: Service

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

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

VALUE: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

VALUE: Dignity and Worth of the Person

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

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

VALUE: Importance of Human Relationships

Ethical Principle: *Social workers recognize the central importance of human relationships.* Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen

relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

VALUE: Integrity

Ethical Principle: *Social workers behave in a trustworthy manner.*

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

VALUE: Competence

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

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

ETHICAL STANDARDS

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse

service.

e) Social workers 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 audio taping 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' culture 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, age, marital status, political belief, religion 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. Occasionally, 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, 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 service 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 a 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 or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

f) When social workers provide counseling services to families, couples, or groups, 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 social workers should seek agreement among the parties involved concerning each.

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

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

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

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

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

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

m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

- n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers – not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship – assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers – not their clients – who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes 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 service performed. Consideration should be given to the client's 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 all available options for the continuation of service and their benefits and risks.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- a) Social workers should treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.

b) Social workers should avoid unwarranted negative criticism of colleagues 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, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

c) Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02 Confidentiality with Colleagues

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

a) Social workers should not take advantage of a dispute between a colleague and 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 advice and counsel of colleagues whenever such consultation is in the best interests of clients.

b) Social workers should keep informed of colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, 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 to achieve the purposes of the consultation.

2.06 Referral for Services

a) Social workers should refer clients to other professionals when other professionals' specialized knowledge or expertise is needed to serve clients fully, or when social workers believe they are not being effective or making reasonable progress with clients and 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 current supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

b) Social workers should avoid engaging in sexual relationships with colleagues where 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, in order to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not engage in any sexual harassment of supervisees, students, trainees, or

colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

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

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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. Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

b) 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.

c) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

b) Social workers who function as educators or field instructors for students should evaluate

students' performance in a manner that is fair and respectful.

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

d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

d) Social workers should store records following the termination of service 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 specifically by whom the service was provided 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. In order to minimize possible confusion and conflict, social workers should discuss with potential clients the nature of their 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 whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine, and keep current with, emerging knowledge relevant to social work. Social workers should routinely review 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, age, religion, sex, sexual orientation, marital status, political belief, 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 of 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 organization.
- 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 other persons 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, consultations, 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 in order 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 utilize evaluation and research evidence in their professional practice.
- d) Social workers engaged in evaluation or research should consider carefully possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society.

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic,

political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- b) Social workers should act to expand choice and opportunity for all persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons 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, age, marital status, political belief, religion, or mental or physical disability.

Appendix II

THE MASTER OF SOCIAL WORK STUDENT ASSOCIATION- MSWSA

ARTICLE I: NAME

The name of this organization shall be called the Master of Social Work Student Association hereafter referred to as the MSWSA.

ARTICLE II: PURPOSE

Section 1: The purpose of the MSWSA shall be to promote and foster relationships between students and faculty involved in the Master of Social Work program by:

- Advocating for the rights and needs of the students enrolled in the MSW program;
- Improving and participating in activities that will further the goals of social work in society;
- Hosting presentations by speakers working in the field of social work;
- Encourage continual study in professional practice; and

Section 2: The purpose of the MSWSA shall also be to coordinate and promote programs which support the mission of MSW program at The University of Akron.

ARTICLE III: MEMBERSHIP

Section 1: Active membership in the MSWSA is open to all graduate social work students in good standing and faculty at The University of Akron. A membership fee is required to be paid each year. Once a student graduates or ceases to be a student of either of these universities his or her active membership in the MSWSA shall cease.

Section 2: It is the policy of this organization that there shall be no discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, sexual orientation, handicap or disability, disabled veteran, Vietnam-era veteran or other protected veteran status.

Section 3: Paid membership in the MSWSA entitles members to full floor and voting privileges on any and all items of MSWSA business, including resolutions, items of legislation, bylaws, and elections. All members will be notified of these privileges.

ARTICLE IV: OFFICERS

Section 1: The officers shall consist of a President, Secretary, and Treasurer

Section 2: The President shall have power to establish and coordinate operational procedures of the MSWSA, which include coordinate voting and convene meetings. The President shall represent the MSWSA at MSW program faculty meetings. The President shall be responsible for leading student advocacy efforts.

Section 3: The Secretary shall keep accurate, detailed up to date records of all meetings and affairs, send/transmit all official MSWSA correspondences, and coordinate the preparation and distribution of MSWSA flyers, handouts, and publications. The Secretary is in charge of

maintaining an up to date electronic (e-mail) database with a current email address of each member. Emails that are 'returned to sender' or 'invalid' shall be followed up with by the Secretary to ensure the new e-mail is on file and that members are receiving all transmissions.

Section 4: The Treasurer shall receive and disburse MSWSA funds with a co-signer and the faculty advisor, in accordance with the financial rules and regulation of The University of Akron and the laws of the State of Ohio. The Treasurer shall make financial reports at all executive committee meetings, and at regular membership meetings of the MSWSA in which they attend.

Section 5: The elected officers shall form the executive committee.

Section 6: All elected officers must meet any and all requirements for holding office as stated in the MSWSA Student Handbook.

