

2018-2019 Social Work
Student Handbook

Briar Cliff University
Social Work Department

Dear BSW Student:

Welcome to the Bachelor of Social Work Program at Briar Cliff University. We are pleased to present you with the 2018-2019 BSW Student Handbook, intended to help you understand the program, its mission, philosophy, goals, competencies, requirements, and procedures. In addition to program information, this handbook outlines your rights and obligations as a student. Please read this handbook carefully and note the course scheduling and sequencing needed for you to maximize your educational experience.

Advising is an important component of your BSW education. We urge you to contact your academic advisor at least once per semester and more often if any issues arise. Your advisor will assist you in planning your course schedule, choosing electives, resolving professional issues and considering career alternatives.

The companion documents to this handbook include the *Briar Cliff University Undergraduate Catalog*, the *Briar Cliff University Student Handbook*, and *BSW Field Education Manual*. We hope that these documents will answer many of your questions and should be used along with this BSW handbook. For unanswered questions, please contact your advisor.

Best wishes for a wonderful year and a successful educational experience.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Rembold, MSW". The signature is written in dark ink and is positioned above the typed name.

Liz Rembold, MSW
Social Work Program Director

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Privacy and confidentiality:..... 56

Social work faculty will seek permission to post content (pictures, images, video, text) of students, agency constituents, and colleagues on any social media platform. 56

Social work faculty will follow FERPA and institutional policies to protect the privacy of students’ educational records by not revealing information about grades, course enrollments, class schedules, student performance, etc. on any social media platform or through electronic communications..... 56

Boundaries: 56

- Friending: Social Work faculty will not accept friend requests from current students on social media sites such as Facebook and Instagram. Social work faculty may accept friend requests from students after graduation. Students are invited to “like” the “Briar Cliff Social Work Students and Alumni” Facebook page to stay up to data on program events..... 56
- Use of Search Engines: It is NOT a regular part of BCUs social work program’s practice to search for students on Google or Facebook or other search engines. However, many of our agencies do search on these sites for student information prior to field placement interview. If an agency, student, or colleague reports content concerns on social media, the program will search for that content. These situations do not occur frequently. However, please keep in mind that when this type of circumstance arises, the social work program will investigate. 56
- E-mail: Social work faculty will use your University e-mail to contact you. Do not use your personal email account to correspond with the social work department..... 56

Used and adapted with permission..... 56

Hitchcock, L.I. & Curington, A. (2017, February 20). Modeling Practice: Social Media Guidelines in Social Work Field Education [Blog Post]. Retrieved from: <https://www.laureliversonhitchcock.org/2017/02/20/modeling->

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Introduction

A Brief History of the Development of Social Work at Briar Cliff University

The social work program at Briar Cliff University emerged from an applied sociology department that had a focus on social justice. Sister Muriel Ford MA sociology had students in field work as early as 1945. The program was forward-looking and a constituent member of CSWE long before accrediting began. During Sister Muriel's tenure, sociology majors primarily became teachers or social workers. In 1972 Sister Grace Ann Witte Ph.D. sociology, chairperson of the sociology department, organized a self-study with an MSW consultant to determine the best educational preparation for future BCU students. Fred Rand MSW was hired in 1973 to begin teaching social work courses in addition to the original course in child welfare, develop a major, and prepare for accreditation. Sister Grace Ann Witte and Fred Rand wrote the first self-study in January 1975 and submitted the materials to CSWE. Sylvia Kuennen MSW and John Cordoue Ph.D. MSW were hired in 1975 and Sylvia Kuennen MSW became director of the program that fall and hosted the first site visit. The program was accredited retroactive to 1974 the first year accreditation was possible. Initial accreditation was for three years and then a one-person site visit was held in 1978 and accreditation was re-affirmed. Subsequent site visits were every 8 years and the program has been continuously accredited since that time. The most recent reaffirmation of Briar Cliff University's social work program by the Council on Social Work Education was in June 2018.

Educational Purpose.

Social Work majors are prepared as entry-level generalist social workers upon graduation with a Bachelor's degree from Briar Cliff University. Our graduates of the on-campus program are highly regarded by the social services community and are sought to fill the social work needs in the Siouxland area. Students are also prepared for graduate studies upon graduation. Graduates of on-campus social work program have been consistently successful in finding employment in the Si

Our school is dedicated to providing education and training for students to fill jobs in traditional and newly emerging areas where a Bachelor's degree is considered the appropriate entry level as well as in areas formerly reserved exclusively for Master of Social Work graduates. Some of the traditional areas are children and families, gerontology, people with disabilities, military, veterans and military families, immigrants and refugees, substance use and abuse, health care, mental health care, schools, public health social work, political social work and community practice.

Nondiscrimination and Human Diversity

Briar Cliff University's social work program conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.

Discrimination Position Statements

Value Statement/Program Philosophy: The social work program is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program. Briar Cliff University's social work program is committed to making extensive efforts to address ethnic, racial, cultural, gender and lifestyle diversity issues in each course. Major objectives include: recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity; and understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the social work program is committed to:

- understanding the implication of living in a diverse society;
- developing self-awareness of all actors in the educational program of their own attitudes and prejudices;
- promoting the role of the social worker in working for social justice and resolving social problems.

Problem Definitions: Concerns of the social work program which are addressed in this position statement are based on the following definitions:

Racism, Sexism, Ageism, and Other –isms: any attitude, action or institutional structure which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.

Prejudice: an unfavorable opinion or feeling toward a group or its individual members that are formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.

Stereotyping: one prejudicial attitude that superimposed on the total race, sex, age, religion or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same

stereotyping process operates with people who are elderly, disabled, homosexual, of a certain religion, ethnic group, etc.

Discrimination: a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an “out-group.”

Position Statement

Briar Cliff University’s social work program does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The social work program does not condone or accept any prejudicial attitudes in regard to any person because of that person’s membership in a particular group.

Consistent with the program’s commitment to diversity and social justice, the development of the self- awareness of all actors in the educational program of their own attitudes and prejudices will be promoted.

In relation to discriminatory behaviors, more specific procedures and actions will be taken. The social work program fully supports and adheres to Briar Cliff University’s non- discrimination policies:

“Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law”

Briar Cliff University’s social work program reaffirms its commitment to non-discrimination in the following statement: *“The social work program conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.”*

What is Social Work?

Social Work: Is It For You?

Before going any further into this handbook, let’s begin with what social work is all about. Social Work is involved with and for people on many levels. Social Workers help individuals, families, and groups in dealing with relationships, solving problems, and coping with the many social and environmental concerns, which affect and control daily life. Social work is concerned with ensuring the responsiveness and effectiveness of the social institutions to which we look for needed resources in life. Social workers are concerned with the interaction between people and their social environment and institutions. Social workers are concerned with societal conditions in their efforts to improve the quality of life.

- Social work is helping people to cope more effectively with their world and helping the community meet the needs of its citizens.
- A generalist social worker is one who uses basic knowledge, skills, values, and ethics to assist people in becoming self-actualized and to assist the environment to function to its potential for the benefit of people.
- Social work involves a compassionate concern and respect for others from all kinds of ethnic, cultural, and lifestyle walks of life.

Social Work: Is it for you?

In the final analysis, only you can really make the decision about whether you have what it takes to be a social worker and whether it is something you want to do. The following questions can assist you in making a determination about social work as a major and personal profession. For further help in making a decision about whether a major in social work is right for you, seek out professional social workers in the community, students who are majoring in social work, and the social work faculty to discuss your interests and aptitudes.

Are you genuinely interested in people of all kinds? Social workers are committed to helping people regardless of racial, economic, cultural, and other differences. Prejudice does not fit with the values of the profession.

Do you believe in human potential for growth and change? Social workers have faith that everybody has some inner strength and that people can change, given the chance.

Do you have patience, perseverance, and the ability to follow through? Social workers should be hard to discourage, always resourceful in seeking new ways to help clients. "Social work is involvement and commitment in working together with people and society in order to accomplish a goal. This means "stick-to-it-ness."

Do you work well with people? Social workers need to get along with clients, colleagues and other professional workers. The ability to resolve conflicts constructively is essential for effective social work practice.

Are you interested in your own personal growth and well-being? Social workers must be aware of themselves and their own struggles so they do not get "mixed up" with the clients troubles. Social workers must be willing to know themselves and take care of themselves.

Are you interested in developing your problem-solving abilities? Social workers are interested in what makes people tick, in worldwide current events, in picking out key facts from stacks of data, and, in taking responsibility to assist client systems in making important decisions.

Are you interested in the larger picture? Social workers care about the state of the nation and of the world, sees each human problem in its relationship to the whole community, and works for various issues such as better housing, better health services, better schools, and better wages.

Are you interested in using scientific methods to work with people? Social workers engage in research-informed practice and are proactive in responding to the impact of context on professional practice. Social work is a growing profession that requires engaged, thoughtful, active, practitioners prepared to assist individuals, families, groups, organizations, and communities meet their potential.

The Briar Cliff University Social Work Program

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice

The program at Briar Cliff University leading to the bachelor's degree in social work seeks above all to provide a quality educational experience which will meet the needs and aspirations of students who are oriented toward the profession of social work. The program is designed to develop a liberally educated person with a generalist professional preparation in social work; thus the graduates of Briar Cliff's program have the knowledge, values, and skills which prepare them for entry-level practice positions in social work and for graduate social work education.

The social work program at Briar Cliff has been continuously accredited by the Council on Social Work Education since 1974. The social work program is based on the Curriculum Policy Statement of the Council on Social Work Education (cf. Appendix A). This accreditation, for example, enables graduates to both to enter the Department of Human Services in the State of Iowa at a Social Worker II level and be accepted by many graduate schools with advanced standing. (Graduate school catalogs are available in H-327.)

Program Purpose:

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an “academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice.”

Program Mission Statement:

The Briar Cliff University Social Work Program is based on the Franciscan tradition of service, caring and openness to all. It provides an academically challenging curriculum that enables students to integrate and apply the knowledge, values, skills, and cognitive and affective processes of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice.

Program Goals:

Briar Cliff University’s Baccalaureate Social Work Program is committed to the following:

1. Provide students with the social work foundation knowledge and skills necessary for effective communication and critical thinking
2. Provide students with the skills necessary for applying the social work values and ethics necessary for professional practice (Competency 1).
3. Prepare students with the skills necessary for ethical generalist practice with diverse client systems at the micro, mezzo, and macro level (Competency 2)
4. Provide students with the information necessary to understand the forms and mechanisms of oppression and discrimination so students are empowered to take an active role in addressing social problems by applying strategies of advocacy and social change that advance social and economic justice (Competency 3)
5. Prepare students to engage in entry-level social work practice that is informed by the best available evidence (Competency 4):
6. Use policy practice skills to analyze, formulate, and influence social policy change: (Competency 5)
7. Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities (Competencies 6,7,8,9)
8. To instill in students a commitment for continued personal and professional growth. (competency 4)

Program Objectives

Students of Briar Cliff University’s Baccalaureate Social Work Program will do the following:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Briar Cliff University's Social Work Program Core Competencies ¹

The Briar Cliff social work program is designed to develop nine core competencies outlined in the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies are listed below followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that are used to operationalize the curriculum and assessment methods in the Briar Cliff social work program. Each of these competencies is consistent with the Briar Cliff University and social work program's missions and goals.

Competency 1–Demonstrate Ethical and Professional Behavior

¹This section is adapted from the CSWE 2015 EPAS, retrieved from www.cswe.org/Accreditation/

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 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 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, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, 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 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 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 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. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. 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;
- engage in critical analysis of quantitative and qualitative research methods and research findings; and
- use and translate research findings 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 and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- assess how social welfare and economic policies impact the delivery of and access to social services;

- critically analyze and promote 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 their utility 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:

- apply knowledge of human behavior and the social environment and practice context 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 the implications of those theories for 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. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect, organize, and critically analyze and 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 methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. Social workers:

- 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 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 methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for 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 and macro levels.

Guiding Framework for Generalist Practice

The program's framework embraces a **general method of social work practice**, as well as an **ecological perspective of generalist social work practice**. These serve as systematic guidelines in the preparation of students for practice.

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Discussed and advanced by the Baccalaureate Program Directors [BPD] *Social Work Continuum Committee* and approved by the *Board of Directors*, 2006.)

The generalist social worker should be grounded in systems theory with an ecological perspective. This view of social work practice is one that focused on the interactions of client systems in relation to their environments. In ecological-systems theory, the interactions and interdependence between the client system and its environment are crucial for the life of each. Any change in one may have a positive or negative effect on the other. Highlighted in this approach is the complexity and diversity of client systems and the various systems that constitute their environment as they interact continuously for survival, growth and maximization of potential. This approach helps to clarify and to reinforce for social workers the perspective of person-in-environment. It is not enough to look at people and/or environment; the worker must bring a commitment to the reality of the interactions between the person and the environment and to the potential of these interactions.

