



WINSTON-SALEM
STATE UNIVERSITY

Department of Human Service Studies
Bachelor of Social Work Program

STUDENT HANDBOOK

Contact Persons:

Douglas Bates, PhD, MSW, BSW Department Chair
Cleopatra Morrison, PhD, MSW, Director of Field Education
Social Work Program Office
Albert H. Anderson Jr. Conference Center, CO17
601 Martin Luther King Jr. Drive
Winston-Salem, North Carolina 27110
336-750-2694

"A Commitment to Serve"

Message from the Social Work Faculty	3
Winston-Salem State University Mission	4
Social Work Program Mission Statement	4
Social Work Program Goals	4
Council on Social Work Education 2015 Competencies	4
WSSU Student Handbook	5
Statement of Non-Discrimination	5
Sexual Harassment Policy	5
Academic Integrity Policy	8
Generalist Social Work Practice	8
CSWE 2015 Competencies and Generalists Behaviors	9
Bachelor of Social Work Curriculum	13
Requirements for the BSW Degree	14
Students With Special Needs	15
Career Development Services	15
RAM ASSIT	15
Helping Hands	15
Student Support Services	16
The Writer's Block	16
Tutoring	17
Advisement Policies and Procedures	17
Social Work Course Credit for Life Experience or Previous Work Experience	18
Policies and Procedures Concerning the Transfer of Credits	18
BSW Program Admissions Policies and Procedures	18
Field Instruction	21
Requirements to Admission to Field Instruction	21
Continuation in the Social Work Program	21
Academic Performance	22
Professional Performance	22
Grievance Policies and Procedures	23
Social Work Professional Organizations	25
Professional Social Work Student Organizations	26
NASW Code of Ethics	27
Course Descriptions	46

Message from the Social Work Faculty

Dear BSW Student,

Welcome to the Winston-Salem State University Social Work Program! We are excited about your decision to become a professional social worker. Social work is a very rewarding and challenging profession. However, it is not for everyone. It requires a set of generalist behaviors, a sincere interest in the welfare of people, and a desire to become a competent social work professional.

This handbook has been developed to provide you with an introduction to the social work program and profession. We trust the information provided in this handbook, designed just for you, will answer your questions and be a useful guide as you matriculate through the program. As a newly admitted major, reading this manual is your responsibility. As protectors of the public's trust, the faculty is committed to ensuring that only those students that demonstrate alignment with the National Association of Social Workers Code of Ethics and meet the academic requirements of both the institution and program, graduate with the Bachelors of Social work degree.

If you cannot find answers to your questions after reading this handbook, please speak with any member of the social work faculty.

Sincerely,

The Winston-Salem State University Social Work Faculty

Winston-Salem State University's Mission Statement:

Winston-Salem State University is a comprehensive, historically Black university offering innovative undergraduate programs and exceptional graduate programs grounded in the tradition of liberal education. Students engage in active and experiential learning offered through flexible delivery modes. The university is dedicated to the holistic development of students by faculty dedicated to excellence in teaching, research, and service. As a constituent institution of the University of North Carolina, Winston-Salem State University contributes to the social, cultural, intellectual and economic growth of North Carolina, the region, and beyond.

Social Work Program Mission Statement

The mission of the Bachelor of Social Work Program at Winston-Salem State University is to provide undergraduate instruction that will equip social work graduates with the skills they need to become beginning generalist social work practitioners. The program will provide students with the knowledge and ethical skills needed in direct service positions in order to be able to work with individuals, families, groups, organizations, and communities. Our graduates will be able to employ integrated strategies in assessing human needs throughout their careers. In addition, graduates will also be able to affirm the dynamics of different groups, taking into consideration their unique racial, economic, ethnic, gender, physical and cognitive characteristics.

The mission of the Social Work Program is congruent with the University's mission. The program is designed to produce sound, beginning generalist social work practitioners at the baccalaureate level who demonstrate the knowledge, values, and skills of the profession by working with diverse populations in the local, national and global communities.

Social Work Program Goals

1. To address the need for competent entry-level, beginning generalist social workers who can work on the micro, mezzo and macro levels of social work practice.
2. To address social and economic injustices within the context of the political economic structures currently in society.
3. To address issues surrounding social work values, ethics, and skills in professional practice.
4. To address the need for students and graduates to become critical thinkers through their professional careers.
5. To address the need for students to attend professional and continuing education seminars through their professional careers.
6. To address the need for students and graduates to become sensitive to the diverse needs of multi-ethnic populations and at-risk populations.

Council on Social Work Education 2015 Social Work Competences

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage In Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Winston-Salem State University Student Handbook

<https://www.wssu.edu/student-life/student-handbook/index.html>

This web-based document provides access to information about services and resources for students as well as policies and procedures. Please be aware that all students are responsible for reading and knowing the contents of this handbook. While you may wish to locate a specific resource or policy, the handbook is designed to facilitate a reading from beginning to end.

The Winston-Salem State University Student Handbook includes information about campus resources, university history, safety information, student rights and responsibilities, student grievance procedures and more. The *WSSU Student Handbook* lists general and contact information for key services including disability services, health and wellness services, student activities, etc.

Winston-Salem State University (WSSU) publishes the student handbook for the purpose of informing students about their rights, responsibilities and privileges on campus. WSSU does not accept custodial responsibility for any enrolled student or campus visitor. The WSSU Student Handbook does not constitute a contract between the university and the student. While policies and programs are presented accurately within this handbook, the university reserves the right to revise any section or part without notice or obligation.

Statement of Nondiscrimination

Equal Employment Opportunity and Non-Discrimination Policy

It is the policy of the State of North Carolina to provide equal opportunity in education and employment to all qualified persons, and to prohibit discrimination based on race, color, national origin, religion, sex, sexual orientation, gender identity, age, veteran status, disability, genetic information¹ or political affiliation, except where religion, sex or age are bona fide job-related employment requirements. This is in keeping with Title VII of the Civil Rights Act of 1964 as amended, Executive Order 11478 and 11246, the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990, NC G.S. 126-16 and 126-17, and other applicable Federal and State laws. Consistent with the policy of the State of North Carolina, WSSU is an equal opportunity employer.