Section 7: Student representatives to the MSW Committees shall be elected by the MSWSA membership in accordance with Article V: Elections.

Section 8: The executive board members shall be able to vote in all decisions affecting the MSWSA.

ARTICLE V: ELECTIONS

Section 1: The President, Secretary, and Treasurer shall be elected by the members of the MSWSA. The term of office shall be for one (1) year. These elections shall take place no later than the end of the 6th (sixth) week of fall semester. The officers shall be elected by secret ballot. The new executive committee shall be installed at the first MSWSA meeting following the elections. After this MSWSA meeting, the new officers will officially assume their elected positions. Each newly elected officer will receive a binder containing all information and documentation completed by the individual who previously held the position.

Section 2: Nomination of candidates for officers of the MSWSA shall be from the floor of all active MSWSA members.

Section 3: Voting shall take place after the close of nominations for each office. Officers shall be elected by a majority of those MSWSA members present.

Section 4: The order of succession shall be: 1) President, 2) Secretary, 3) Treasurer

Section 5: Vacancies occurring in any of the elected offices throughout the academic year, shall be officially filled at the next regular meeting following the occurrence of such vacancy(ies). The order of succession shall be followed in the filling of any vacant office during an unexpired term. If an officer declines to succeed to a vacant office, an election shall be held to fill the vacant office for the remainder of the unexpired term. The election procedure for filling the unexpired term of a vacant office shall be according ARTICLE V: ELECTIONS.

ARTICLE VI: APPOINTMENTS

The President may appoint, with a majority vote from active members, such positions as may contribute to the successful operation of the MSWSA. The establishment of new officer positions shall require Constitutional revision per Article XI.

ARTICLE VII: REMOVAL FROM OFFICE AND/OR MEMBERSHIP

Removal from office can be either for failure to carry out the responsibilities of the office, or for actions which violate the purposes of the MSWSA and/or the NASW *Code of Ethics* by a two thirds (2/3) vote of the membership. All members must be notified in writing of this pending action at least one (1) week prior to the vote for removal. Written charges by a member are to be presented to the executive committee who will notify the officer in question in writing. The officer in question shall be given sufficient opportunity to answer charges at a meeting of the MSWSA membership. Voting for removal from office shall be by secret ballot. The officer in question must be immediately notified in writing by the executive committee of the outcome of the vote.

ARTICLE VIII: MEETINGS

Section 1: General membership meetings shall be held at a minimum of one (1) time per semester with additional meetings called by the President or faculty advisor as needed. Notice of meetings must be given to all MSWSA members in the most timely manner possible, but not less than one (1) week prior to the meeting. The Secretary will notify the members by electronic mail (e-mail).

ARTICLE IX: FACULTY ADVISORS

Section 1: There shall be a MSWSA faculty advisor from The University of Akron. MSWSA meetings may be held without the faculty advisor present.

Section 2: The faculty advisor positions shall be voluntary with the approval of the Director of the School of Social Work.

ARTICLE X: FUNDING

Section 1: Dues shall be charged for membership in the MSWSA. The amount of dues charged for membership will be determined at the last membership meeting of the spring semester. Membership dues are payable at the first membership meeting of the fall semester and will be collected by the Treasurer.

Section 2: The MSWSA will, as it deems necessary, undertake fund-raising activities for its own purposes. All fund-raising shall be conducted in accordance with The University of Akron's fund-raising policies.

Section 3: The MSWSA will manage its own finances, but in accordance with the rules and regulations prescribed by The University of Akron.

ARTICLE XI: CONSTITUTIONAL REVISION AND/OR AMENDMENTS

Section 1: The Constitution shall be amended by a majority vote of the executive committee and upon ratification by a two-thirds (2/3) vote of the active MSWSA membership.

Section 2: Amendments may be proposed to the executive committee by an active member of the MSWSA.

Section 3: Once approved by the membership, any Constitutional revision – including change of by-laws - shall be submitted to the UA Office of Student Life for final approval.

ARTICLE XII: NON-DISCRIMINATION CLAUSE

The MSWSA shall not discriminate on the basis of race, creed, national origin, gender, age, disability status, veteran status, sexual orientation, or gender identity in the selection of its members or in its programs, unless federal or state laws allow for such exceptions. The MSWSA shall also abide by The University of Akron’s Non-discrimination policy written in the Student Code of Conduct.

ARTICLE XIII: HAZING

The MSWSA shall not participate or condone any and all acts of hazing on or off campus. Hazing includes any forced activity without the consent of the individual(s) involved. The MSWSA shall abide by The University of Akron’s Hazing Policy written in the Student Code of Conduct.

ARTICLE XIV: JURISDICTION

The Master of Social Work Student Association, MSWSA, as a recognized/ registered student organization is subject to the rules, regulations and policies of The University of Akron, and the laws of the State of Ohio. The rules, regulations, and policies of The University of Akron shall hold precedence over any and all rules, regulation, and policies applying to the MSWSA.

ARTICLE XV: STUDENT DEVELOPMENT CLAUSE

The MSWSA shall maintain a current registration form including a list of officers, their address, the name of faculty advisors and the most recently amended Constitution with the Student Development Offices of The University of Akron.