Curriculum

Required Course Work

The academic classroom and field components of the social work program have been developed to flow from the mission of the institutions, to be consistent with the Educational Policy and Accreditation Standards for the undergraduate program established by the Council on Social Work Education, and to operationalize the overall program goals and objectives.

The social work curriculum is based on a liberal arts foundation. Along with these requirements, students complete specific supporting course requirements in general psychology, developmental psychology, introductory sociology,

sociology of the family, race, ethnic, and gender inequality, and human biology required by the social work program.

The coursework within our social work program reflects a progression of learning, which we believe will best prepare competent generalist practitioners who have the knowledge, values and skills necessary to demonstrate the core competencies of generalist practice. The BSW program Briar Cliff University embraces a **general method of social work practice**, as well as an **ecological perspective of generalist social work practice**. These serve as systematic guidelines in the preparation of students for practice.

The program is designed to prepare the student for beginning level professional practice at the BSW level as well as for graduate study. The purpose of our undergraduate curriculum is to prepare students for beginning professional generalist practice with client systems of all sizes (individuals, families, small groups, organizations, and communities).

A variety of elective courses in social work are also offered. Social work students are able to complete double majors or minors in other academic areas.

Included in the major requirements is a minimum of 450 hours of field education completed in the final semester of the senior year. Field education provides the opportunity to integrate and apply the knowledge, values, and skills learned in academic courses to actual social work situations to develop the core competencies identified as essential for beginning generalist practice.

Liberal Arts Requirements

Briar Cliff University is committed to the total development of the student through a liberal arts education. Students generally take the majority of their liberal arts courses during their freshman and sophomore years. The opportunity to take more liberal arts courses than the minimum is available to social work majors since the number of courses in social work a student may take at Briar Cliff University is generally 42-semester credits, with 82-semester credits outside of the major required. See the *Briar Cliff University Catalog* for details.

Campus Program

In order to meet expected educational outcomes, the campus social work major requires students obtain a minimum of 42 social work credit hours in the major, including a nine-credit field seminar. Campus students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates must complete a total of 124 credit hours to meet the graduation requirements of the University.

Online Degree Completion Program

To achieve the educational outcomes for the online BSW degree, the major requires a minimum of 42 required social work credit hours, a required theology/Franciscan core 3-credit online course, and a required Digital Literacy for Academic Endeavors 1-credit online course. Online degree completion students are expected to transfer in with their associate's degree or at least 78 approved college credits. Online degree completion students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates must complete a total of 124 credit hours to meet the graduation requirements of the University.

Students accepted into the online social work degree completion program must first fulfill the admissions requirements of Briar Cliff University. A two year associate's degree or 62 college credits in a related field are required prior to enrollment. A minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) is required for acceptance. Grades previously earned will be counted as credit, but will not be calculated as part of applicant's cumulative grade point average at Briar Cliff. A maximum of 90 transfer credits can be accepted from other institutions.

Briar Cliff University Online Degree Completion Application Procedures

Briar Cliff University offers fully online degree completion programs in several undergraduate majors. A two year associate's degree or 62 college credits in a related field are required prior to enrollment. A minimum 2.0 (on a 4.0 scale) cumulative Grade Point Average (GPA) is required for acceptance. Grades previously earned will be counted as credit, but will not be calculated as part of applicant's cumulative grade point average at Briar Cliff. A maximum of 90 transfer credits can be accepted from other institutions.

Application Procedures

1. Complete an application for admission at <https://www.briarcliff.edu/admissions/apply-now/onlinece-application> or by calling the Office of Admissions.
2. Provide official transcripts from each post-secondary institution previously attended to the Office of Admissions.
3. Official high school or GED transcripts are also required for applicants completing a first undergraduate degree.
4. Complete the Free Application for Federal Financial Aid at www.fafsa.gov. The BCU institution code is 001846.
5. The Online Bachelor of Social Work and Online RN-BSN have additional admission requirements.

For more information and specific program requirements, see www.briarcliff.edu/degree-completion.

Course requirements for campus students:

Twelve courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 360, 370, 370L, 01IS, 14IS, 375, 380, 443, and 444 as well as a minimum of two social work electives.. In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151. The following courses are required prior to SOCY/SWRK 340: MATH 150 or 200 or SOCY 341. General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or 200, CORE 100, CORE 120M, CORE 101, CORE 130/131 and PHIL 210 or 212 or THEO 204, a quantitative literacy reinforcement course, and two aesthetic courses. Spanish or another foreign language is required of traditional social work majors. The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

Course requirements for online students:

Twelve courses in social work including SWRK 230, 320, SOCY/SWRK 340, SWRK 360, 370, 370L, 01IS, 14IS, 375, 380, 443, and 444 as well as a minimum of two social work electives. In addition, students are required to take THEO 107 and LIBS 301, required of all online social work degree completion students. In addition, the following liberal arts courses are required prior to SWRK 320: SOCY 124, SOCY 235, PSCY 110, PSYC 280, BIOL 102 or BIOL 151. The following courses are required prior to SOCY/SWRK 340: MATH 150 or 200 or SOCY 341. General education requirements include SOCY 140 or SOCY 240, PSCI 101 or HIST 231 or 232, MATH 105 or 111 or 150 or 200, and PHIL 210 or 212 or THEO 204, and one aesthetic course. The social work faculty will certify the general education service component and competencies in information technology, moral/ethical reasoning, oral communication, writing, quantitative literacy, reading, and critical thinking in the major.

Required Liberal Arts Base for Campus Students:

CORE 100	Required Franciscan Life
CORE 101	Required Franciscan Experience class for first year students in selected discipline
CORE 110	Franciscan Life Online course is the required Franciscan Life course for all campus students transferring to Briar Cliff with 15 hours or more of transfer credits, and not part of the freshman cohort.
CORE 120	Freshman Seminar
CORE 131	Writing in the Digital Age
LIBA 410	Global Society OR LIBA 420, SOCY 428, MUSC 425 (fulfill the Global Engagement Foundation and satisfy the Critical Thinking competency requirement)
MATH	Quantitative Literacy (QL) courses (3 hour MATH course & 3 hour reinforcement course)
SOCY 124	Principles of Sociology
PSYC 110	Introductory Psychology
BIOL 102	Human Biology
SOCY 240	Race, Ethnicity, and Gender
SOCY 235	Sociology of the Family

PSCI 101 American Government or HIST 231 or HIST 232 History of the US
 PHIL 210 Ethics or THEO 204 Christian Morality
 PSYC 280 Developmental Psychology
 THEO One course, except 204

Two courses from Aesthetics category (from two different disciplines).

Campus students satisfy the Foreign Language competency requirement by either completing 2 full years of a single foreign language in the high school, or two semesters of foreign language at the college level. American Sign Language is not an approved foreign language at Briar Cliff.

Required Liberal Arts Base for Online Degree Completion Students:

BIOL 102 Human Biology
 MATH Quantitative Literacy (QL) course
 SOCY 124 Principles of Sociology
 SOCY 240 Race, Ethnicity, and Gender
 SOCY 235 Sociology of the Family
 PSCI 101 American Government (or HIST 231 or HIST 232 History of the US)
 PSYC 110 Introductory Psychology
 PSYC 280 Developmental Psychology
 PHIL 210 Ethics or PHIL 212 Ethics in Business or THEO 204 Christian Morality *EM
 WRTG 109 Introduction to College Writing
 WRTG 159 Contemporary Argument and Research
 THEO 107 Christianity and Franciscan Traditions
 LIBS 301 Digital Research for Academic Endeavors
 An Aesthetics Course
 Plus additional general education courses accepted by Briar Cliff University

Required Social Work Courses for Campus Students:

SWRK 230 History and General Method of Social Work
 SWRK 320 Human Behavior and the Social Environment
 SWRK 340 Social Science Research Methods
 SWRK 360 Social Issues and Policy
 SWRK 370 Social Work Practice I
 SWRK 370L Social Work Practice I Lab (1 credit hour)
 SWRK 375 Social Work Practice II
 SWRK 380 Social Work Practice III
 SWRK 443 Field Work (9 credit hours)
 SWRK 444 Field Work Seminar (2 credit hours)
 SWRK 1 IS Introduction to Field Work (1 credit hour)*
 SWRK 14 IS Community Organization (1 credit hour)

*Course must be passed with a B or higher

Required Social Work Courses for Online Degree Completion Students:

SWRK 230 History and General Method of Social Work
 SWRK 320 Human Behavior and the Social Environment

SWRK 340	Social Science Research Methods
SWRK 360	Social Issues and Policy
SWRK 370	Social Work Practice I
SWRK 370L	Social Work Practice I Lab (1 credit hour)
SWRK 375	Social Work Practice II
SWRK 380	Social Work Practice III
SWRK 443	Field Work (9 credit hours)
SWRK 444	Field Work Seminar (2 credit hours)
SWRK 1 IS	Introduction to Field Work (1 credit hour)*
SWRK 14 IS	Community Organization (1 credit hour)

*Course must be passed with a B or higher

Social Work Electives for Campus Students:

Students in the campus program must take at least two additional 3-credit social work elective courses or a total of 6 social work electives. The electives offered in the online social work degree completion program are:

SWRK 130	Introduction to Social Work
SWRK 300	Bereavement
SWRK 335	Substance Abuse and Addiction
SWRK 325	Mental Health
SWRK 345	Child Welfare
SWRK 365	Documentation and Record Keeping
SWRK 355	Law: Child Abuse and Neglect
SWRK 390	Grant Writing
SWRK 465	Gerontology
SWRK 475	Independent Research

Social Work Electives for Online Degree Completion Students:

Students in the online degree completion social work program must take at least two additional 3-credit social work elective courses or a total of 6 social work electives. The electives offered in the online social work degree completion program are:

SWRK 300	Bereavement
SWRK 325	Mental Health
SWRK 335	Substance Abuse and Addiction
SWRK 345	Child Welfare
SWRK 365	Documentation and Record Keeping
SWRK 390	Grant writing
SWRK 465	Gerontology
SWRK 475	Independent Research

Planning Form for Campus Program Social Work Students – 4 year guide

In order to meet expected educational outcomes, the campus social work major requires students obtain a minimum of 42 social work credit hours in the major, including a nine-credit field seminar. Campus students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student's choosing to meet BCU's required liberal arts base. Graduates must complete a total of 124 credit hours to meet the graduation requirements of the University.

Year	Semester I	Semester II
FIRST YEAR (15 - 18 credits each semester)	CORE 100 (Required Franciscan Life) CORE 120M CORE 131* (unless need CORE 130) PSYC 110 (required intro to psychology) First Aesthetics (required)	BIOL 102 (required biology) Second Aesthetics Course (required) SWRK 130 (elective intro to social work) SOCY 124 (required principles of sociology) CORE 131 (if needed CORE 130 in Sem. 1) CORE 101 Franciscan Experience
SOPHOMORE YEAR (15 - 18 credits each semester)	SOCY 235 (required family) SWRK 230 (required history & general method of social work) MATH 200 (to meet basic level of QL competency or other MATH course) Elective (or SPAN 101* recommended for those who need foreign language)	PSYC 280 (required developmental) SOCY 240 (required race, gender, ethnicity) THEO (required theology RE general education course) THEO 204/PHIL 210 (required ethics course) PSCI 101 or HIST 232 (required history of the United States course)
JUNIOR YEAR (16 credits each semester)	SWRK 320 (required human behavior and social environment) SOCY 341 Essentials of Statistics OR MATH 200 Statistics SWRK Elective (SWRK 345 child welfare or SWRK 355 child welfare and the law – alternating years) Elective (3 credits) or required CORE 110 Franciscan Life for transfer students (2 credits) Elective (3 credits)	SOCY 341 Social Sciences Research Methods SWRK 350 (elective corrections) SWRK 360 (required policy) SWRK 370 (required micro) SWRK 370L (required micro lab) Elective (or SPAN 102* recommended for those who need foreign language)
SENIOR YEAR (16 - 17 credits each semester)	LIBA 410 SWRK 375 (required mezzo – group work) SWRK 1 IS (required introduction to field practicum) SWRK 14 IS (required 1 credit community organization) SWRK Elective (SWRK 465 gerontology or SWRK 325 mental health – alternating years) Elective (3 credits) Elective (2-3 credits)	SWRK 380 (required macro) SWRK 443 (required internship – 9 credit hours) SWRK 444 (required seminar – 2 credit hours) SWRK Elective (SWRK 390 grant writing 2 credit hours)
Important Notes:	Need 124 hours for graduation. May transfer 62 hours from community college (64 from WITCC); last 30 hours must be from BCU.	

Planning Form for Social Work Online Degree Completion Students – Two year guide (2018-2019)

To achieve the educational outcomes for the online BSW degree, the major requires a minimum of 42 required social work credit hours, a required theology/Franciscan core 3-credit online course, and a required Digital Literacy for Academic Endeavors 1-credit online course. Online degree completion students are expected to transfer in with their associate’s degree or at least 78 approved college credits. Online degree completion students must have completed all Briar Cliff general education credits or transfer approved equivalent courses, completed all required University foundations and competencies plus approved elective credits of the student’s choosing to meet BCU’s required liberal arts base. Graduates must complete a total of 124 credit hours to meet the graduation requirements of the University.

