Dear M.S.W. Student,

Welcome to the graduate program of the School of Social Work. We are pleased that you chose to study with us and look forward to working with you to achieve your academic and professional goals. We hope that working toward these goals will be both exciting and challenging for you.

You have the primary responsibility for planning your academic program and making certain that your program fulfills degree requirements. To do that, you will need information, suggestions and guidance from your faculty advisor and other faculty, ideas from fellow students, and a clear understanding of the policies and procedures of the University, the College, and the School of Social Work.
We have prepared this handbook to help you understand how we work. The handbook contains information on the policies and procedures of the School of Social Work and, where they are also pertinent, refers you to the policies of the College and University. Our policies and procedures are built upon the general rules and regulations of the University. These are presented in the document Academic Rules and Regulations, included at the front of the Graduate Course Catalog. Please review them as you begin your degree program.

This handbook also informs you of the basic characteristics of the M.S.W. degree program and the resources available to support your educational experience.

Have a great year and, when in doubt, ask questions so that you have the information you need to complete your course of study successfully. Again, welcome aboard!

Sincerely,

Keith A. Alford, Ph.D., A.C.S.W.
Director, School of Social Work

Jennifer C. Genovese, Ph.D., A.C.S.W., L.C.S.W.
M.S.W. Program Director, Assistant Teaching Professor

Introduction

The School of Social Work is located on the second floor of White Hall in the Falk Complex at Syracuse University. White Hall is situated on a hill and has two levels: the west side has four stories and the east has three. The Arnold M. Grant Auditorium was added in 1966. It is attached to the southern end of White Hall. White Hall is named for Ernest I. White, a lawyer who served as president of The Post-Standard. A 1997 expansion project included renovations to White Hall as part of the $12.5 million budget when MacNaughton Hall was added to the north. White Hall’s campus location is north of the Carrier Dome, west of Heroy Geology Building and south of Crouse College. Made of reinforced concrete with brick facing and limestone trim, it was begun by architect Lorimer Rich and Associates, and completed by King & King Architects.

The School of Social Work offers educational programs leading to the Bachelor of Science in Social Work and the Master of Social Work degrees. The School is fully accredited by the Council on Social Work Education. A copy of the Educational Policy and Accreditation Standards for Master’s Degree Programs is provided in Appendix E. Both the B.S.S.W. and M.S.W. programs of the School of Social Work are offered in collaboration with participating human service agencies across Central New York that provide professional internship settings. These agency collaborations are vital to the field instruction programs of the School.

The Director is the chief administrator in the School of Social Work, responsible for all budgetary, personnel, and programmatic operations of the School in collaboration with the appropriate College and University officers. The Master of Social Work Program Director is responsible for the implementation of the graduate social work degree program. The Baccalaureate Program Director is responsible for the implementation of the undergraduate social work degree program. The Director of Field Instruction oversees the field placement process for students in both the graduate and undergraduate programs.

The School of Social Work is one of five units within Falk College. The Director of the School of Social Work reports to the Dean of the College, and the faculty of the School of Social Work are also faculty in the College. Some of the services utilized by graduate students are provided centrally by the College or the university. For other aspects of the graduate experience, such as academic advising, registration, student progress evaluation, degree certification, and certification for licensing, faculty and staff within the School of Social Work are the primary resources. The Social Work faculty and professional staff are responsible for the development, delivery, and continuous evaluation of the M.S.W. curriculum.

Students are encouraged to participate in the formulation and implementation of policy affecting academic and student affairs through membership in standing or ad hoc committees of the School of Social Work and Falk College. The major standing committees of the School of Social Work are the Executive Committee, the Promotions and Tenure Committee, the Faculty Recruitment Committee, and the two Program committees (M.S.W. and B.S.S.W.).

There are two student organizations within the School of Social Work. Social Workers United is an organization of both graduate and undergraduate students. The purpose is to encourage broader acquaintances among social work students, to discuss academic and career interests, and as a channel for student activities and participation on the School’s policy-making committees. The second organization is a chapter, Zeta Gamma, of the national social work honor society, Phi Alpha. The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Students are inducted into the Zeta Gamma Chapter of Phi Alpha Honor Society at S.U. each Spring. The required G.P.A. for induction into the Phi Alpha Honor Society is 3.85 for graduate students. Please look for the invitation and announcement about the Phi Alpha induction ceremony in early Spring. Students who do not respond to the call regarding the induction ceremony will not be included later.

School of Social Work Faculty and Staff

Visit the Falk College online directory for an updated listing of staff and contact information.