Winston-Salem State University prohibits sexual harassment, including sexual violence. The Director of EEO/AA and Diversity Officer has been designated to handle inquiries regarding non-discrimination policies and to serve as the overall campus Title X Coordinator, EEO/AA and Diversity Officer. For further information on notice of non-discrimination, contact the campus Title IX Coordinator, Office of Equal Employment Opportunity/Affirmative Action and Diversity, 115 Blair Hall, Winston-Salem State University, Winston-Salem, North Carolina, 27110, 336-750-8759 or visit <https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>, for the Office of Civil Rights, United States Department of Education.

Sexual Harassment Policy

Winston-Salem State University Policy Statement on Sexual Harassment and Sexual Violence

In accordance with the University's EEO and Non-Discrimination Policy, discrimination and harassment based on an individual's Protected Class is strictly prohibited. Sexual Harassment and Sexual Violence are considered to be forms of sex discrimination. Sexual harassment by any member of the university is a violation of both law and university policy. Accordingly, no academic or personnel decisions, such as awarding of grades and jobs, shall be made on the basis of granting or denial of sexual favors. For the purposes of this policy, sexual harassment is defined as follows:

DEFINITIONS

Sexual Harassment - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct when:

- 1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or academic advisement;
- 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Sexual Violence - Sexual harassment includes sexual violence, defined as "physical acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. A number of acts fall into the category of sexual violence including rape, sexual assault, sexual battery, and sexual coercion.

All such acts of sexual violence are forms of sexual harassment covered under Title IX of the Education Amendments of 1972", (20 U.S.C §§ 1681 et seq., 34 CFR Part 106.)

Consent – for the purposes of this Policy, consent means words or actions demonstrating a knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Consent cannot be obtained by force, by ignoring or acting in spite of the objections, or by taking advantage of the incapacitation of an individual. Silence or a lack of resistance is not consent. Consent to one sexual act does not constitute consent to any other sexual act.

Employees are cautioned that where a power differential exists, i.e., faculty-student, supervisor-employee—if a charge of sexual harassment is brought, the defense of mutual consent may be difficult to prove. The University reserves the right to determine whether to pursue violations of policy by students or employees, including a complainant or witness, which come to light during an investigation of an incident of sexual harassment.

REPORTING OPTIONS

Employees

Any applicant, current or former employee wishing to report an incident that violates this Policy should refer to the Resolution Procedures for Sexual Harassment and Sexual Violence, or contact the EEO/AA & Diversity Officer and Title IX Coordinator, 115 Blair Hall. Any employee that is made aware of an allegation of sexual harassment or sexual violence is required to report it to the Title IX Coordinator, with the exception of licensed counselors and psychologists at the University

Counseling Center. Failure to report an allegation of sexual harassment or sexual violence may result in disciplinary action, up to, and including dismissal.

Students

Any student wishing to report an incident that violates this Policy, should refer to the Resolution Procedures for Student Complaints of Sexual Harassment Sexual Violence, or contact the Deputy title IX Coordinator for Student Affairs, Ms. Natasha Jeter at 336-750-8663, jeffreysnh@wssu.edu , 307 Thompson Student Center.

Private vs. Confidential Reporting Resources

Under this Policy, privacy generally means that information related to a report under this Policy will only be shared with those University employees who “need to know” in order to assist in the active review, investigation, or resolution of the report. While not bound by confidentiality, these individuals will be discreet and respect the privacy of all individuals involved in the process. By contrast, confidential reporting resources will NOT disclose individually identifiable information related to a report without the individual’s express written permission, unless there is a continuing threat of serious harm to the patient/client or to others or there is a legal obligation to reveal such information (e.g., where there is suspected abuse or neglect of a minor). University reporting resources include:

1) Licensed University Counselors (Confidential)

The Counseling Center
 A.H. Ray Student Health Services
 Winston Salem State University
 601 Martin Luther King Jr. Dr.
 Suite 244, Winston-Salem, NC 27110
 (336) 750-3270
counselingcenter@wssu.edu
 Web address: <https://www.wssu.edu/student-life/university-wellness-center/index.html>

2) Office of Interpersonal Violence Prevention

Ms. Patricia Eaddy, Director
 301- H Thompson Student Center
 601 Martin Luther King Jr. Dr.
 Suite 244, Winston-Salem, NC 27110
 (336) 750-3313
eaddypa@wssu.edu
 Web address: <https://www.wssu.edu/academics/student-programs/interpersonal-violence-prevention.html>

3) Office of EEO/AA & Diversity, Title IX

EEO/AA & Diversity Officer & University Title IX Coordinator
 115 Blair Hall
 601 Martin Luther King Jr. Dr
 Winston-Salem, NC 27110
 (336) 750-2041
<https://www.wssu.edu/administration/human-resources/eeo-aa/index.html>

4) Winston-Salem State University Campus Police Old Maintenance Public Safety Building

601 Martin Luther King Jr. Drive
 Winston-Salem, NC 27110
 (336) 750-2902

<https://www.wssu.edu/about/chancellors-office/chief-of-staff/police-public-safety/index.html>

FALSE REPORTING STATEMENT

The sexual harassment policy is designed to encourage students, faculty, and staff to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of sexual harassment. The university takes allegations of sexual harassment and sexual violence very seriously and recognizes the consequences such allegations may have on a respondent as well as the complainant. Any individual who knowingly provides false information regarding the filing of a complaint or report of sexual harassment/violence during an investigation of such a complaint or report may be subject to discipline or under certain circumstances, legal action. Complaints of conduct that are found not to violate policy are not assumed to be false. Any act by a university employee or agent of retaliation, reprisal, interference, restraint, penalty, discrimination, coercion or harassment—overtly or covertly—against a student or an employee for using the policy, will necessitate appropriate and prompt disciplinary action.

Academic Integrity Policy

Winston-Salem State University puts forth every reasonable effort to maintain academic integrity in the instructional program. To compromise integrity through acts of academic dishonesty seriously jeopardizes the quality of instruction and the caliber of education we purport to provide our students. Such dishonesty includes:

1. Cheating—intentionally and knowingly using unauthorized materials, information, or study aids in any academic exercise or matter.
2. Plagiarism—Intentionally and knowingly representing in any academic exercise or matter the words or ideas of another as one's own.
3. Fabrication—Intentionally and knowingly falsifying or inventing information or citations in an academic exercise.
4. Facilitating Academic Dishonesty—Intentionally and knowingly helping or attempting to help another to commit an act of cheating, plagiarism, or fabrication.