First Semester Online Courses	Second Semester Online Courses	First Year Summer Courses
<p>Year One – 10 credits:</p> <p>SWRK 230 - History and General Method of Social Work (3 credits)</p> <p>SWRK 320 - Human Behavior and the Social Environment (3 credits)</p> <p>LIBS 301 – Digital Research for Academic Endeavors</p> <p>SWRK Elective (3 credits)</p>	<p>Year One - 8 credits:</p> <p>SWRK 360 - Social Issues and Policy (3 credits)</p> <p>SWRK 370 - Social Work Practice I (3 credits)</p> <p>SWRK 370L - Social Work Practice I Lab (1 credit)</p> <p>SWRK 01 IS - Introduction to Field Work- 1 credit</p>	<p>Year One – 6 credits</p> <p>SWRK elective- (3 credits)</p> <p>THEO 107 (3 credits)</p>
Third Semester Online Courses	Fourth Semester Online Courses	Second Year Summer Courses
<p>Year 2 – 10 credits:</p> <p>SWRK 14 IS - Community Organization (1 credit)</p> <p>SWRK 375 - Social Work Practice II (3 credits)</p> <p>SOCY 340 - Social Science Research Methods (3 credits)</p> <p>SWRK Elective (3 credits)</p>	<p>Year 2 – 14 credits:</p> <p>SWRK 380 - Social Work Practice III (3 credits)</p> <p>SWRK 443- Field Work (9 credits)</p> <p>SWRK 444 - Field Work Seminar (2 credit)</p>	<p>Year 2 -:</p> <p>Additional courses that may be needed for graduation.</p>

Career Preparation

Students are encouraged to begin thinking about possible field placements and career preparation early in their academic planning. In the sophomore course SWRK 230 students complete a 2- 5 hour a week (total of 24 hours) volunteer placement. (This will partially meet the Briar Cliff University community service requirement). Placements have included the Department of Human Services, nursing homes, hospitals, and community centers. In addition, students are encouraged to be active in such Briar Cliff activities as student government, Peer Advising (PAL), Resident Assistant (RA), or BC Cares. Briar Cliff Career Services sends emails about job openings, provides assistance with the development of resumes, and is available for career help.

Required Field Education

Field education is considered the signature pedagogy in social work education. It is in field where students have the opportunity to apply theory to real work situations and is designed to complement the student's academic work and educational goals. In the senior year, campus students complete 450 hours of field placement in a local agency during the spring semester. Online students help identify and work with field instructors and the Director of Field Education in developing an effective learning contract for their field experience. The 450 internship hours is completed during the second year of online studies and after the completion of all the prerequisites. The completion of all prerequisites is a requirement for both online and campus students.

The Director of Field Education or designated Field Liaison will utilize technology to facilitate video conferences to provide orientation, field instruction training, and to continue dialog with field education agency and field instructors. In Siouland geographic area, the Director of Field or designated Field Liaison may travel to internship sites.

Credential requirements for online field education faculty and supervisors will remain the same as for the campus program and are outlined in the Social Work Field Manual Students accepted into the online program will complete their field education requirements over one semester.

Admission to Major

Campus Program

When you declare a social work major, you will be assigned a social work advisor, however, there is a formal application to the major in the second semester of junior year. Advisors in the major are assigned at this time if they have not been already assigned. Declaration of a major does not guarantee acceptance to the social work program. Students who wish to be accepted to the social work major need to complete the steps described on page 30.

Online Program

Students interested in acceptance to the online social work program need to complete the steps described on page 30. Students in the online program will be accepted to the university and program first and then will complete the steps below to declare their major.

Declaring the social work major

Declaring the major is easy.

1. Go to the registrar's page: <https://www.briarcliff.edu/forms/declaration-of-major/minor/>.
2. Select "Bachelors of Social Work" and complete the rest of the required fields
3. Select Submit.

Registering for classes

Students in both the campus and online social work programs must meet with their advisor in order to register for classes. On campus students will meet with their advisor face-to-face after signing up for an advising time. On campus advisors will either ask advisees to sign up for times via Starfish or will post advising times outside their office door. Online students will meet with their advisor via video conferencing. Students will sign up for an advising time via Starfish. Students should look for information about advising about one week prior to first day of advising. Information about advising is also posted in the social work department newsletter published each fall and spring.

Viewing registration:

Once you have been registered for courses, you may view your course schedule in WebAdvisor. Here is a video explaining how to view your registration:
<https://vimeo.com/bcuedtech/review/178235776/72248fdf81>

Add/Drop and Withdrawing:

Students may add or drop classes in their schedules with the help of faculty advisors. Classes may be added or dropped within the first two days of the semester only. During the next three days, courses may be added and dropped by picking up a Change in Registration form from the Office of the Registrar or by printing the Change of Registration form located on the Briar Cliff University website at [http://www.briarcliff.edu/academics/registrar](http://www.briarcliff.edu/academics/registrar;);

click on Add/Drop class. After the first week, however, only the Registrar's Office may change a student's schedule.

Students must seek written instructor approval before adding a class after the first two days of a semester. Adding a course will require the instructor's signature approval during this three day period. Once the signature approval is returned to the Registrar's Office, the course will be added to the student's schedule. Dropping a course during this period will be completed in the Registrar's Office. Students may withdraw from classes through the "last day to withdraw" date in a term. To withdraw from classes students need written consent both from their faculty advisor and from the instructor of the class from which they wish to withdraw and the last date of attendance or class participation. When the deadline for withdrawing from a course has expired, students may withdraw but will receive a grade of 'WP' for withdraw passing or 'WF' for withdraw failing. 'WP' grades do not impact cumulative GPA. 'WF' grades calculate into cumulative GPA the same as an 'F' grade. Withdrawing from a course that is not the entire length of the semester will switch to the penalty grading at the 70% mark in the course duration. Any course not dropped within the drop period will be charged to the student's account.

To withdraw from all courses during the semester, please contact your advisor. Your advisor will contact the Director of Academic Achievement, Jessie McCormick who will then ask that you complete a withdraw form. You must complete and sign the withdraw form and return to the Director of Academic Achievement. You will not be withdrawn from courses until the form is completed, signed, and returned.

Minors

There are many options for minors at Briar Cliff University. Minors can be useful to a social work major as they provide a second or third set of knowledge, values and skills. The social work program offers a Gerontology minor.

Gerontology Minor

Developed by the nursing, psychology and social work departments, the interdisciplinary gerontology minor prepares students in any discipline to work with other people in a rapidly changing population. Students from all disciplines benefit from studies of the aging population. An interdisciplinary minor provides the vehicle for organized gerontological studies for any student in any of the academic programs. Courses required for the 18-credit hour interdisciplinary minor include the following:

Requirements: One course from the following BIOL listing: BIOL 102, BIOL 221, or BIOL 240; NURS 356; PSYC 110 and PSYC 355; SOCY 124; SWRK 465; and a gerontology internship. Elective courses include: NURS 46IS and NURS 51IS; and SWRK 97IS.

Social Work Program Admission Requirements

Campus Program Admission Requirements:

Students take some social work courses prior to admission to the major, which occurs in the spring of their junior year. To be formally accepted into the social work major, the student will:

1. Have junior standing.
2. Have completed SWRK 230 and SWRK 320
3. Have a cumulative GPA of 2.0 at time of admission to the major.
4. Complete a the Social Work Program Application available here: <https://www.briarcliff.edu/admissions/apply-now/onlinece-application>
5. Complete a writing sample
6. Achieve a C- or above in all social work courses.
7. Submit a copy of current transcript. (Unofficial copy is acceptable.)
8. Complete an interview with the program director
9. Be reviewed and approved by social work faculty.

Online Program Admission Requirements:

1. Apply to and be accepted to Briar Cliff University.
2. Have at an Associate's degree in Human Services or a related field or at least 78 transfer credits.
3. Have a cumulative GPA of 2.0.
4. Take the online learning readiness assessment, to see if you're ready for an online program.
5. Complete the online Social Work Program Application available here: <https://www.briarcliff.edu/admissions/apply-now/onlinece-application>
6. Submit at two letters of recommendation. The letters of recommendation must come from an academic and or professional source. The program prefers a letter of recommendation from one academic source and one professional source. However, we understand you may have difficulty obtaining a letter of recommendation from an academic source if you've been out of school for a significant period of time. The form for submitting letters of recommendation is available here: <https://www.briarcliff.edu/academics/departments/social-work/social-work-program-application/letters-of->

- recommendation/
- 7. Complete writing sample
- 8. Submit official transcripts from all universities attended
- 9. Be reviewed and approved by social work faculty.

If the student successfully completes the admission application, the interview, and is maintaining a 2.0, the student is accepted into the program. If the Program Director is in doubt about accepting a student, the Program Director presents those doubts to the social work faculty.

Description of Admissions Procedures

1. All admission to the major forms are distributed and explained in fall semester of junior year in SWRK 320 Human Behavior and the Social Environment
2. Meeting with program director in February or March of junior year

Purposes

1. To meet with the student individually to discuss educational plans and needs.
2. To assess the student's academic and social potential for successful completion of the social work program.
3. To make a recommendation about acceptance into the major.

What can you expect to happen during the interview with the Program Director?

A review of your Social Work Program application, transcript, and writing sample. During the meeting, the program director will consider factors such as academic functioning motivation, commitment, experience, background, existence of any patterns of inappropriate behavior and future goals. Students are encouraged to ask questions and share concerns. If there are any concerns, that concern is shared openly and discussed. The program director will forward the recommendation to accept you into the major to the full-time faculty.

Review and approval by social work faculty in the decision about accepting you into the major will be made in a meeting of the full-time faculty.

1. If you are accepted, an official letter of acceptance will be sent to you.
2. You may be accepted conditionally pending satisfactory

completion of an identified requirement (e.g., improvement in one or more of the Standards for Retention).

3. If you are not accepted, because a requirement is not met or for some other concern, you will be asked to reschedule with your advisor, and possibly the BSW Program Director, to discuss the issues and your options.

If you are not satisfied with the decision made by the faculty you may proceed with your grievance through the normal grievance procedure as outlined later in this handbook.

Conditional Admission:

Students who do not meet the regular acceptance criteria may be admitted to Briar Cliff University's social work program conditionally because exam results, prior grades or other academic indicators suggest that they may be able to succeed at college level work. Conditionally admitted students who fail to earn a 2.0 GPA during their first semester must meet with their academic advisor and follow his/her recommended course of action. All full-time conditionally admitted students must limit their academic load to 13 hours of credit per semester. Following academic assessment tests, conditionally admitted students will be required to register for appropriate developmental courses. Student performance is monitored by the academic advisor Program Director. Once the student meets the criteria for full acceptance to the program, the student is notified via email in a formal letter to their Briar Cliff University email of their acceptance to the program. If the student does not meet the academic, professional or ethical standards of the program the student is notified via email to their Briar Cliff University email in a formal letter indicating that they have not met the admission standards to the program.

Appealing Denial to Social Work Program Major

If the faculty decide that the student does not have the capacity and suitability for a career in social work the student is not accepted into the major. The student may appeal the admissions process. This appeal includes:

1. Presentation of proper documents: admissions applications, transcript with evidence of 2.0 and letters of reference from two non-related references, preferably citing evidence of student's ability for a career in social work.
2. Selection by the student of two student representatives and two off campus social work personnel or other faculty.
3. The above named in conjunction with the social work faculty of the Department of Social Work will compose the Admission Appeals Committee.

After presentation of the documents and an interview by the committee, the committee will vote by secret ballot.

In addition, the Department of Social Work has committed itself to the principle that there shall be no discrimination on the basis of race, religion, creed, color, gender, age, disability, sexual orientation or national origin in any of its policies, practices, or procedures.

Notification of Applicants of Decision and Any Contingent Conditions Associated with Admission

Applicants to the campus program will notified face to face when admitted and when not admitted to the social work program as well as any contingent conditions associated with their admission to the program. Applicants to the online program will be notified via email to the email address identified on their social work program application when admitted and when not admitted to the social work program as well as any contingent conditions associated with admission. The student's progress toward meeting admission requirements will be monitored by the Program Director and the Program Coordinator. The student will be informed of formal admission to the program either face-to-face or via email to the student's Briar Cliff email account. Student's who do not meet the conditional acceptance requirements will be informed either face-to-face or via email to the student's Briar Cliff email account.