M.S.W. Program
Full-Time Master of Social Work (M.S.W.) Degree

Full-time students typically complete the M.S.W. degree in two academic years. Degree requirements for the M.S.W. appear below. The Foundation Curriculum is taken by all students except those with a B.S.W. degree and who have been admitted to the Advance Standing M.S.W. Degree program, who complete only the Concentration-level curriculum within what is called the Advanced Standing Program. All students choose one of the two Advanced Concentrations (also outlined below). The sequence plans for the foundation and concentration curricula are described, illustrating a common format for full-time study. Only limited variations in this plan are possible and then only after discussions with a student's academic advisor and approval by the Director.

Degree Requirements

Foundation Curriculum (24 Credits)
(Not taken by Advanced Standing Students, i.e. those with a Bachelor's Degree in Social Work)
S.W.K. 602: Fundamentals of Social Work Practice II
S.W.K. 611: Social Welfare Policy and Services
S.W.K. 626: Persons in Social Contexts
S.W.K. 628: Human Diversity in Social Contexts
S.W.K. 662: Applied Research In Social Work
S.W.K. 671: Field Instruction I with Seminar
S.W.K. 672: Field Instruction II with Seminar

Advanced Clinical Practice (36 credits)
S.W.K. 724: Psychopathology
S.W.K. 730: Family Systems Theory
S.W.K. 732: Advanced Practice with Individuals, Families, and Groups
S.W.K. 733: Social Work Practice in Mental Health
S.W.K. 761: Mental Health Policy
S.W.K. 776: Clinical Practice Evaluation
S.W.K. 781: Alcohol and Other Drugs
S.W.K. 771: Field Instruction III with Seminar
S.W.K. 772: Field Instruction IV with Seminar Electives (9 credits)

Advanced Integrated Practice (36 credits)
S.W.K. 724: Psychopathology
S.W.K. 730: Family Systems Theory
S.W.K. 743: Advanced Integrated Practice
Advanced Macro Practice (3 credits)
Advanced Micro Practice (3 credits)
Advanced Micro or Macro Practice (3 credits)
Advanced Policy (3 credits)
S.W.K. 771: Field Instruction III with Seminar
S.W.K. 772: Field Instruction IV with Seminar
S.W.K. 775: Program Evaluation or
S.W.K. 776 Clinical Evaluation Electives (6 credits)

Sequence Plan

Foundation Curriculum Year 1
(for students in the 60-credit M.S.W. Program)

<table>
<thead>
<tr>
<th>Fall - 15 credits</th>
<th>Spring - 15 credits</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.W.K. 601</td>
<td>S.W.K. 602</td>
<td>Courses may be taken in the summer, but this is not required.</td>
</tr>
<tr>
<td>S.W.K. 611</td>
<td>S.W.K. 628</td>
<td>Courses selected may be elective credits or required courses for which the pre-requisites are satisfied.</td>
</tr>
<tr>
<td>S.W.K. 626</td>
<td>S.W.K. 672</td>
<td>Taking summer courses obviously reduces the credit load in the second year.</td>
</tr>
<tr>
<td>S.W.K. 662</td>
<td>S.W.K. 724*</td>
<td></td>
</tr>
<tr>
<td>S.W.K. 671</td>
<td>S.W.K. 730*</td>
<td></td>
</tr>
</tbody>
</table>

*Always offered in the summer

Advanced Standing Program
(36-credit M.S.W. Program for students with a B.S.W. degree)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall and Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits: S.W.K. 730 (required); S.W.K. 724 (required)</td>
<td>30 credits (15 each semester): See Advanced Concentration plans for regular program students, below.</td>
</tr>
</tbody>
</table>

Advanced Clinical Practice Year 2 or Advanced Standing Status

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 credits: S.W.K. 732*, S.W.K. 771*, and three courses from the following: S.W.K. 761, S.W.K. 776*, S.W.K. 781, electives.</td>
<td>15 credits: S.W.K. 733, S.W.K. 772*, and three courses that have not been taken from the following: S.W.K. 761*, S.W.K. 776, S.W.K. 781, electives.</td>
<td>Optional, elective courses and a limited number of required courses are offered.</td>
</tr>
</tbody>
</table>

* S.W.K. 732, S.W.K. 733 & S.W.K. 776 should be completed concurrently with the concentration-year field placement.

Advanced Integrated Practice Year 2 or Advanced Standing Status

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

*S.W.K. 743, S.W.K. 775 or S.W.K. 776 must be completed concurrently with the concentration-year placement.

Part-Time Master of Social Work (M.S.W.) Degree

Part-time students may complete the M.S.W. degree in four years, although many accelerate their pace in the 2nd and 3rd years and finish in three years. Degree requirements for the M.S.W. appear below. The Foundation Curriculum is taken by all students except those with a B.S.W. degree, who complete only the concentration-level curriculum (Advanced Standing Program). All students choose one of the two Advanced
Concentrations (also outlined below). The sequence plans for the foundation and concentration curricula are described on the reverse, illustrating a common format for part-time study. Variations in this plan are worked out in discussions with a student's academic advisor.