[https://catalog.wssu.edu/content.php?catoid=4&navoid=114&Winston-Salem State University Policy on Academic Integrity#Winston-Salem State University Policy on Academic Integrity](https://catalog.wssu.edu/content.php?catoid=4&navoid=114&Winston-Salem%20State%20University%20Policy%20on%20Academic%20Integrity#Winston-Salem%20State%20University%20Policy%20on%20Academic%20Integrity)

Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Council on Social Work Education 2015 Competencies and Generalist Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;
- and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;

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

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

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

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

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

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

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

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

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The generalist model focuses on the knowledge and skills development of social work majors. It is expected that upon completion of the program that students will have sufficient training to become entry-level social workers in social services agencies, hospitals, nursing homes, school settings, and mental health settings. It is only after a student receives more training and education beyond the generalist level that he/she will be able to be a specialist in a particular area; lead clinical groups; engage in clinical social work or diagnose clients using the DSM V. However, social work majors

must be committed to the basic values and ethics as specified by the NASW code of ethics. Students that complete the 121 semester hour, Bachelor of Social Work curriculum, will have adequately prepared themselves for entry level employment in social work agencies, social work licensing at the basic level, and preparation for graduate education in social work and/or other areas of advanced education.

Bachelor of Social Work Curriculum

Consistent with the Educational Policy and Standards of the Council on Social Work Education, the Bachelor of Social Work generalist curriculum at Winston-Salem State University is designed and organized as a coherent and integrated whole. The primary mission of the Bachelor of Social Work program at Winston-Salem State University is to provide undergraduate instruction that will equip social work graduates with the skills they need to become beginning generalist social work practitioners. The program will provide students with the knowledge and skills needed in direct service positions in order to be able to work with individuals, families, groups, organizations, and communities. Our graduates will be able to employ integrated strategies in assessing human needs. In addition, graduates will also be able to affirm the dynamics of different groups, taking into consideration their unique racial, ethnic, gender, physical and cognitive characteristics.

The Bachelor of Social Work curriculum is divided into four distinct parts: the general education/liberal arts sequence, curriculum support courses, social work foundation courses, which include courses related to social work practice and electives. Social work students must complete 121 semester hours of courses within this four-part curriculum.

The general education courses in the liberal arts sequence provide students with general knowledge and development of intellectual capacities, which prepares students for generalist social work foundation courses. General education courses in philosophy, history, government, economics, the humanities, and social sciences assists students in understanding the historical significance of social problems, it demonstrates how solutions to problems impact the masses, and it enables students to understand how these solutions are communicated to the masses. In addition, general education science courses such as Biology and Chemistry prepares the student to recognize biological and chemical impacts on human development. Hence, this knowledge is important to the assessment skills of social workers who practice in settings with various types populations (i.e., children, recovering addicts, and women) who may have health issues that connect with their psychosocial wellbeing.

Curriculum support courses and special interest electives are built into the social work paradigm. These courses closely relate and reinforce the objectives of the social work foundation courses. The social work faculty felt that students needed autonomy within the social work curriculum. Therefore, since students must complete 60 hours of general education courses, 43 hours of social work foundation courses, and there is no minor in social work, the faculty thought it best that students have the autonomy to create special areas of interest within the curriculum with 18 semester hours of required support and elective courses.

The generalist social work foundation courses such as the Methods sequence, Human Behavior and the Social Environment sequence, Social Welfare policy sequence, and the Field Instruction experiences are designed to instruct students to integrate and apply generic problem solving skills, apply critical thinking skills, apply theoretical frameworks to social work practice, be fully aware and ready to address issues of social [in] justice on various levels, apply evaluative criteria when examining one's own practice skills, possess the ability to discern how social welfare policy impact the clients that they work for/with, develop the use of self in social work practice, interact with diverse populations/groups on micro, mezzo, and macro levels, and possess the knowledge to apply social work values and ethics to practice.

REQUIREMENTS FOR A BACHELOR OF SOCIAL WORK DEGREE

Although the student is chiefly responsible for completing the 121 semester hours, Bachelor of Social Work curriculum, students must be accurately advised by the social work program faculty to ensure that each student matriculates through the curriculum within the university-targeted four to five year time period. Each student will be assigned a faculty advisor by students' last name. The student and advisor must meet a minimum of twice during the academic year to ensure sequential selection of courses and to avoid delays in the student completing the Bachelor of Social Work degree program.

MAJOR REQUIREMENTS

Students majoring in social work must take a minimum of 40 semester hours of required social work (SOW) courses and 6 semester hours of required related course work. SOC 2301, PSY 2301 and an introductory statistics class (GER/SOC/MAT 2326) must be completed as part of general education (9 semester hours). Students must obtain a grade of "C" or better in all required SOW courses.

The student and advisor must meet a minimum of twice during the academic year to ensure sequential selection of courses and to avoid delays in the student completing the Social Work program. Any deviation from this curriculum should be done in consultation with the Social Work Program Coordinator.

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the Educational Policy and Accreditation Standards (EPAS). Social Work credit earned at a school accredited by the Council on Social Work Education (CSWE) is reviewed and evaluated by the BSW Program Coordinator for transferability.

Prerequisite General Education Courses for Major (9 semester hours)

- SOC 2301 General Sociology (General Education)
- PSY 2301 General Psychology (General Education)
- SOC/GER/MAT 2326 Introductory Statistics Course (General Education)

Required Major Courses (40 semester hours)

The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies (as noted above) based on a professional curriculum. Students will take the following courses:

- SOW 3363 Introduction to Social Work
- SOW 3368 Social Welfare Policy I
- SOW 3369 Social Welfare Policy II
- SOW 3375 Social Work Methods I
- SOW 3376 Social Work Methods II
- SOW 3370 Human Behavior and the Social Environment I
- SOW 4340 Human Behavior and the Social Environment II
- SOW 3101 BSW Professional Seminar
- SOW 3302 Social Work Research (cross-listed course)
- SOW 4302 Applied SW Research (**may ONLY be taken during Field II or Block**)
- SOW 3641 Field Instruction I
- SOW 4641 Field Instruction II
- SOW 4120 Field Instruction Block

Required Related (6 semester hours)

- SOC 3356 Sociology of the Family
- SOC 4364 Race and Culture or SOC 3343 Cultural Diversity

Students with Special Needs

Students with ADA-documented physical, sensory, psychological, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the WSSU Department of Disability Services. You may contact the Department of Disability Services by email at dds@wssu.edu. If you have registered in previous semester, continuation is not automatic. Action is required on your part. Please contact dds@wssu.edu to continue your accommodations. Accommodations are not retroactive.