Consideration of Criminal Record

As part of the application process, each BSW Program applicant is asked if he or she has a criminal record, including a history of any felony convictions. Conviction of a criminal offense does not necessarily bar an individual from becoming a social worker or from making a major contribution to society. Applicants for admission to the Department of Social Work are evaluated based on their overall qualifications. However, applicants are advised that a criminal conviction could prevent them from being placed in some practicum and agency settings. In addition, it may prevent him or her from being licensed, certified, or registered to practice social work in some states and jurisdictions. Students are also asked if they have ever been dismissed from an undergraduate program for academic or nonacademic reasons. If the answer is affirmative, then the student is required to provide additional information so his or her application can be evaluated in light of all of the facts (adapted with permission from Washburn University).

Consideration of Personal Situations and Conditions

Social workers must adhere to the Code of Ethics even when they are not officially "on the job." The standard states, "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities" (NASW ethical

standard *4.03 Private Conduct*). It is important that students consider any personal situations or conditions that may create challenges for them as a social worker.

Additionally, social workers must assure that “their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance” (NASW ethical standard *4.05 Impairment*).

Students are expected to disclose and describe all personal situations and/or conditions that they believe fit within these two NASW standards and how they know that they are ready to begin their professional internships. Students who have diagnosed mental disorders, including recovery from substance abuse, are asked to request a written statement from their mental health professionals supporting their readiness for internships. Students who have experienced substance use disorders must present documentation of at least one year of recovery.

If a student experiences a problem situation or condition while at Briar Cliff University the student is expected to be proactive in informing the department chair of the situation and requesting a consultation with faculty. A consultation to discuss the situation will be scheduled as quickly as possible.

Assessing One’s Aptitude and Motivation for a Career in Social Work.

We provide our students with extensive opportunities in both academic and field areas to assess their motivation for a career in Social Work and their aptitude for the profession. Through informal discussions with faculty, agency staff, fellow students, classroom discussion, field seminars and independent papers or projects, students are confronted with re-examining their attitudes, expectations and motivations. The Social Work faculty spends time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self-direction is brought about through classroom assignments focusing on one’s own personal philosophy of helping, role-plays, simulations, audio and videotaping in the classroom (with verbal and written feedback), oral course evaluations, supervisory conferences with agency field instructors and final written field evaluations and conferences. All students meet with their advisor each semester to discuss their aptitude and motivation for a career in social work and review their current transcript and GPA.

Our focus is to help the students see that they are part of the change system in the social work profession. To be effective in such a role, one must have self-awareness about her/his prejudices, strengths, weaknesses, unique skills and talents. Students are consistently encouraged to focus on these prejudices, strengths, weaknesses, unique skills and talents for further growth.

To support this focus on self-awareness, the program has a strong emphasis on its own program evaluations. In expecting feedback from students on our teaching style, course content, assignments, etc., we have maintained our philosophy that we all need continuous evaluation to obtain feedback in how we are functioning within the social work profession. Only through feedback and educational resources can we change and grow toward our fullest potential.

Policy on Student Advancement, Review, and Dismissal

All students are admitted to the BSW Program based on evidence in their admissions applications that they have the potential *academic ability and personal suitability* for completing the professional graduate social work program. Once admitted, all students in the social work program are expected to maintain the standards established by the social work program and those held by the social work profession.

Social workers' professional actions and decisions impact the lives of vulnerable persons. Because the BSW program is a professional degree, meeting academic performance standards is a necessary, but not sufficient, outcome for ensuring advancement in the social work program. As future social work professionals, social work students must meet the *academic standards* (knowledge, skills, and competencies) and *professional behavior standards* of the program which are based on, but not limited to the requirements of the NASW Code of Ethics and the Briar Cliff University Student Code of Conduct.

Academic Standards of the Program

Undergraduate social work students are expected to demonstrate the integration and application of the competencies stipulated by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Each course in the curriculum is designed to address multiple competencies through methods including lecture content, in class and written assignments, presentations, group projects, exams, and skill practice.

Academic Performance:

1. Maintain a cumulative GPA of 2.0 in their major as well as in their total program to remain students in good standing.
2. Students are only permitted one "D" in a course in their major
3. Have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete);
4. Pass Introduction to Field with at least a grade of "B"
5. Students are expected to demonstrate honesty and integrity in all aspects of their academic program and adhere to the policy on plagiarism as stipulated in the

Briar Cliff University Academic Catalog (see here: <https://www.briarcliff.edu/media/489348/bcu-catalog-2017-2018-update-final.pdf>).

Professional Behavior Standards of the Program:

Students' professional behaviors and student impairment (as discussed below) are also issues to be considered when advancing students in the BSW program. Students are expected to behave in a manner consistent with the *Briar Cliff University Student Handbook*, the *National Association of Social Workers Code of Ethics*, and other professional guidelines established in the *Social Work Student Handbook*. Social Work students are also bound by the NASW Code of Ethics in their interactions in the program and field placement. Additional or more specific descriptions of professional behavior are provided below. Students are expected to meet these behavioral standards in the classroom, the practicum setting, in interactions with faculty and peers, and when representing the School of Social Work in the community or outreach activities. Briar Cliff University (BCU) social work majors are expected to comply with the Code of Conduct and Policy on Sexual Harassment as outlined in the *Briar Cliff University Student Handbook* (see here: <https://www.briarcliff.edu/media/489379/combined-bcu-student-handbook-10-23-17.pdf>) as well as the standards outlined in the *Briar Cliff University Academic Catalog* (see here: <https://www.briarcliff.edu/media/489348/bcu-catalog-2017-2018-update-final.pdf>).

Briar Cliff University's social work program is required by the Council on Social Work Education to foster and evaluate the development of professional behavior for all students in the social work program. The social work program bears a responsibility to the community at large to produce professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education.

The values of the profession are codified in the NASW Code of Ethics. Given this context, all students enrolled in Baccalaureate level social work courses at BCU are expected to exhibit the standards of behavior outlined below, which are known as the Briar Cliff University's Social Work Program Professional Requirements. The professional requirements of Briar Cliff University's social work program are designed to ensure that those individuals who graduate from the BSW program meet the requirements of a baccalaureate level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by field instructors, faculty advisors, field staff, and by others with whom students interact within the Briar Cliff University Social Work community.

Professional and Ethical Expectations:

Commitment to the NASW Code of Ethics: In interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the NASW Code of Ethics including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity (see: https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0)

Attendance: Students are expected to abide by class attendance policies. Students are also expected to attend all required meetings requested by faculty or related to class group projects and program and practicum orientations. Students are expected to follow the course policy regarding notifying their instructors about absences.

Punctuality: Students are expected to arrive to class, advising appointments, practicum placement, video conferencing, and other meetings on time. Students are also expected to complete assignments and other departmental or University requirements on time.

Responding to Program-Related Communication: Students are expected to respond to correspondence from faculty and classmates with whom they are working on projects in a timely manner. This includes regularly checking their BCU email account, course news, and feedback within Brightspace for program or course information. All written communication should be done in a professional manner.

Respectful and Effective Communication: Students are to treat classmates, faculty, future clients, and others in a respectful and non-judgmental fashion. This expectation for respectful communication applies in the classroom, the practicum setting, in interactions with faculty and peers outside the classroom, and when representing the social work program in community or outreach activities. This expectation includes communication in both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

Engagement: Students are expected to be engaged in their courses, practicum placement, and other program requirements. Students should also refrain from behaviors that may impact the engagement of others, such as the use of personal cell phones, social networking sites, or other forms of technology that may disrupt the learning of others.

Acceptance of Feedback: Students will respond to suggested feedback by faculty and practicum supervisors and will then take steps to integrate the feedback into their professional conduct. Students will use the feedback as a tool to help strengthen their practice and awareness of self.

Professional Attire: In professional situations, including practicum placement, meetings, interviews and interactions with current or future colleagues, students will dress in a manner that is appropriate for the particular context or setting.

Reliability and dependability: Students will complete all assignments and tasks by the assigned deadline for classes, group projects, committees, meetings, and/or practicum requirements. Students will actively participate in professional situations by attending meetings on time and being prepared to engage and participate in the agenda. Students are expected to adhere to the program's field policies or practicum agency's policies and professional standards.

Self-awareness: Openness to new ideas, differing opinions and feedback from others and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values and assumptions and change one's behavior to ensure ethical professional practice.

Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for one's own behavior. This also entails addressing problems and concerns in the manner outlined in the Social Work Handbook; an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium

Student Impairment:

The National Association of Social Worker's Code of Ethics, Section 4.05, addresses social worker impairment that may interfere with professional social work practice and requires social workers to take necessary steps to address the impairment. Impairment may be reflected in a student's inability or unwillingness to control psychosocial stress, mental health issues, substance abuse, or other personal problems that interfere with professional functioning. Students who are impaired show signs of being unable or unwilling to comprehend and resolve their personal issues in a manner that does not interfere with their professional responsibilities (Bemak, Epp & Keys, 1999; Lamb, Presser, Pfost, Baum, Jackson & Jarvis, 1987). Students are encouraged to contact Briar Cliff University Counseling Service -- <https://www.briarcliff.edu/student-life/campus-services/health-services/> -- for assistance with any problems they experience.

Ongoing Academic Student Performance Review

At the end of each academic semester (December and May), at the end of each summer session (August), or at any time a delayed grade is submitted, the student's advisor will review academic performance for adherence to the academic and professional requirements. Undergraduate social work students are advanced from one semester to the next based upon meeting both satisfactory academic progress and professional behavior standards each semester. The Program Director consults with faculty members each

semester to review students' academic progress in classroom courses and in the field experience. The Program Director also informally consults with faculty about student concerns that may arise at any time during the semester. Students will be notified, by letter sent to their University email account if the faculty review raises concerns about a student's academic performance or professional behavior. The notification will occur as outlined in the procedures described in the PROCEDURES FOR STUDENT ADVANCEMENT AND PROBLEM RESOLUTION section of this document.

Academic Probation, Good Standing, and Academic Dismissal

According the *Briar Cliff University Academic Catalog* (see: <https://www.briarcliff.edu/media/489348/bcu-catalog-2017-2018-update-final.pdf>). In order to be a considered a student in good standing at Briar Cliff University, a student must earn and maintain a cumulative grade point average of 2.00 or better.

1. Students with a cumulative grade point average of 2.00 or above are in good academic standing.
2. Any student who fails to earn a 2.00 grade point average in any term and whose cumulative grade point average drops below 2.00 is classified as a student on probation and runs the risk of being dismissed from the university.
3. Students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:

Note: The following only includes credit hours taken at Briar Cliff.

1.00 upon attempting 15 credit hours at BCU

1.25 upon attempting 30 credit hours at BCU

1.50 upon attempting 40 credit hours at BCU

1.75 upon attempting 50 credit hours at BCU

2.00 after attempting 60 or more credit hours at BCU

4. In addition, students who fail to achieve the following cumulative grade point averages are subject to academic dismissal:

Note: The following includes transfer credit hours. Transfer students must complete a minimum of 15 credit hours at Briar Cliff University before these criteria apply.

1.50 upon attempting 70 credit hours

1.75 upon attempting 80 credit hours

2.00 after attempting 90 or more credit hours

A student who is subject to academic dismissal may appeal his or her dismissal to the Vice President for Academic Affairs. Any student who is academically dismissed may return to the university after one term (not including summer school). Those who choose to return must show evidence of the likelihood of academic success. Upon readmission to the university, they may resume their study on a full-time basis and may apply for financial aid.

5. Any student receiving a grade point average less than 1.00 in any term is subject to academic review and/or dismissal.

Incomplete and Delayed Grades

According to *Briar Cliff University Academic Catalog* (see: <https://www.briarcliff.edu/media/489348/bcu-catalog-2017-2018-update-final-.pdf>), the mark "I" signifies that work in a course is incomplete because of illness or circumstances beyond the control of the student or because an instructor feels further evaluation is needed before the grade can be determined. A student who receives an "I" at the end of a course must complete the necessary work within three weeks, or the "I" will automatically become an "F."

The mark "N" signifies that a student's grade has been delayed, not because the work is incomplete, but because the learning experience extends beyond the end of the term. The grade is typically used for internships and field experiences. The "N" grade will not affect placement on the dean's list or the probationary status of a student. Students may carry an "N" grade (delayed grade) for one year. If a final grade has not been submitted, the "N" grade will convert to an "F."

If a student receives a grade entry of "I" or "N" in any one semester, the advisor and Program Director will monitor the timely completion of the course. If the same student receives grades of "I" or "N" in subsequent semesters, the Program Director will place the student on academic probation and advise the student that they cannot progress in the program until all "I's" and "N's" are satisfied.