Career Development Services

Career Development Services (CDS) works with students during all phases of the career development process. Career Development Services offers a full range of resources and services to assist you in developing the necessary strategies and skills which will distinguish you as a professional. CDS staff members want to help you learn about your skills and interests, and articulate them confidently in resumes, cover letters, interviews, and personal statements; identify and explore career options that you might pursue; and implement an effective strategy to attain your desired career outcomes.

The Office of Career Development Services utilizes RAMTRAK for all career related activities. This includes scheduling a mock interview, internship postings, on-campus recruiting, volunteer opportunities, part-time jobs, work study positions, and workshops and events. You can read more about RAMTRAK in the Student Guide.

RamAssist

We are here to assist and support. Often times faculty and staff are the first to notice when a student is struggling emotionally, or is demonstrating behaviors that seem troubling, disruptive, or threatening. We know that students can be successful if connected to the appropriate resources on campus. Reaching out to students will help them personally and enhance their academic success.

If you see a student exhibiting a behavior that is of concern and you are not sure what to do, please call the Office of the Dean of Students at [336-750-3356](tel:336-750-3356), the University Counseling Center at [336-750-3270](tel:336-750-3270) where a member of the RAM ASSIST team can provide assistance. Information will be treated confidentially. You can also use the online behavior referral form.

Helping Hands

WSSU Rams Helping Hands Food Pantry exists to combat food insecurity and ensure the human dignity of all and well-being on campus by providing in-need WSSU students with healthy, culturally appropriate emergency foods. Food insecurity, as defined by the United States Department of Agriculture (USDA) is having "limited or uncertain access to nutritious, safe foods necessary to lead a healthy lifestyle." Based on a poll that was conducted under the Office of Dean of Students in

September 2015, 57% of WSSU students, who were polled, claimed to have gone without food because of a lack of funds.

WSSU Rams Helping Hands Food Pantry desires to do its part in assuring that no students in the WSSU campus community goes hungry and that every student has access to nutritious food. In addition, the Rams Helping Hands Food Pantry will promote community engagement and education about food insecurity, community health and foster university-community partnership,

WSSU Rams Helping Hands Food Pantry is staffed exclusively by student volunteers and leaders who are trained to provide excellent customer service, to be respectful and kind to all, and to keep food pantry users' information confidential. The program is a collaboration between students, departments under the Office of the Dean of Students, and regional/national corporate sponsors. 100% of the original products gifted to the WSSU Rams Helping Hands Food Pantry were donated by Food Lion, Incorporated. Other resources to ensure sustainability of the WSSU Rams Helping Hands Food Pantry are the WSSU Simon G. Atkins Community Garden, the Winston-Salem Food Bank, and other corporate entities.

Student Support Services

As a Team B.O.S.S. (Student Support Services, also known as the TRiO program) member you will receive individualized attention throughout your years here at WSSU. Our program has a Director, Counselor, and a Program Assistant, all willing to assist you. You will reap such benefits as having staff available to speak about academic and personal issues, tutors who work solely with our SSS students, and your very own computer lab. In addition, we offer several workshops each week on varying topics related to your academic and personal development. Such topics include study skills, test taking strategies, career choices, graduate school searches, time management, stress relief, money management, adjusting to college life, and campus safety. Our B.O.S.S. members are an elite group that can take advantage of all of these services free of charge year round.

Student Support Services is open from 8:00 a.m. to 5:00 p.m. Monday - Friday. We are located in the Student Success Center at Hill Hall on the 1st floor. Give us a call at (336) 750-2365.

The Writer's Block

The Writer's Block (also known as the University Writing Center) offers free writing assistance to writers in all disciplines and at all levels across the WSSU campus. "The Block", as it's affectionately called, is staffed by professional writing faculty and trained peer consultants and provides face-to-face and online consultations for all writers. Our staff helps writers understand the writing process and a variety of rhetorical devices such as purpose, audience, organization, language, and conventions.

The Writer's Block houses a library of writing references - dictionaries, style manuals, and handbooks - that can be used onsite or borrowed for up to two weeks at a time.

Located on the 3rd floor of the Student Success Center at Hill Hall, the Writer's Block is a comfortable place to write, to receive feedback on writing projects, and to use tools and resources

in a community environment. If you have any questions please contact us at wssuwritingcenter@wssu.edu.

Tutoring

Tutoring services in UCaLL are available free-of-charge to all WSSU students in a variety of delivery methods. From one-on-one or group tutoring sessions with professional and peer tutors, to in-class and post-class study sessions with course-specific supplemental instructors, to connections with online academic coaches provided through Upswing, our services empower students to become independent learners and academic self-advocates. Tutoring is available on the 1st floor of the Success Center at Hill Hall. To request tutoring please complete the [Tutoring Request Form](#).

Required Academic Advisement:

All students must meet with their academic advisor before registering for classes. You will need an **Alternate PIN** to register and you can only get this **Alternate PIN** from your academic advisor. If you have questions regarding your academic advisor you should contact your academic department.

The Director of Social Work assigns a social work faculty advisor to each student at the time the student is admitted to the social work program. The advisor is available for both academic and career (professional) counseling throughout the student's process of obtaining a BSW degree. During the pre-social work advisement process, the University College and Lifelong Learning (UCaLL) academic advisor works with the student on selecting general education courses (during the first two years of matriculation). Upon being accepted to the social work program, the faculty social work advisor discusses with the students their professional goals and a discussion of the students understanding of their suitability for the social work profession. The student's degree plan and college transcripts provide consistent academic information to assist accurate planning of their progression through the program.

ADVISEMENT POLICES AND PROCEDURES

1. Students admitted to the major must meet with the academic and professional advisor in the social work program to assess their aptitude and motivation for careers in social work. The student's earned credits are reviewed and the student is advised of coursework that must be successfully completed to earn the BSW degree.
2. During the advising process (mid-fall and mid-spring), the student and advisor meet to review the student's course credits and prepare semester schedules prior to registration.
3. Whenever a student formally applies for a withdrawal from a class, or the BSW program, or request a course overload he/she will need to acquire the signature of the advisor/chair recommending such action.
4. During the advising period (late spring) of the student's junior year the student and his/her advisor must review student's coursework to ascertain that all graduation requirements will have been met by the expected date of graduation;
5. The student and advisor engage in academic and professional counseling throughout the duration of the student's enrollment;
6. The advisor will maintain a current file on the student to include the degree plan and advisement notes;
7. The advisor will work with students concerning any academic problems that may arise such as grievance procedures, circumstances in students' life that affect their academic proclivity, recommendations for student awards and scholarships, and when students are placed on academic probation.
8. The advisor assists the student with job placement and the graduate school application process.
9. The advisor assist with pre-determining if student is ready to apply to the field education program.