Procedures for Student Advancement and Problem Resolution

Briar Cliff University's social work program has established mechanisms to respond to requests for students' performance reviews. A student's academic problems or professional behavior violations or impairment may be self-identified or be observed by a student, faculty member, practicum instructor, adjunct instructor, academic advisor, staff person, agency practicum supervisor, agency colleague, or client. Concerns must initially be reported to the Program Director. Upon receiving the request, the Program Director will determine if the concern falls within the Briar Cliff University Code of Conduct outlined in

the *Briar Cliff University Student Handbook* or if the request for performance review is related to conduct related to the POLICY ON STUDENT ADVANCEMENT, REVIEW AND DISMISSAL. If it's related to the Briar Cliff University Code of Conduct, the student issue will be referred to student development. However, if request for performance review is related to conduct related to the POLICY ON STUDENT ADVANCEMENT, REVIEW AND DISMISSAL, the performance review will be addressed within the social work program. If the concern is being brought by a faculty or staff member of the program, the faculty or staff member will serve as the Program Representative for the concern process. If the concern is brought by another student or an individual outside the program, the Program Director will serve as the designated Program Representative who will address the student concern process. If the Program Director, in his or her judgment, has a conflict of interest, the social work faculty body will appoint a representative to address that particular concern. The faculty member addressing the concern is referred to as the "Program Representative" in this document.

Student advancement issues can be addressed through an **informal** or **formal** concern process depending on the seriousness of the concern. At any procedural point, the student may begin a grievance process (please refer to the Grievance Policies and Procedures Policy).

Informal Concern Process

If the student is experiencing an academic problem that appears temporary or the student's professional behavior expectations constitute a 'mild violation', the individual raising the concern will notify the Program Director. The Program Director may respond to the concern directly or collaborate with the Program Representative or others regarding an appropriate response.

In most cases, the Program Representative or Program Director will request a meeting with the student to discuss the concern. In some situations, simply informing the student of the concern is sufficient at this informal level. An outcome of this meeting could also be a determination that the student has not violated a professional behavior standard and no further action is required. In circumstances involving a minor academic concern or a mild violation of professional behavior standards, the Program Representative or Program Director and student can identify a plan for addressing the concerns. The Program Representative or Program Director will normally document the discussion about the concern in an email to the student, and if resolved, no further action is needed and the student continues to advance through the program.

Formal Concern Process

If the conduct addressed in an informal meeting cannot be resolved informally or there is reason to believe the student is impaired the Program Director may designate the issue for resolution by the formal concern process. The purpose of this process is to address academic standards or professional behavior standards before the concern results in dismissal.

1. *Immediate Dismissal*

If there is concern about a student's conduct or impairment that is so egregious as to be grounds for immediate dismissal, the Program Director and the VP of Academic Affairs of the concern. The Program Director will write a summary description of the concern. If the Program Director and VP of Academic affairs concur that the circumstance meets grounds for immediate dismissal, the Program Director will write a letter of dismissal to the student. The letter will specify in what way(s) the student is not meeting the program's standards. The letter will be sent to the student by email (BCU account) and by mail. The student has a right to grieve this dismissal decision through the process described below. This dismissal process pertains only to the BCU Social Work Program. A student dismissed from the social work program is not dismissed from the University unless the reason for dismissal meets the criteria as outlined in the *Briar Cliff University Student Handbook* (see here: <https://www.briarcliff.edu/media/489379/combined-bcu-student-handbook-10-23-17.pdf>)

2. *Letter of Concern, Probation and the Advancement Meeting*

A letter of concern is the means by which the program notifies a student that the student is not meeting a standard for advancement.

a. Letter of Concern. When the Program Director designates an issue for resolution by the Formal Concern Process, he or she will ask the Program Representative to write a letter of concern to the student. The letter will specify in what way(s) the author of the letter believes that the student is not meeting the program's standards. The letter will be sent to the student by email (BCU account) and by mail, and copied to the student's advisor and the Program Director.

Upon receipt of the Letter of Concern, the student must contact the Program Representative to schedule the Advancement Meeting described below with the Program Representative, the student's advisor, and the Program Director. If the student fails to respond to the letter within two weeks of the date it was sent, the Program Representative may notify the Program Director who may initiate the dismissal process described below.

b. Advancement Meeting and Remediation Contract. The Program Representative will meet with the student, the student's advisor, and the Program Director, to develop and agree to a plan to assist the student in addressing or remediating the concern. The Program Director or designee will write a remediation contract, obtain signatures and place the contract in the student's file. The student's advisor will receive a copy of the contract. The contract will state

- i. the nature of the concern(s) in an appropriate level of detail
- ii. the actions to be taken by the student and, if applicable, others
- iii. the dates by which each action must be completed.

iv. the date by which the Program Director and the Program Representative will review the contract to determine whether all actions were completed on time

v. the student is on probation until the terms of the contract are met
The contract must be signed by the student, the Program Director (or designee), and the Program Representative.

c. Refusal to Meet or to Sign the Contract. By signing the remediation contract, all of the signatories agree to the terms of the contract. If a student is unwilling to meet to develop a remediation contract or is unwilling to sign the contract, the program may conclude the student has not demonstrated sufficient commitment to progress in the program and may be dismissed. If the student does not agree to sign the contract and the program takes some action as a result, the student can initiate a grievance process with regards to the program's action by providing written notification to the Program Director and VP of Academic Affairs within two weeks of any such action. Such written notification should conform with the requirements of the Grievance Policy and Procedures below.

d. Probation and Letter of Advancement with Probation. Students who have a remediation contract are on probation. When a student has an approved remediation contract that extends past the current semester, the Program Director will write a letter of advancement with probation, stating the student is advanced to the next semester on a probationary basis. A student on probation may be restricted from entering the practicum placement until the concern is sufficiently resolved.

e. Remediation Contract Evaluation. The Program Representative who wrote the letter of concern, on or before the date specified in the contract, will meet with Program Director to discuss the student's progress meeting the conditions of the remediation contract. If the student has satisfied the contract requirements by the agreed-upon dates, the Program Director will notify the student by email to the student's University account, with a copy to the student's file.

If the Program Representative and Program Director determine that the student has not fulfilled the remediation contract requirements, subject to the guidance set forth below in subsection (f), the Program Director will notify the student by email of the unfulfilled contract terms and the potential for dismissal (see Section 2 below, "Letter of Dismissal or Alternative Action").

f. Failure to Fulfill the Remediation Contract Requirements. When the student does not meet all action steps in their remediation contract by stated deadlines, Program Director will begin the dismissal process described in Section 2 below. This dismissal process pertains only to the BCU Social Work Program. A student dismissed from the social work program is not dismissed from the University unless the reason for dismissal meets the criteria as outlined in the *Briar Cliff University*

Student Handbook (see here: <https://www.briarcliff.edu/media/489379/combined-bcu-student-handbook-10-23-17.pdf>)

The program recognizes three potential circumstances in which the failure to meet remediation contract requirements may not warrant dismissal:

- (a) If the student renegotiated the remediation contract PRIOR to deadlines. Renegotiation includes meeting with members of the advancement committee, rewriting the remediation contract and obtaining signatures;
- (b) If the student can document an emergency that prevented him or her from renegotiating the remediation contract before deadlines stated in the contract or that prevented him or her from completing an action in the contract before its' deadline; An emergency may, but need not, involve the student's physical or mental health; family, such as caring for a parent or child with a health condition; maternity; finances; and military or religious service. Students must speak with the Program Director and their advisor to discuss how to document the emergency.
and/or
- (c) If the student believes someone violated, misinterpreted or improperly applied a University-procedure, rule, regulation, or policy during the advancement process that prevented him or her from meeting the remediation contract action steps and/or from renegotiating a new contract before the deadlines stated in the contract.

3. *Letter of Dismissal or Alternative Action.*

If the Program Director concludes the student has not met the conditions of the remediation contract and should be dismissed from the program, the Program Director will send an email to the student's Briar Cliff University email account informing the student of the dismissal decision and instructing the student that he or she can meet with the Program Director. If the student does not contact the Program Director to schedule an appointment within one week of the email, the Program Director will write and send the letter of dismissal.

At the meeting with the student, the Program Director and the Program Representative will discuss the unfulfilled remediation contract provisions and hear any evidence that the student may offer relating to why the student believes he or she should be permitted to remain in the program. Following this meeting, the Program Director will take one of two actions: *dismiss* or an *alternative action*.

- a) *Dismiss.* If the Program Director has determined that the student did NOT complete all actions on time, and the Program Director does not believe that the evidence proffered by the student at the meeting warrants the student's continuation in the program, the Program Director will write a letter of dismissal to the student stating the student has not met all conditions of the program and/or remediation contract, is not advanced to the next semester, and will not be permitted to register for classes within the social work program. A copy of the dismissal letter is sent to the student, the VP of Academic

Affairs, the Program Representative, and the student's advisor. A copy is also placed in the student's file. The letter will be sent to the student by email (BCU account) and by mail. The letter will state that the student has two weeks to initiate the grievance process by notifying the Program Director in accordance with the grievance policy below.

- b) *Alternative Action.* If the Report concluded the student did NOT complete all actions on time, but the Program Director concludes that good cause exists for the student to remain in the program, the Program Director will prescribe any additional conditions required for the student to remain in the program through alternative action, and the timeframe by which those conditions will be met. The Program Director will notify the student of his/her decision by letter, with a copy to the Program Representative and the student's advisor. The letter will also state whether the student remains on probation while an alternative action is being taken.

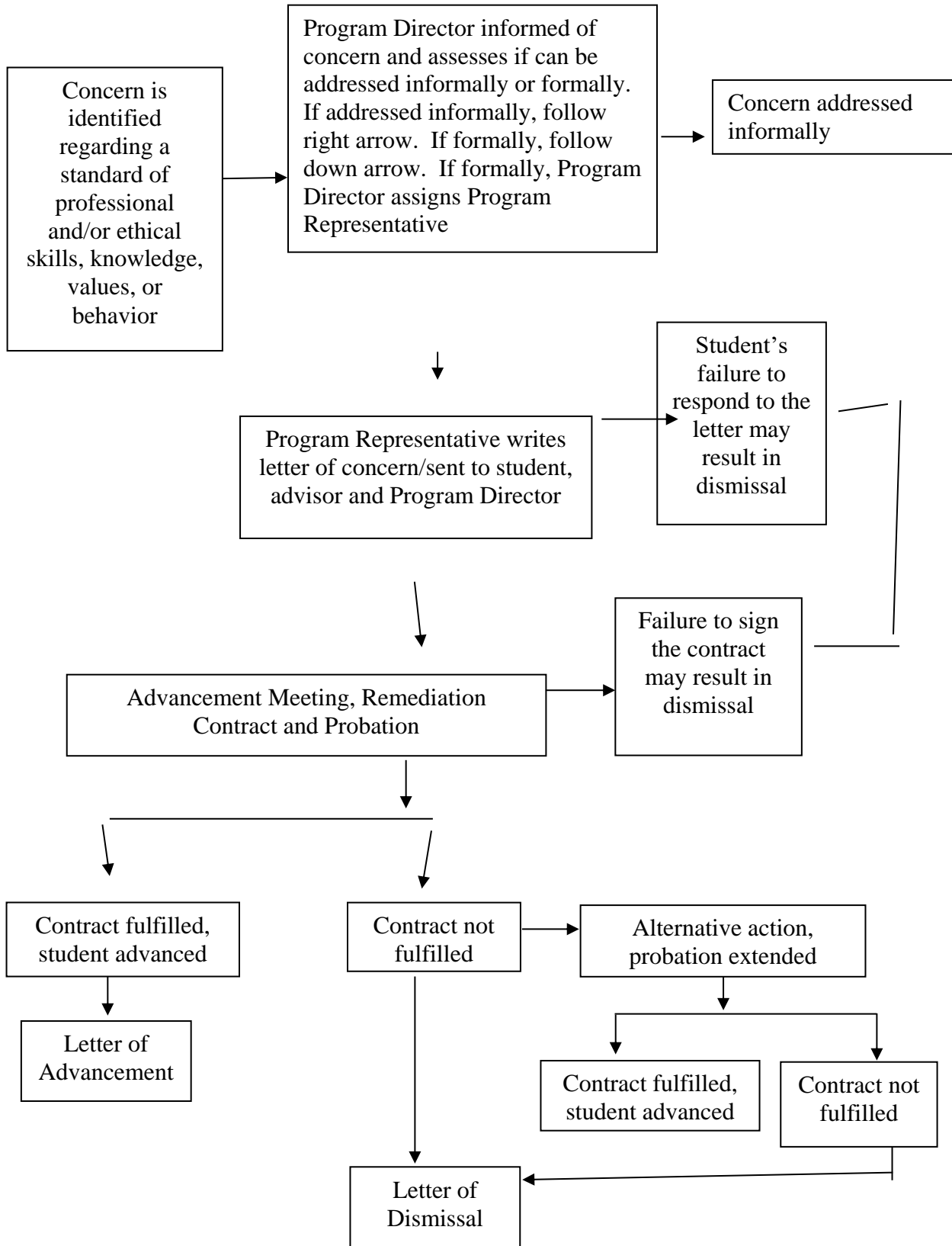
Dismissal, Confidentiality and Letters of Recommendation

In accordance with applicable requirements, all procedures must be carried out in a manner that assures protection of the student's right to privacy regarding information about her/his academic records, performance, or any of her/his personal affairs. All written documents prepared for dismissal or review will be placed in the student's permanent file. All involved in student concern procedures are expected to maintain confidentiality with regard to all aspects of the process. Actions of the committee, the Director and the Vice President for Academic Affairs are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity. All faculty, staff and other Program Representatives will abide by all applicable privacy rules and FERPA regulations regarding the disclosure of the fact that a student was dismissed from the social work program.

When students ask for letters of recommendation, faculty members will

- a. ask for the request in writing,
- b. ask the student to state whether the student waives the right to read the letter prior to the staff or faculty member submitting it, and
- c. inform the student that a faculty or staff member can decline to provide a letter of reference for the student.

Briar Cliff University Social Work Advancement and Grievance Outcomes



Documents Used in the Advancement Process

Name of Document	Written by ...	Sent to ...	Includes
Letter of Concern	Program Director or other Program Representative	<ul style="list-style-type: none"> ● Student ● Copy to Program Director, advisor, student's file ● If plagiarism is alleged, the College must receive the letter 	<ul style="list-style-type: none"> ● Concern ● Request for advancement meeting
Remediation Contract	Program Director or Program Representative	Copy to Program Representative, advisor, student, student's file	See narrative
Letter of Advancement with Probation	Program Director if the remediation contract exceeds one semester	<ul style="list-style-type: none"> ● Student ● Copy to advisor, student, student's file 	Decision to advance on probation
Faculty/ Program Representative Report	Faculty member who wrote the letter of concern	<ul style="list-style-type: none"> ● Program Director ● Copy to advisor, student, student's file 	<ul style="list-style-type: none"> ● Satisfactory completion or; ● Request for dismissal
Letter of Advancement or Alternative Action	Program Director	<ul style="list-style-type: none"> ● Student ● Copy to VP of Academic Affairs, Program Representative, advisor, student's file 	Decision to advance or alternative action
Letter of Dismissal	Program Director	<ul style="list-style-type: none"> ● Student ● Copy to VP of Academic Affairs, Program Representative, advisor, student's file ● Graduate College 	Decision to dismiss

Problem Resolution within the Social Work Program

Problem Resolution

The problem resolution process in the social work program is used to address problems involving dismissal and problems not involving dismissal. Information on students' rights and responsibilities in the *Briar Cliff University Academic Catalog* (see here: <https://www.briarcliff.edu/media/489348/bcu-catalog-2017-2018-update-final-.pdf>).

Issues that may be appropriate for a grievance at the social work program level include a violation, misinterpretation, or improper application of University or program procedures, rules, regulations, or policies governing the BSW program, including dismissal from the program when there may have been a procedural error in the advancement process or a violation of University policy.

To initiate a grievance, the student must first notify the VP of Academic Affairs in writing within two weeks of the action that is the subject of the student's complaint. The student's written notification to the VP of Academic Affairs must describe:

- (a) the facts and circumstances of the alleged violation,
- (b) the University or program procedure, rule, regulation, or policy allegedly violated,
- (c) the person or persons alleged to be in violation,
- (d) the date(s) of the alleged violation, and
- (e) the preferred remedy sought by the student.

Upon receipt of the student's written notification, the VP of Academic Affairs will schedule a meeting with the student at which time the student will present all evidence in support of the student's claim(s). The VP of Academic Affairs may request submission of documents in advance of the meeting. The VP of Academic Affairs also has the discretion to approve or deny the presence of student representatives at this meeting.

Following the meeting, the VP of Academic Affairs may solicit information from any other individual who may have information pertinent to the grievance. The VP of Academic Affairs may also schedule a follow-up meeting with the student if appropriate. At the conclusion of this evidence-gathering process and depending on the nature of the issue, the VP of Academic Affairs will

- (a) take action within his or her authority to resolve the issue and provide to the student a written response explaining the rationale for such action,
- (c) determine that the issue is grievable at the program level and proceed as described below.

If the VP of Academic Affairs determines, in his or her sole discretion, that the issue is grievable at the program level, the VP of Academic Affairs will appoint a grievance committee of three faculty members, one of whom will be appointed by the VP of Academic Affairs to serve as the committee moderator. The VP of Academic Affairs will attempt to appoint members who were not directly involved in the student's allegation. The VP of Academic Affairs will send an email to the student's Briar Cliff University email account informing the student of the committee's membership.

The VP of Academic Affairs will provide the committee with the written grievance materials. The committee will meet to review the materials and may seek additional information from the VP of Academic Affairs, the student, or others who may have pertinent information. Upon reaching a decision, the committee will make a recommendation to the VP of Academic Affairs in writing and accompanied by its rationale. The VP of Academic Affairs will either accept or reject the committee's recommendation or direct the committee to clarify their decision within one week of receiving the initial recommendation. The VP of Academic Affairs will provide a copy of the committee's written recommendation and rationale, along with his or her final decision to the student by email (BCU account) and by mail. If the allegation is rejected, the letter will describe additional actions the student can take to address his or her issue. If the basis of the grievance was dismissal, the letter will state whether the student is advanced, dismissed or on probation. If the student is placed on probation, then an advancement meeting will be scheduled with the student.

Procedures for Adjudication of Student Grievances

Student grievances, instances where student rights have been allegedly denied or violated are handled in the following manner with the social work program.

Grievance Policy

The procedure for addressing grievances in any aspect of the social work program will be based on the following criteria:

1. in all cases, it is expected that the student will speak directly with the person with whom he/she has a grievance;
2. complaints will be taken seriously and investigated in a matter that provides equal access and responsiveness to all parties;
3. respect for all involved parties will be communicated throughout the process, including validation of feelings;
4. a win-win solution will be sought wherever possible, i.e., a solution that provides validation, respect and positive consequences for all parties;
5. social work values and ethics will be adhered to;
6. resources outside the social work program, such as the counseling center, may be suggested as appropriate.

Social Work Program's Statement on Writing

Briar Cliff University's social work program is committed to encouraging and developing excellent writing skills on the part of its students. Writing, an essential communication tool, is critical for effective work with all client systems involved in professional practice. In work with other individuals, social workers are expected to formulate written assessments, record observations, and document services. For these tasks, they have an ethical obligation to communicate clearly, purposefully, and thoughtfully. As social workers interact with groups and on the community level, they require good writing skills to explain agency programs, propose needed services, request funding, and represent the profession as an educated contributor to community life. Social workers also work for societal reform and provide leadership in democratic processes. They contribute their expertise to influence public opinion and public policy on the multiple issues that affect client groups, vulnerable populations, and the quality of life for all citizens. They are also responsible to share research findings and practice wisdom with others through scholarship and publication.

Writing is an essential tool for these professional tasks, but each of these tasks relies on the social worker's use of self. Good writing not only communicates effectively with others, but enhances one's own ability for self-awareness, reflection on experience and critical thinking. These are essential for growth of the practitioner as a human being, and thus enhance our ability to connect and understand the human experiences of these with whom we work.

Guidelines for Citing Sources in Social Work Papers.

The social work program requires that student use APA style when citing sources. The APA manual is in both libraries and each student has a required writing text. (Please note the following section on plagiarism.)

Plagiarism.

Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material. If you do not, you are plagiarizing and in conflict with the academic standards of both institutions and will face disciplinary actions.

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You can avoid plagiarizing if you are careful to do the following:

- Put the words of an author in quotation marks, record them accurately, and follow the quotation with a citation that indicates your source. And use quotation marks even when you borrow a phrase or a single, special word from another person.
- Write a summary or paraphrase in your own words and sentence patterns. Follow it with a citation. Just changing some words does not make a paraphrase; the ideas must be digested, understood, and written in your own words.
- In addition, it is wise to lead into your quotation or paraphrase by using the author's name. For example, you can write, "According to Deborah Tanner," followed by a quotation from Tanner or your paraphrase or summary of Tanner's ideas.
- Be careful not to plagiarize your teacher or colleagues, as well. If you borrow words or ideas from anyone...be sure to give them credit by quoting and citing them, or paraphrasing and citing. They will thank you for it.
- And a final note concerning plagiarism and the Internet: To avoid plagiarism, cite the source of anything that you borrow from the Internet, including material from Web pages, e-mail, and newsgroups. These materials are the words and ideas of people who deserve to be given credit.

*Copyright 1997, Bemidji State University, Writing Resource Center.
May be used freely for non-profit educational use as long as credit is given for source.*

The student is responsible for understanding and following the University policy on academic integrity including plagiarism. Students who violate the policy on academic integrity will face disciplinary action as determined by the course instructor in congruence with the policy of the university. Disciplinary action may range from reduced grade on the assignment, zero credit on the assignment, to a failing grade in the course. Plagiarism will be reported to the Vice President for Academic Affairs and to the BSW program.

Students with second offenses of plagiarism will be referred to the Vice President for Academic Affairs, which may include dismissal from the social work program.

Accommodation for Students with a Disability

Briar Cliff University values diversity and inclusion. The University recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of a course that result in barriers to your inclusion or to accurate assessment or achievement related to your disability, please notify the faculty as soon as possible. Persons with disabilities who need accommodations should contact the TRIO-Student Support Services Office to discuss needs. Documentation of the disability is required.

Disabilities Resources at Briar Cliff University:

<https://www.briarcliff.edu/academic-support/student-support/>

Class Attendance

Students are expected to attend the first-class meeting of a course for which they are registered. Student's in the online social work program must login and complete one graded activity within the first seven days of the course. However, online students who do not login the first day of class will be contacted by the course instructor. Regular attendance at classes is expected. Specific attendance requirements and/or sanctions for absences beyond those articulated in this policy, may be determined by the instructor. Students are expected to follow all requirements. Full participation, preparation and attendance is expected in all class sessions as a reflection of professional commitment. In the exceptional case when students must miss a class, they are expected to contact the faculty to discuss how to meet the expectations for that class. Online instructors track student progress using the student progress tool in Brightspace. Campus instructors track and report attendance to the Office of Academic Achievement.

Social Work Program Social Media Policy

Social media technologies can be powerful tools for communication. While the specific tools continue to evolve, this technology is now part of our daily personal and professional interactions. It is the expectation of the BSW program that all forms of communication engaged in by students in the social work program will be in line with our profession's values and ethics of tolerance, respect, human dignity, and confidentiality.

As social workers, we act with integrity in both public and private spheres. Therefore, communication in both spheres should be consistent with our social work Code of Ethics and the *Standards for Technology in Social Work Practice*. Social work program faculty are held to the same standards of social work values and ethics in all forms of communication while being aware of professional and personal boundaries.

The social media policy refers to the use of online sites including, but not limited to: Facebook, Myspace, Twitter, LinkedIn, YouTube, Photosharing, Snapchat, Instagram, Blogs, SMS/texting, and other websites. Digital and social media are valuable tools as practitioners and educators; however, they can also present challenges such as dual relationships and conflict of interest.

Given the scope of social media and technology in our lives, the Social Work Department has developed this policy to guide social work students and faculty in the use of social media within a professional social work context.

Privacy and confidentiality:

Social work faculty will seek permission to post content (pictures, images, video, text) of students, agency constituents, and colleagues on any social media platform.

Social work faculty will follow FERPA and institutional policies to protect the privacy of students' educational records by not revealing information about grades, course enrollments, class schedules, student performance, etc. on any social media platform or through electronic communications.

Boundaries:

- **Friending:** Social Work faculty will not accept friend requests from current students on social media sites such as Facebook and Instagram. Social work faculty may accept friend requests from students after graduation. Students are invited to "like" the "Briar Cliff Social Work Students and Alumni" Facebook page to stay up to date on program events.

- **Use of Search Engines:** It is NOT a regular part of BCUs social work program's practice to search for students on Google or Facebook or other search engines. However, many of our agencies do search on these sites for student information prior to field placement interview. If an agency, student, or colleague reports content concerns on social media, the program will search for that content. These situations do not occur frequently. However, please keep in mind that when this type of circumstance arises, the social work program will investigate.

- **E-mail:** Social work faculty will use your University e-mail to contact you. Do not use your personal email account to correspond with the social work department.

Used and adapted with permission

Hitchcock, L.I. & Curington, A. (2017, February 20). *Modeling Practice: Social Media Guidelines in Social Work Field Education* [Blog Post]. Retrieved from: <https://www.laureliversonhitchcock.org/2017/02/20/modeling-practice-social-media-guidelines-in-social-work-field-education/>

Social Media Considerations for Social Work Students

Social workers' professional behavior is guided by the *National Association of Social Worker's Code of Ethics*, *The NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice*, and agency policy. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges. As closely as possible, students in Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the *BSW Student Handbook*.

Social media include many forms of communication and information sharing technologies such as Facebook, Instagram, Twitter, YouTube, Blogs and more that offer tremendous potential for positive change. The use of technology in professional practice is growing with the use of technology in crisis prevention, natural disaster response, or the advent of telehealth. Technology has dramatically transformed the world. It is now common practice to share daily experiences with friends and family through social media or text messaging. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace. Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals and the general public to shape opinions about you, other social workers, and the profession. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

This is an opportunity for you to continue developing your professional persona as you move into professional spheres. Thinking critically about how you present yourself, the social work program, University, and profession via public platforms is part of that process. This includes considering privacy and confidentiality for yourself and those with whom you work – clients and colleagues. Given the frequency with which we now rely on technology to communicate, it is critical that our behavior aligns with our professional code of ethics and the *Standards for Technology in Social Work Practice*. Review the content of any communication prior to sending it and ensure it reflects these values and is the best representation of yourself.