The advisor is the student's connection with the University and the medium for communication with the administration. Students are expected to meet with their assigned faculty advisor each semester to discuss their academic and professional goals as well as plan their semester schedules.

Social Work Course Credit for Life Experience or Previous Work Experience

Academic credit for life experience and previous work previous **is not** given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the EPAS as specified by the Council on Social Work Education (CSWE). Social Work credit earned at a school accredited by the Council on Social Work Education is reviewed and evaluated by the BSW Program Director for transferability. No social work credit is given for credits earned at a non-accredited school.

Policies and Procedures Concerning the Transfer of Credits

All general education transfer credits are evaluated by the University Registrar and the academic advisors in University College and Lifelong Learning. Students transferring social work courses are evaluated by the program coordinator of the BSW Program. The program coordinator reviews the student's transcript and identifies the courses that can potentially transfer to the BSW curriculum at Winston-Salem State University. The chair makes a list of those courses and evaluates if those courses were earned in a CSWE accredited program. If the courses were not earned in the CSWE accredited program, the courses cannot be accepted. If the courses were earned in a CSWE accredited program, the chair then contacts the student to provide course descriptions and/or course syllabi. Upon receipt, the program coordinator reviews the course descriptions and course syllabi and compares them to the course descriptions and course syllabi in the BSW Program. If the courses are found to align, the program coordinator will send documentation over the office of the University Registrar stating the course name and credits to be accepted toward the BSW Program curriculum at Winston-Salem State University. The student is also notified of the courses accepted toward the BSW paradigm. If the courses do not align, the Program coordinator may call the director of the program to discuss the course content and/or the student will be notified that they can possibly challenge the course by exam; however, they would need to take an additional course to make up the credit.

Students transferring professional social work courses from a CSWE accredited BSW programs will meet with faculty to evaluate the courses for acceptance. We are unable to accept professional social work courses from unaccredited BSW programs. This policy appears in the student handbook and in the university catalog. In addition, we have no limit on the number of transfer credits that can be brought into the upper division; however, the University states that a 30 credits must be earned at WSSU.

The Social Work Department reviews applications on a rolling basis throughout the academic year. Students can ONLY apply for admission while enrolled in the SOW 3363 (Introduction to Social Work) course which is offered during the summer (Summer Session I), fall, and spring. Prior to applying to the Social Work Program, students are expected to have read the NASW Code of Ethics. A copy of the NASW Code of Ethics is available in the NASW website (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>).

While in this course, the instructor takes students through the step-by-step process for submitting their application and additional required documents. Upon receipt and completion of the application, a minimum of two faculty members reviews and discuss the application.

To apply for admission to the Social Work Program, students must meet the following conditions:

- Successfully complete a minimum of 36 credit hours in general education requirements
- Successfully complete SOW 3363 – Introduction to Social Work, with a grade of “C” or higher (by the end of the semester)
- Submitted the designated application for admissions (embedded in Canvas in the SOW 3363 course)
- Submit a letter of reference
- Official or unofficial transcripts from all prior institutions (if a transfer student)
- _“Letter of Good Standing” from prior social work faculty (if transferring as a major from another accredited BSW program).
- Overall GPA of 2.) or higher from WSSU and/or from all institutions attended.
- A quality personal statement (details of personal statement provided while enrolled in course)
- Up-to-date resume
- Professional disposition checklist provided by Introduction to Social Work Instructor;

Upon completion of the application reviews, a minimum of two social work faculty review the application and a decision is rendered regarding students application. The decisions are stated as followed:

- Granted full acceptance, no provisions
- Conditional acceptance based on admissions criteria
- Delay a decision pending additional information (i.e., transcripts, essay, resume, letters of recommendation) at the request of the Admissions Committee
- Defer a decision until certain admissions criteria have been met (e.g., 2.0 GPA)
- Denied acceptance

Students may be granted conditional admission due to the following:

- Additional information/documentation is required
- Incomplete Application
- Concerns on Disposition Checklist

Students are notified via email of the decision of their acceptance. If students are accepted into the program, they are informed via email and receive a copy of the BSW Student Handbook which details requirements and details of the program. If they receive a conditional, delay or defer decision, further instructions are provided in the email.

*Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the EPAS. Social Work credit earned at a school accredited by the Council on Social Work Education is reviewed and evaluated by the BSW Program Coordinator for transferability. No social work credit is given for credits earned at a non-accredited school.

Field Instruction

Social Work Field Instruction/Field Education (SOW 3641, SOW 4641 and SOW 4120) is a vital part of the BSW Program at Winston-Salem State University. It provides students with supervised social work practice opportunities. Students learn to apply social work knowledge, values, and skills gained from classroom experiences to practice assignments in an agency setting. Field Instruction is designed to develop the competencies necessary for entry-level social work practice. These competencies can be accomplished by affording the students opportunities to engage in a variety of practice activities in field agencies and seminar sessions.

The Director of Field Education works to ensure that the field experience meets the student's educational needs as well as the of the social work program. Each student is scheduled to be in field placement (a minimum of 16 hours per week) for two consecutive semesters and required to complete a minimum of 200 clock hours each semester (400 total). Or 400 hours in one semester if enrolled in SOW 4120 which equates to 30-32 hours per week. Each student is responsible for maintaining a monthly time sheet that is submitted (monthly) to their respective Field Instructor. Before the student submits the time sheet, he or she must sign the timesheet and the Field

Instructor must sign the timesheet to verify the students field/agency hours for that month. The timesheet becomes part of the student Field Instruction record/file and is maintained for several years (electronically or hard copy). Students are encouraged to establish an agency work schedule of approximately 16-18 hours per week. Students are expected to spend additional time completing field instruction activities whenever it is necessary.

Requirements for Admission to the Field Instruction Program:

Field Instruction I and II (SOW 3641, SOW 4641 and SOW 4120) is the capstone experience for social work majors seeking the Bachelor of Social Work degree at Winston-Salem State University. Students must meet the following requirements before they are admitted into the Field Instruction Program.