We have distilled those standards down to a few key practices that should be kept in mind when using social media and digital technologies. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Negative comments** about clients, your field placement, or work environment are inappropriate and disrespectful.
- **Discussions about clients are always off-limit**, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly inter-connected world.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.
- **Avoid using social media during class or in field settings**, unless part of the curriculum or the agency placement. In general, your time in field and the resources provided to you in your field placement are to be used for field related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that when utilizing social media sites students take precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions can include:

- **Manage social media account settings** by checking them often and ensuring they are up to date. Be cautious what you share online and think about your digital professional identity.
- **Do not “friend” or adding a client to your personal social networks;** Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. Consider how to manage friend requests from clients, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts. Remember that it is your responsibility as a professional social

worker to abide by the Code of Ethics, including virtual communications and using social work values and principles to guide your interactions.

- **Consider what you share online and avoid posting photographs or content** that imply unprofessional behavior, such as photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.
- **Refrain from listing or sharing personal information**, such as home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in** on social media posts. Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.
- **Consider Field Placement Policies**, and ask if your field site has a policy on social media. If so, review this policy with your field instructor. If not, what expectation does the agency have regarding the use of social media?

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the social work program or public trust in the social work profession. Take some time to review these guidelines and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your field setting.

Ref: School of Social Work, University of Wisconsin-Madison (2013)
<https://socwork.wisc.edu/using-social-media-social-work-student>

Field Education

Field education is an educationally directed program supervised by the Director of Field Education that offers students opportunities of self-exploration for growth, change, transformation, and empowerment. The field placement experience offers students opportunities to develop and use skills in generalist social work practice, and to test in a field setting the foundation theories and principles learned in the classroom. The foundational knowledge, skills, and values of the social work profession come together in the final integrating experience of field practicum.

The Department of Social Work at Briar Cliff University uses field experience as the education component to direct students in a practice learning environment. Under the supervision of a qualified field instructor, students learn by participating in the delivery of

social services to individuals, families, groups and communities/organizations within a generalist social work practice framework. Assigned placement at a specific social service agency or service institution is based upon the objectives of the educational program and the learning needs of each student.

While the emphasis in field education is on social work practice, the content of field practicum is related to the total social work curriculum and not just the social work practice courses. Although some content may best be taught in the field and other content in the classroom, field experience is viewed as a learning experience set within the framework of a liberal arts education and as a basic component in the undergraduate social work program.

The overall goals of field experience are:

- to enable the student to integrate the knowledge, value, and skill components to which the student has been exposed in both the liberal arts and the social work curricula
- to learn how to utilize this acquired knowledge.

The educational focus of the field education is paramount.

A minimum of 450 hours of field placement is required of all Social Work majors. Throughout the field program, continuous and intensive involvement provides students with a continuity of contact with the social work profession. Familiarization with routines and procedures helps students identify and develop a sense of belonging with the agency, professionals, clients, and delivery systems. Each student has on-going supervision from agency staff and faculty to address a variety of issues and needs such as progress, obstacles to growth, observations, and the application of academic theory in a "real world" setting. The relationships between student, Field Instructor, and Field Director or Field Liaison provide consistent opportunities for feedback regarding effective professional practice.

Agency performance is evaluated by the Field Instructor using the program's evaluation forms with the student's Learning Contract as a guide.

To gain a more comprehensive understanding of social work in many settings, students share their experiences with other students in field seminars held either on campus (for campus students) or via video conference for online students. The practicum requires 450 total hours of agency experience over one semester. Students are encouraged to schedule approximately 30 hours per week in their agency.

Senior students are encouraged to design their field placement to be an important component in their professional development. Senior field provides an opportunity to strengthen generalist practice skills as well as to develop more in-depth knowledge of a particular field of practice or population, to build professional networks, and to test one's fit with less

familiar aspects of practice. Senior field and elective courses can enhance students' preparation for entering the job market.

International Social Work Field Placements:

Students must be in good standing with the University in order to be approved for international internships and beyond that must be deemed by the social work program faculty to be a good ambassador on behalf of the program, the United States and the social work profession. International internships are a privilege not a right for students. The program retains the right at all stages of the placement process to deny a student access to an international placement.

Prerequisites

1. All coursework must be successfully completed by the beginning of practicum.
2. Positive recommendation from at least two social work faculty.

International placements must meet the same educational standards as all field placements and are vetted by BCU faculty based on the additional following criteria:

1. Educational soundness

The student is able to meet the objectives for his/her field class qualitatively and quantitatively.

2. Benefit to the University and the Agency

The student's placement provides a real benefit to the agency comparable in value to the student's educational gain. The placement aligns with research, field and/or other scholarly endeavors already engaged in or under development by the social work program, and the agency's relationship with the social work program and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.

3. Feasibility

The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student's long-distance learning courses. Feasibility includes responsible use of the University's fiscal resources, i.e., placing multiple students at one site or clustering locations/travel. It is each student's responsibility to ensure proper funding for flights, lodging, and any other unforeseen expenses throughout the entire international practicum placement.

- Language requirements of the population
- Reliable internet access
- Fiscal responsibility/Resource allocation

4. Safety

Recognizing that 100% safety is never a guarantee, the social work program, Office of Academic Affairs, and Office of Student Development seeks to identify risks and ameliorating factors by assessing the

site(s)/city/region/country's: security, crime, infrastructure, medical issues/resources and transportation issues.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country. Students seeking to establish an international placement options should inform the Director of Field Education at least 6 months prior to field internship to learn more about those processes.

Policies and Procedures

Details of the field placement process, mutual responsibilities, discussion groups, miscellaneous policies and procedures are contained in the *BSW Field Education Manual*. The Field Manual includes vital information and forms that the student will need to use in his/her field throughout the junior and senior years of the social work major.

Student Advising, Transfer Credits and Opportunities

Advising Information

First year students interested in a major in social work are advised by BCU first year advisors. Students who transfer to the campus program assigned to an advisor by the program director. Online students will be advised by the Program Director or designee. Online students receive a degree plan when they are accepted to the program that outlines when and how they will take courses as well as their expected graduation date.

Advisors maintain individual folders on each advisee, containing their ACT profile, updated record of courses taken, and grade reports. Advisees in the campus program must see their advisors in order to register each semester (two times a year). Advisees in the online program communicate via video conferencing to register each semester (two times a year). Faculty advisors are responsible for registering students each term with the use of the university's Datatel online registration system. In the spring of each year students meet with their advisors to tentatively plan course work for the following year.

Advisors in the social work program closely monitor the major's academic progress and use the advising process for professional advising, academic advising, and to solicit students' feedback, not only on social work courses, but also on general education courses required in the social work program.

According to the Briar Cliff University Catalog, a student may repeat a course at any time. The transcript will record all courses taken; however, only the higher grade will be used in computing the GPA. Application for repetition of a course must be made in the Office of the Registrar to assure correct grade recording. Departments may limit the application of this policy as it relates to courses in the student's major program.

In keeping with university policy, the social work department does not allow students who have acquired a grade of C or above to repeat a foundation social work course. Students with a "D" in a foundation social work course must repeat the course.

The planning form is a typical planning form for the college student who intends to complete the program in four years. This presumes that all courses are passed at a satisfactory level, the student is accepted into the program, and the student does not drop any courses.

Only upper division campus and online social work majors are enrolled in SWRK 320, 360, 370, 375, 380, 390, 443, and 444.

Only seniors in good standing are enrolled in SWRK 443 Field Work. They must have completed all the prerequisite social work courses, have interviewed with the Director of Field Education, and have at least a 2.0 average. A student with any incompletes, an "F" in any required social work course, or more than one "D" in social work is not permitted to enroll.

The procedures for academic advising within the School of Social Work are consistent with those of other institutions. The basic premises of the advising policies and procedures of the social work program are: that students know what courses are available within the program and supporting work, what courses they wish to take, what area they wish to emphasize and the amount of time and commitment they desire to put into their study process. Students are advised on possible alternatives and the possible ramifications of their choices. The social work program is not designed to limit a student's program but rather to encourage individual program planning to meet student academic needs.

The advisor is available upon student request but may also initiate contacts with students to assist them with problems that are interfering with academic or field performance, educational or career planning. This advising role is designed to offer support and encouragement to the student. The Social Work faculty can access academic information on their advisees at any time via the computer system. Faculty routinely contacts students with marginal and/or failing grades. Conferences are scheduled focusing on identification of learning difficulties and referral is made to the appropriate resource. Individual encouragement and support is given at this time.

All social work faculty are responsible for advising students about educationally related community experiences. This is done through announcements made in class,

posting of brochures in both social work offices, memos circulated in student mail boxes, and posters placed on both campuses.

Social Work faculty and agency field instructors regularly bring to the students' attention seminars, conferences, institutes, workshops, and community classes, which they feel, will benefit the student.

Transferring Credits into the Institutions

Briar Cliff University accepts credits in transfer from other nationally recognized accredited institutions if the course is found compatible with overall institutional curriculum. The institutions have a variety of procedures for student to obtain credit for prior educational achievement. It is the policy of BCU's social work program that transfer credit for courses taken in another institution for required social work courses be accepted under the following conditions. The BSW Program Director makes decisions on social work courses accepted for transfer.

1. Transfer from CSWE Accredited Program:

- Courses must be similar in content and credit value to those they replace and the student must have earned at least a grade of "C".
- Transfer of credit is not permitted for SWRK 370 Social Work Practice I, SWRK 370L Social Work Practice I Lab, SWRK 375 Social Work Practice II, SWRK 380 Social Work Practice Lab, SWRK 01IS Introduction to Field, SWRK 443 Fieldwork SWRK 444, Fieldwork Seminar.
- Be sure to include any previous name used while attending other institutions.
- A copy of the course syllabus may be requested.

2. Transfer from a Non-Accredited Social Work Program:

- Credit for social work courses will not be granted from non CSWE accredited institutions.

Life and Work Experience

Briar Cliff University's social work program does not grant academic credit, course waivers, or field practicum credit for life experiences or previous work experience for courses in the professional foundation areas.

Students' Participation in Policy Making

Students are encouraged to participate in all aspects of policy-making in regard to the social work program. Meetings of the Social Work Club are used to influence departmental policy. In the past students' suggestions have led to required volunteer work in SWRK 230 so students would have an opportunity early in their academic program to have some field experience. Student input led to the creation of a one-hour lab associated with SWRK 370. Students participated actively in the program director search in 2014.

Online students are encouraged to communicate with campus students and to participate in formulating and modifying policies affecting academic and student affairs. Online students contribute to and receive the Social Work Program Newsletter.

A student representative from the online program option and a student representative from the campus program option will be nominated by the social work department to serve on the advisory committee.

Departmental Newsletter

The departmental newsletter is published three times during the academic year, at least one week before advising each semester and at the end of second semester. It is the official publication of the social work program and changes in policy and program will be announced through the newsletter. All students will receive electronic copies of each newsletter and the newsletter is posted on the departmental web page. Students are encouraged to submit articles to the newsletter by placing them in the departmental secretary's box. The deadline for copy one month before publication. Activities of the Social Work Club will also be reported in the Newsletter.

National Social Work Honor Society

In April, 2017, Briar Cliff University's Social Work department was granted the Chi Epsilon chapter in the Phi Alpha Honor Society. The primary objective of this honor society is to recognize and encourage superior scholarship in social work education and to advance excellence in social work practice.

According to the national organization, to be eligible for membership a student must have:

- Declared Social Work as a Major
- Achieved Sophomore status
- Completed 9 semester hours (12 quarter hours) of required social work courses
- Achieved an overall GPA of 3.0 on a 4.0 scale
- Achieved a 3.25 GPA in required social work courses
- Student officers, consisting of Co-Presidents, Secretary and Treasurer administer the Chapter. There is a faculty advisor available for consultation and guidance.

Social Work Club

The Social Work Club was organized by the social work majors in 1976. All students interested in a social work major were invited to join the Social Work Club. The club meets at least monthly and provides opportunities to socialize with students having common interests, provides opportunities to visit local agencies, promotes the profession of social work by bringing speakers to campus and organizing workshops, and seeks to inform students about local issues and policies. Ordinarily election of officers is held in spring. Students running for office must maintain a grade point average of 2.0 or higher and social work students must be eligible for acceptance into the social work major.

Independent Study

Independent Study Course Credit in the traditional view is initiated, planned and carried out by the student with minimal direction by the faculty member sponsoring the work. In a tutorial kind of study, the faculty sponsor gives greater assistance in planning and directing the project. Depending upon the type of study, meetings with student range from a few times in the semester to bi-weekly meetings.