1. Be accepted for full admission (into the social work major) by the faculty of the Social Work program.
2. Before the student applies for Field Instruction, the student must successfully complete SOW 3363 (Introduction to Social Work), SOW 3368 (Social Welfare Policy I), SOW 3369, (Social Welfare Policy II), SOW 3374 (Social Work Methods I), SOW3376 (Social Work Methods II), SOW 3370 (Human Behavior in the Social Environment I), SOW 4340 (Human Behavior in the Social Environment II) and SOW 3103 (BSW Professional Seminar) with a grade of “C” or better.
3. Students must have an overall GPA of 2.0 and a major GPA of 2.5 to be admitted into the field program. All “SOW” courses required for field are calculated in major GPA (see #2).
4. Students are required to submit an application for admission to the Field Instruction program.
5. After submission of the field application, each student will interview with program faculty.
6. Upon admission to the Field Program, student must enroll in SOW 3541 (Field Instruction I).

The Director of Field Education ensures that each student has met all eligibility requirements before being fully admitted into the field education program at Winston-Salem State University.

Only those students who have met the program’s specified criteria are admitted into the field education program.

Continuation in the Social Work Program

Students can be placed on academic probation, suspension or dismissal from the social work program for the following:

- GPA below 2.0
- Violation of the WSSU policy on academic integrity
- Violation of the [National Association of Social Workers' Code of Ethics](#)
- Disorderly/ Unethical Conduct as defined by WSSU and/or Social Work Program Student Handbooks

- Earning a grade less than 2.0 in the following classes: SOW 3368, 3375, 3363, 3369, 3376, 3302, 4340, 3101, 3641, 4343, 4302, and 4641. As of fall 2007, a “C” or better is required in all social work classes.

It is the desire of the Social Work faculty that a student admitted to the program will continue in the program and graduate. However, there are rare circumstances which may occur that may not be in the student’s or professions best interest to continue in the Social Work Program. As a state-regulated profession, the faculty have to ensure the public’s trust and continue gatekeeping activities until the students has met all requirements and graduates from the social work program. Some examples of behaviors that could negatively impact the public’s trust include cheating, substance abuse, theft, physical abuse or other behaviors identified in the University’s student handbook (code of conduct) or behaviors considered in violation with the NASW Code of Ethics.

In the event of any of the above violations, the Social Work Faculty and Program Director will determine the most appropriate course of action. The committee may take no action, place on probation, suspend, or dismiss the student from the Social Work Program. Each situation is treated individually, and the student may appeal any decision that is made by the program faculty and Program Director. Committee using the programs/university grievance procedures identified in this book and the university catalog. The student will receive notification from the program director regarding their status in the program, after a decision is made. If the student so wishes, he/she can utilize the appeals process regarding the decision made by the program. This policy can be found in the University and Social Work Program Student Handbook as well as the curriculum catalog.

Academic Performance

The faculty advisors continuously evaluate each advisee’s major and overall GPA to determine the student’s readiness for admission into the field program.

All Social Work faculty are required to utilize the same grading scale. This grading has been endorsed by the Social Work faculty and can be found in course syllabi.

In addition, each Social Work Syllabus provides criteria for evaluating academic performance.

A -Excellent4.0.....	90-100
B -Above Average3.0.....	80-89
C - Average2.0.....	70-79
D -Poor 1.0.....	60-69
F -Failure	0-59

Professional Performance

In the Introduction to Social Work course (SOW 3363), the Professional Disposition Worksheet is used to evaluate a student’s alignment with the profession. This worksheet allows the student to get feedback in regards to their professional disposition during the Introduction to Social Work course and allows the student an opportunity to work on improving any issues with their disposition before they apply formally to the social work program.

Student’s professional performance is also evaluated in SOW 3101 BSW Professional Seminar, professional performance is assessed. In this course, student meets once a month during the spring semester. While in this course students create a professional portfolio with a resume, cover letter,

letters of reference, transcript, writing sample, awards and other artifacts. Students are graded and completeness and professional style of the portfolio. Students are also evaluated to determine if they are able to demonstrate beginning level generalist behaviors and communicate professionally.

Students are constantly evaluated by program faculty (in and out of the classroom) to determine if behavior, attitudes, values are aligned with the NASW Code of Ethics. Student that exhibit unethical behavior (such as academic dishonesty, disrespectful behavior towards peers and/or faculty, etc.) are identified by the faculty and required to meet with advisors and Director of the BSW program.

Grievance Policies and Procedures

The purpose of the grievance procedure is to ensure that students are being treated fairly and that his/her rights have not been violated in any way. In addition to the academic and non-academic procedures established by the university, the following grievance procedures have been developed relating to any student grievance involving the Social Work Program.

A student may use the following grievance procedure if they feel their rights have been violated:

1. When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the faculty member involved.
2. In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the Coordinator of the Social Work Program. The coordinator will then hold a conference with the student. IF the student determines that that the situation is not resolved then he/she will need to follow the university's grievance process below.

Student Complaints Procedures

Winston-Salem State University (WSSU) is committed to respecting all members of the university community and providing a quality educational experience for all students. The objective of the Student Complaint Procedures is to ensure that the concerns and complaints of students are addressed fairly and are resolved promptly. Complaints related to these procedures are usually the result of behavior that the student feels are unjust, inequitable, or creates an unnecessary hardship.

Students may file complaints if they believe a problem is not governed by other WSSU grievance or appeal policies and procedures. Complaints regarding student disciplinary decisions administered by the Office of Student Conduct, complaints of sexual harassment administered by the Office of Equal Opportunity, or any other complaints where another university procedure could have been used for the matter being grieved may not be addressed pursuant to this procedure. The procedures set forth below may be used by grievant who are enrolled as students at Winston-Salem State University at the time of the grievance. The person filing the grievance must be the alleged victim of unfair treatment. A grievance cannot be filed on behalf of another person. Students should seek to resolve the complaint with the individual or office (process) that caused the concern. If the issue is not resolved, the student should file a written complaint with the supervisor of the employee or with the office in which the concern originated and provide the necessary documentation. This process can continue until it reaches the final arbiter of complaint resolution which is the vice chancellor of one of the divisions. If the complaint is with a vice chancellor, then the chancellor or his designee is the final arbiter. If the complaint is with the chancellor, then the chair of the Board of Trustees is the final arbiter. All complaints should be resolved as quickly as possible.

Procedures

Students are encouraged to seek an informal resolution of their complaint directly with the employee or individual(s) involved. Often a complaint can be resolved in this manner. However, if an informal approach is neither successful nor advisable, the student should use the following procedure:

1. The student should file a written complaint with the supervisor of the individual involved. The complaint should be initiated within 15 calendar days of the decision, action, or event(s) giving rise to the grievance. This time limit may be extended by the dean or vice chancellor with jurisdiction over the grievance, if the grievant makes the request for extension within the 15-day period, for good cause shown (e.g., an active effort at informal resolution at the department level, division level, or Office for Equal Opportunity). The complaint must be submitted within the same semester as the incident occurred but may be extended for 10 business days into the next semester if the 15th day falls during the summer.
2. Upon receipt of a written complaint, a conference will take place with the student and the appropriate supervisor or his or her designee.
3. The supervisor will notify appropriate persons and request any information or documentation needed to resolve the complaint.
4. The supervisor will attempt to resolve the complaint by taking the appropriate action. The supervisor will make a written record of the action taken and notify the student of the actions taken, when appropriate, or that actions have been taken to resolve the concern.
5. The student may request a review of the complaint with the next supervisor in the chain of command if he or she believes that his or her complaint has not been resolved.
6. All relative documentation should be forwarded to each level of review by the student and the supervisor(s).
7. The burden is on the grievant to establish by a preponderance of the evidence that the grievant has experienced an injury that would entitle the grievant to relief and that such injury is remediable.

Appeal Procedure:

Within 15 calendar days of receipt of the administrator's decision, a student who is not satisfied with the response of the administrator after the initial review may seek further review by submitting the written grievance, together with the administrator's written decision, to the appropriate vice chancellor. (If the administrator is a vice chancellor, the student should seek further review by the chancellor; if the administrator is the chancellor, the student should seek further review by the Chair of the Board of Trustees.) The senior administrator or officer may delegate another administrator to act on his/her behalf. The senior administrator's action will be limited to a review of the basis for previous administrator's decision and need not involve a de novo factual investigation. The senior administrator may, but is not required to, direct that further facts be gathered or that additional remedial action be taken. Within 15 calendar days of receipt of the request for review, the senior administrator shall submit his or her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision, and it shall direct a remedy for the aggrieved student, if any.

A copy of the final decision will be filed in the office from which the decision was rendered. Each of these offices will maintain a file of written complaints and the actions taken to resolve the complaints. When possible, the final resolution (or a finding of "unresolved") will be filed in one of the vice chancellor's office or the chancellor's office, as deemed appropriate. Each of these offices will maintain a file of written complaints and the actions taken to resolve the complaints.

How Students Are Informed of Grievance Policies/Procedures and Academic and Professional Performance.

The grievance policies and procedures can be found in the University Academic Catalog, The University Student Handbook, The Social Work Program Student Handbook and The Social Work Program Field Manual. In addition, the Social Work Program Handbook advises students of the

need to align themselves with the NASW Code of Ethics and importance of exhibiting ethical behavior while enrolled in the program. Students are advised of the need to discuss any challenges with their advisors so that appropriate information and referral can be provided (if needed).

Social Work Professional Organizations

Professional organizations are a source of support, information, services, and identity. Students are encouraged to join and be involved in any or all of the organizations listed. Memberships are available for students at a reduced rate.

National Association of Social Workers (NASW)

NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies (www.socialworkers.org).

Benefits of membership in this organization include receiving the Social Work Journal, NASW News, discounts for national and state conferences and workshops, opportunity for liability insurance. The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers.

North American Association of Christians in Social Work (NACSW)

Membership in this organization offers the opportunity to integrate one's religious faith with social work. An annual conference provides additional opportunities to network with other Christian social workers. Benefits of NACSW membership include a subscription to NACSW's quarterly newsletter, Catalyst; subscription to quarterly journal, Social Work and Christianity; discount on a variety of books, monographs, and video and audiotapes; on-line bibliography providing references to books and articles on topics of particular interest to Christians in social work; a mentor program connecting students and new members with longer standing NACSW members; listservs to enable members to correspond on the internet on topics of special interest to Christians in social work; conventions and audio conference workshops at discounted rates; Job Net services; and eligibility for NACSW's Professional Liability Insurance (www.nacsw.org).

Council on Social Work Education (CSWE)

The Council of Social Work Education (CSWE) is a nonprofit national association representing over 3,000 individual members as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the USA.

CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is therefore to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice and to strengthen community and individual well being (www.cswe.org).

Latino Social Workers Organization

Latino Social Workers Organization is a progressive social work organization. The LSWO is a leader in the development of recruitment and retention strategies over the last 10 years. For the past 8 years, the LSWO has focused on cultural competency / responsiveness training. The LSWO has provided "La Familia" Perspective trainings at George Warren Brown School of Social Work, New York University, and University of Wisconsin-Madison SSW, and the University of Chicago SSA, and other schools. The LSWO can be helpful to Schools of Social Work in their recruitment strategies, and or mentoring their

students and alumni. With the increase of Latinos throughout the United States and Canada, the LSWO serves as a key resource for public, non-profit, and private institutions.

National Association of Black Social Workers (NABSW)

NABSW is designed to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level. NABSW is comprised of over 100 membership chapters, and over 30 university and college student chapters throughout the continental United States and the Caribbean. Additionally, affiliate groups are in both West and South Africa. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community (www.nabsw.org).

Social Work Student Organizations

Social Work Club

All social work majors are members of the Social Work Club. The students, with the assistance of a faculty advisor, organize and design the Club. Membership fees are minimal and students are strongly encouraged to participate in the various activities of the organization. The purpose of the club is to involve social work students in issues of mutual concern. On a regular basis, meetings are held with an exciting program planned. The bylaws of the organization are on file with the faculty advisor. Students may obtain an application from any officer of the club or from the Social Work Program.

Phi Alpha Honor Society

The Purpose of Phi Alpha Honor National 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 workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Social Work Advisory Board

The Social Work Advisory Committee consists of community practitioners and student representatives that provide linkage between the Social Work Program and the professional community. The Board meets twice an academic year and provides recommendations and feedback on a variety of issues related to the Social Work Program at Winston-Salem State University. The Presidents of the Social Work Club and Phi Alpha Social Work Honor Society each have a seat on the Social Work Advisory Committee. Any student is welcome to attend advisory meetings.