Guidelines for an Individual Study/Independent Study Project which the student and faculty supervisor must consider are:

1. The subject area and topic of the study;
2. The academic and personal background for the study;
3. Specific objectives of the study;
4. Procedures to be followed;
5. Resources to be used;
6. Types of evaluation.

Global Opportunities in Social Work Education

Through migration, immigration, and political asylum the cultures of the world are now found in every community. Social work is often the major interface for people in

transition, helping to solve the complex problems involved in coming to a new country. As an international profession, social workers can learn a lot by living and working in other countries. Study abroad expands cultural and linguistic awareness and develops cross-cultural competencies for professional social work practice. Briar Cliff University offers many opportunities for international education during January, and summer semesters. In the social work program, courses have been taught in Guatemala and Chile. Experiential learning in another country enhances the global content in the classes taken on campus, and provides an exciting way to compare and contrast life and professional social work between the USA and other countries. There are also other wonderful opportunities to study abroad at BCU.

Student Course/Instructor Evaluations

Course evaluations are a vehicle used to garner student opinions and feelings regarding policies and procedures. Evaluations are completed by all students in social work classes at least once a semester (program policy). These evaluations are reviewed by the course instructor and the Dean. Students are not required to identify themselves on the evaluation form. The evaluations are seriously assessed and used in policy formulation and curriculum revisions.

All faculty are open to informal, on-going feedback to help give input that can modify a course appropriately while it is being offered. The Social Work faculty is also open to input on the teaching methods, evaluation methods, etc., being used.

Grading and Signature Assignments

Signature Assignments are those assignments chosen by BCU's social work program faculty to evaluate a student's ability to demonstrate the CSWE core competencies and related competency descriptions. Additionally, signature assignments measure efficacy within the social work program. Each signature assignment is a capstone learning activity that reflects the development of knowledge, cognitive processes, affective processes, values and skills through a series of preceding assignments in the course. Signature Assignments are clearly identified in all syllabi through the Signature Assignment Rubric. This rubric provides guidelines for completion of the assignment as well as the competency or competencies measured by the assignments. Students must demonstrate competency in order to pass each course. Students must complete all signature assignments throughout their program of

study. Failure to complete a signature assignment in any course will result in automatic failure of the course, and will result in a referral to the Program Director.

Student Participation in Hiring Social Work Faculty

When faculty positions become available, social work students participate in the hiring process that provides an indirect policy route to the School. Students participate in one of two ways. Candidates for full-time positions are asked to present to a student audience. Students then provide an evaluation of the candidate's teaching style and presentation of content. Additionally, students may be asked by the program director to be a member of the hiring committee. Students who serve as members of the hiring committee share responsibility for questioning the candidate as to qualifications, teaching experience, motivation, teaching practices, etc. Students then provide faculty with feedback and their impressions of the candidate.

Professional Employment Assistance

Students are encouraged to begin thinking about possible field placements and career preparation early in their academic planning. In the sophomore course SWRK 230 students complete a 2- 5 hour a week (total of 24 hours) volunteer placement. (This will partially meet the Briar Cliff University community service requirement). Placements have included the Department of Human Services, nursing homes, hospitals, and community centers. In addition, students are encouraged to be active in such Briar Cliff activities as student government, Peer Advising (PAL), Resident Assistant (RA), or BC Cares. Briar Cliff Career Services sends emails about job openings, provides assistance with the development of resumes, and is available for career help

The social work faculty believes that employment after graduation should receive high priority in program planning and in reaching out to local agencies and/or institutions. We attend to this priority in many ways throughout both junior and senior year. As a field assignment, all students prepare a draft of their resume and seek feedback on how to improve it for a final version. Another excellent source of employment opportunities for our students is through field agencies. Each year some students are hired by the agencies where they did their field, both junior and senior placements.

We believe, and have received agency feedback that our reputation for upholding high standards of performance and education has increased the number of employment opportunities.

Announcements of job openings and personal letters of request arrive frequently seeking our graduates as prospective employees in social work. Alumni(ae) of our program, who are working as professional social workers, frequently employ our

graduates in their agencies/institutions and/or inform our School of openings in the community.

Confidential Personal Counseling

Counseling services are available, free and confidential for all Briar Cliff students. The campus counselor is a licensed independent social worker (LISW) that works with many life issues including: depression, anxiety, bipolar disorder, stress, alcohol or drug use/abuse, relationship issues, sexual abuse and domestic violence. Please make an appointment by stopping in, or you can call 712-279-5433 or email the Director of Counseling Services at Jeanette.Tobin@briarcliff.edu anytime with questions or concerns.

FOR OFF-CAMPUS STUDENTS: *If you find yourself in crisis, and do not live close to the Sioux City campus, you can receive help. Please call (800) 273-8255. You will be connected to a trained counselor at a crisis center in your area. This service is available 24/7, 365 days per year. For more information, see information on the BCU website here:*

<https://www.briarcliff.edu/student-life/campus-services/health-services/after-hours/>.

Sexual Harassment, Sexual Assault and Sexual Violence

Title IX Educational Act: Sexual Violence and Harassment Policy and Information

Social work faculty have a mandatory reporting responsibility under The Title IX Educational Act of 1972 which prohibits violence, harassment, and discrimination based on sex and gender. For the sake of Briar Cliff University students' safety and welfare, social work faculty are required to share information regarding sexual misconduct or information about a crime that may have involved a Briar Cliff University student with the Title IX Coordinator or Deputy Title IX Coordinators. This includes incidents that occur within online courses, on and off-campus, or study abroad. This also takes into account all means by which the instructor might learn of such an event, whether they see it personally, are told about it directly (e.g., in-person, through an assignment, on a discussion thread, etc.), or learn about it indirectly (e.g., secondhand, social media, etc.).

Confidential assistance is also available for students. If you or someone you know has been harassed, assaulted, or discriminated against because of sex or gender, the following resources are available:

On Campus Confidential Resources:

Director of Counseling Services: Jeanette Tobin

Jeanette.tobin@briarcliff.edu (712) 279-5433

Director of Health Services: Jo Morgan carlajo.morgan@briarcliff.edu (712) 279-5436

Director of Campus Ministry: Sr. Janet May janet.may@briarcliff.edu (712) 279-5227

Reporting to University Officials / Title IX Resources:

Title IX Coordinator: Louise Paskey louise.paskey@briarcliff.edu (712) 279-5494

Deputy Title IX Coordinator: Dave Arens david.arens@briarcliff.edu (712) 279-1715

Deputy Title IX Coordinator: Beau Sudtelgte beau.sudtelgte@briarcliff.edu (712) 279-1633

Security Department: (712) 898-1888

The Sexual Violence and Harassment policy and additional off-campus resources can be found at:

<http://www.briarcliff.edu/legal-and-consumer/sexual-abuse,-assault-and-title-ix-procedures/>

Social Work Program Personnel

1. Liz Rembold, MSW, CSW-PIP, H-319, 712 279-5458
Assistant Professor
Director, Social Work Program
Department of Social Work
Advises social work majors and transfers
Teaches Human Behavior and the Social Environment, Social Work Practice I and II, Social Services and Policy, Grant Writing, Child Welfare electives, Mental Health elective
Advises Social Work Club during alternate years
2. Sister Shirley Fineran, MSW, LISW, H-301, 712 279-5438
Assistant Professor
Director of Field Education
Directs Field Education, Field Seminar, IR's in Social Work
Teaches Practice III and Field
Advises Social Work Club during alternate years
3. Melanie Berte-Hickey, MSW, LISW
Assistant Professor
Department of Social Work
Advises social work majors and transfers
Teaches, History and Methods, Practice II, Gerontology, Bereavement, Field and Practice III
4. Sara Staver, MSW,
Social Work Program Coordinator and Instructor
Department of Social Work

- Teaches HBSE and Research
5. Heidi Kammer-Hodge MSW
Assistant Professor
Department of Social Work
Teaches Practice I, Practice II, and Community Organization, Grant writing
 6. Heather Craig-Oldsen, MSW, CSW,
Retired Professor of Social Work
Adjunct
Department of Social Work
Teaches Child Welfare and Community Organization
 7. Julia Kleinschmit, MSW
Adjunct
Department of Social Work
Teaches Introduction to Social Work
 8. Sylvia Kuennen, MSW, LISW, H-322, 712 279-5478
Professor emerita
 9. John Cordoue, MSW, Ph.D.
Professor emeritus

Miscellaneous

Licensing.

According to the Association of Social Work Boards (ASWB), “the purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work.” Each jurisdiction defines by law what is required for each category of social work licensure.” Generally, social work regulatory boards require that social work degrees be obtained from programs of social work that are accredited by the Council on Social Work Education (CSWE), Canadian Association for Social Work Education(CASWE), or other nationally recognized accrediting agencies. Degrees earned outside the U.S. and Canada must be determined to be equivalent. One widely used equivalency service is the CSWE International Social Work Degree Recognition and Equivalency Service (iswdres@cswe.org). A summary table containing the licensing requirements may be accessed through ASWB’s social work regulation database found here: <http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>

- Students should understand that not all states license BSW practitioners.
- If a student is concerned that they may not be eligible for licensure because of a previous experience or a criminal record, they should consult with the compliance officer at the Board of Social Work in the state where they will seek licensure

IRB (Institutional Review Board for the Protection of Human Research Subjects)

Research involving human subjects may not begin prior to IRB review and approval. Student researchers are advised to consult with a faculty advisor and secure the needed forms and other information from the IRB Web site <https://www.briarcliff.edu/forms/human-subjects-research-project-proposal/>

Appendix A : NASW 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 dual 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.

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

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

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.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications whether they occur in person or with the use of technology. For the purposes of this *Code*, technology-assisted social work services include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging,

e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers

seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed

consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that

are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations

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

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep

information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

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

1.08 Access to Records

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

1.17 Termination of Services

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

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

2.09 Incompetence of Colleagues

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

2.10 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor-Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of these organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

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

4.08 Acknowledging Credit

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

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

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
- (g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

Appendix B: COUNCILS ON SOCIAL WORK EDUCATION EPAS

Council on Social Work Education

2015 Educational Policy and Accreditation Standards

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation

Standards

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

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

It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Competency-Based Education

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

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.

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.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new

knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program’s mission.

Program Mission and Goals

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist 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.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students;

supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment. The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work

programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

3.1.4 The program describes its policies and procedures concerning the transfer of credits.

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes,

emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

** This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

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

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

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

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

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

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

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition,

it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget

form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the

performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

APPENDIX C: APPLICATION FOR ADMISSION TO MAJOR IN SOCIAL WORK
Campus and Online Program Options***

Name: _____ Date of Application: _____

School Address: _____ Phone Number: _____

Email Address: _____

Home Address: _____ Phone Number: _____

Work Address: _____ Work Number: _____

High School Attended: _____

Sex: _____ Age: _____ Current year in school: 1st Yr., Soph, Jr, Sr.) _____

Accumulative grade point average: _____

Grade point average in social work: _____

1. Please provide a biographical sketch that includes those events that led to your interest in social work.

2. Tell why you wish to major in social work (if not included above).

3. What areas of social work do you hope to enter?

10. Social workers must adhere to the Code of Ethics even when they are not officially "on the job". The standard states, "Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities" (NASW ethical standard *4.03 Private Conduct*). It is important that you consider any personal situations or conditions that may create challenges for you as a social worker.

Additionally, social workers must assure that "their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties do not interfere with their professional judgment and performance" (NASW ethical standard *4.05 Impairment*).

Please describe here all personal situations and/or conditions that you believe fit within these two NASW standards and how you know that you are ready to begin your professional internship. For example, if you are in active recovery from substance abuse, please discuss how your active recovery will help and/or hinder you as a social worker. If you have a diagnosed mental health condition, describe the discussions you have had with your mental health professional about your intention to become a social worker. (Please request a written statement from your mental health professional supporting your readiness.)

11. Do you have a misdemeanor or a felony criminal record? If yes, please explain:

12. Have you ever been dismissed from an undergraduate or graduate program for academic or nonacademic reasons? If yes, please explain:

13. Please share any questions you might have:

- a. social work in general

- b. BCU program in particular

- c. Anything else?

14. Please list the names, addresses, and phone numbers of two persons who know you well that we might contact as references. (State the capacity in which the persons know you, e.g., pastor, professor, employer, non-related family friend).

(You will be asked to come in for an interview with the program director of the Department as part of the admissions process. Applications will be considered in December and March.)

***Students in the online program additionally need to affirm the following:

1. They have the required technology as identified the technology requirements document available online
2. They have taken the Online Readiness Assessment and their score indicates they are ready for online learning
3. They understand that they will be required to engage in their community, for instance, they will need to volunteer for a total of 24 hours in SWRK 230 History and General Methods of Social Work and locate three BSW or MSW client mentors
4. They understand that they will be required to complete 450 hours of practicum the final semester of their senior year.