National Association of Social Work Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

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

Purpose of the NASW Code of Ethics

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

The NASW *Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal

procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

Ethical decision making is a process. 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, and agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A *Code of Ethics* cannot guarantee ethical behavior. Moreover, a *Code of Ethics* cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a *Code of Ethics* sets forth values, ethical

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

Ethical Principles

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

Value: Service

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems.

Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances, social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, 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. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or a former client in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify

with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or 10 conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to 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 relationship¹² when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a

personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

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

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

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

- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

Dishonesty, Fraud, and Deception.

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival

research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Appendix A

Course Descriptions

SOCIAL WORK COURSE DESCRIPTIONS

SOW 3363 Introduction to Social Work (3 Credits)

This course is designed to introduce students to the field of social work. The course focuses upon the historical, philosophical, theoretical, and professional foundations of Social Work. The purpose of this course is to provide students with an introduction to the social work profession, including social work fields of practice, social service agencies, and levels of social work practice. An examination of direct services (micro level practice) and administration/ planning (macro level practice) will be included in this course.

SOW 3368 Social Work Policy I (3 Credits)

This course will introduce fundamental concepts related to social policy, and explore the connection between social policy and social work practice. Working within a historical context we will examine the impact of social, political, and economic factors on social policy formation and implementation. Social policy will be examined from both strengths and problem centered perspective. Critical thinking will be encouraged as we examine the relationships between individuals, institutional, and societal values. Key content areas such as the Social Security Act, health care policy, and welfare reform will be highlighted.

SOW 3369 Social Work Policy II (3 Credits)

This course is a continuation of SOW 3368. This course provides an assessment of policy as it directly affects service delivery. It examines the responsibilities and roles of a generalist worker in policy development, policy clarification, and change in policy implementation. A conceptual as well as analytic framework is presented for the understanding and analysis of social welfare policy. Further, resource allocation as it relates to policy, planning, and service deliver is presented. This course is also designed to help students toward a fuller understanding of the evolution of social welfare policies and services that pertain to families within rural/urban areas that are within rural and urban areas that are in the line with the program goals. The course aims at broadening students' repertoire of various family policies pertaining to ethnic minorities and other oppressed populations, and how to advocate for improving family welfare policies and services to attain greater social and economic justice.

SOW 3370 Human Behavior and the Social Environment I (3 Credits)

This course is the first part of a two part course that deals with human growth and development over the life-span. This course focuses on the development of the individual from conception through middle childhood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on that development. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems.

SOW 4340 Human Behavior and the Social Environment II (3 Credits)

This course is the second part of a two part course that deals with human growth and development over the life-span. This course focuses on the development of the individual from middle adolescence/young adulthood through very old age and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on that development. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. Within the bio-psychosocial context of the person, each stage of development is examined from the psychosocial context of the person,

SOW 3375 Social Work Methods I (3 Credits)

This course is designed to provide students with an overview of the basic knowledge and skills generic to generalist social work practice. Key themes and concepts include: interviewing; relationship building; and assessment as they relate to community-based family practice. The course introduces practice models in relation to populations at risk. Personal and professional values will be discussed, along with the use of self, the importance of evaluation, research and ethics. This course focuses on introductory generalist practice models with diverse populations, with particular emphasis on interventions with vulnerable populations.

SOW 3376 Social Work Methods II (3 Credits)

This is the second practice course in the foundation curriculum and is designed to provide students with an overview of the basic knowledge and skills in order to work with groups and community organizations. The use of generalist social work models as it relates to both group practice and community-based practice provide the primary focus. Key themes and concepts include introductory group practice knowledge for developing various types of groups, groups for populations at risk, general stages of group practice, and assessing group work. Community-based practice themes and concepts include documenting a community, assessing and understanding community problems and concerns, generic community practice skills and the need for social planning and activism. This course focuses on introductory generalist practice models with diverse populations, with particular emphasis on interventions with rural populations and groups that experience social and economic injustices based on racial, ethnic, sexuality, gender, religious, and other factors.

SOW 3302 Social Work Research (3 Credits)

This course presents the conceptual foundations and methods of research in order to help students integrate research knowledge with professional social work practice. The process of research is followed from problem identification to the conceptualization of research questions, sampling, design, measurement, data collection, and analysis. The course makes use of examples and readings that focus on individuals, families, organizations, communities, and diverse cultures. Students engage in the critical analysis of traditional research methods from a diversity perspective, in addition to generating and evaluating alternative methods for their utility in social work.

SOW 4302 Applied Social Work Research (3 Credits)

This course provides an overview of basic research methods and an introduction to basic statistics for social work. Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Major research designs are reviewed, such as single system designs, and students develop skills in collecting, analyzing and using data. Sampling methods, data collection techniques, and statistical and graphical approaches to data analysis are emphasized. Students develop an understanding of probabilistic analysis, quantitative reasoning, and inferential statistics. Students are provided opportunities to do data analysis on microcomputers. The course integrates themes related to multiculturalism, social justice, social change, prevention, intervention and treatment.

SOW 3101 BSW Professional Seminar (1 Credit)

This course introduces and monitors professionalism as evidenced in student's writing skills, the use of scholarship, and the ability to exhibit positive behaviors that will ensure success in social work practice. In addition, This "professional development" seminar is a kind of general, all-purpose forum for discussion of a wide variety of issues related to research, teaching, and other aspects of graduate school and careers (particularly academic and practice careers) in Social Work. Also students will discuss and present their own original research projects.

SOW 3641 Field Instruction I (6 Credits)

This course offers the student practical experience in a social agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 16-18 hours per week in an approved agency setting under the supervision of a staff member. In addition, the students attend a weekly seminar to discuss their experiences. Arrangements to enroll must be made with the instructor of the course at least six weeks prior to the beginning of the semester.

SOW 4641 Field Instruction II (6 Credits)

This course is a continuation of SOW 3541. This course offers the student practical experience in a social agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 16-18 hours per week in an approved agency setting under the supervision of a staff member. In addition, the students attend a weekly seminar to discuss their experiences. Arrangements to enroll must be made with the instructor of the course at least six weeks prior to the beginning of the semester.

SOW 4120 Field Block Instruction (12 Credits)

This course offers the student practical experience in a social agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 30-32 hours per week in an approved agency setting under the supervision of a staff member. In addition, the students attend a weekly seminar to discuss their experiences. Arrangements to enroll must be made with the instructor of the course at least six weeks prior to the beginning of the semester.