Degree Requirements

Foundation Curriculum (24 Credits)
(Not taken by Advanced Standing Students, i.e. those with a Bachelor's Degree in Social Work)
S.W.K. 602: Fundamentals of Social Work Practice II
S.W.K. 611: Social Welfare Policy and Services
S.W.K. 626: Persons in Social Contexts
S.W.K. 628: Human Diversity in Social Contexts
S.W.K. 662: Applied Research In Social Work
S.W.K. 671: Field Instruction I with Seminar
S.W.K. 672: Field Instruction II with Seminar

Advanced Clinical Practice (36 credits)
S.W.K. 724: Psychopathology
S.W.K. 730: Family Systems Theory
S.W.K. 732: Advanced Practice with Individuals, Families, and Groups
S.W.K. 733: Social Work Practice in Mental Health
S.W.K. 761: Mental Health Policy
S.W.K. 776: Clinical Practice Evaluation
S.W.K. 781: Alcohol and Other Drugs
S.W.K. 771: Field Instruction III with Seminar
S.W.K. 772: Field Instruction IV with Seminar Electives (9 credits)

Advanced Integrated Practice (36 credits)
S.W.K. 724: Psychopathology
S.W.K. 730: Family Systems Theory
S.W.K. 743: Advanced Integrated Practice Advanced Macro Practice (3 credits)
Advanced Micro Practice (3 credits)
Advanced Micro or Macro Practice (3 credits)
Advanced Policy (3 credits)
S.W.K. 771: Field Instruction III with Seminar
S.W.K. 772: Field Instruction IV with Seminar
S.W.K. 775: Program Evaluation or
S.W.K. 776 Clinical Evaluation Electives (6 credits)
### Foundation Curriculum (for students in the 60-credit M.S.W. Program)

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>
| **Year 1** | 6 credits:  
S.W.K. 611  
S.W.K. 626 | 6 credits:  
S.W.K. 628  
S.W.K. 662 | Courses may be taken in the summer, but this is not required.  
Courses selected may be elective credits or required courses for which the pre-requisites are satisfied. |
| **Year 2** | 6 credits:  
S.W.K. 601  
S.W.K. 671 | 6 credits:  
S.W.K. 602  
S.W.K. 672 | 6 credits A.C.P.:  
S.W.K. 730  
S.W.K. 724 |

### Advanced Standing Program (36-credit M.S.W. Program for students with a B.S.W. degree)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Year 1 (Fall and Spring)</th>
<th>Year 2 (Fall and Spring)</th>
</tr>
</thead>
</table>
| 6 credits A.C.P.:  
S.W.K. 730; S.W.K. 724 or Elective | 18 Credits (9 credits each semester)  
See Advanced Concentration plans | 12 Credits (6 credits each semester)  
See Advanced Concentration plans, below. |

### Advanced Clinical Practice

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>
| **Year 3 or Advanced Standing**  
**Year 1** | 9 credits:  
S.W.K. 732 *  
S.W.K. 771*  
S.W.K. 776* or one of the following:  
S.W.K. 761*, S.W.K. 781, or elective | 9 credits:  
S.W.K. 733*  
S.W.K. 772*  
S.W.K. 776* or one of the following:  
S.W.K. 761*, S.W.K. 781, or elective | Summer courses are not required, but electives and one or two Advanced Practice courses are offered. |
| **Year 4 or Advanced Standing**  
**Year 2** | 6 credits: Two remaining courses | 6 credits: Two remaining courses | Nothing |

* S.W.K. 732, S.W.K. 733 & S.W.K. 776 must be completed concurrently with the concentration-year field placement.

### Advanced Integrated Practice

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>
| **Year 3 or Advanced Standing**  
**Year 1** | 9 credits:  
S.W.K. 743*  
S.W.K. 771*  
S.W.K. 775* or S.W.K. 776 or one of the following:  
S.W.K. 772 *  
S.W.K. 775* or S.W.K. 776 or one of the following:  
Adv. Macro Pract., Adv. Micro Pract., Adv. Policy or Elective | Summer courses are not required, but electives, advance policy and one - two Advanced Practice courses are offered. |
Year 4 or Advanced Standing | 6 credits: Two remaining courses | 6 credits: Two remaining courses | Nothing

*S.W.K. 743, S.W.K. 775 or S.W.K. 776 must be completed concurrently with the concentration-year placement.

Field Education

Field education occurs throughout the graduate social work curriculum and is concurrent with specific coursework. Please see the M.S.W. Field Manual for specific field education policies and procedures.

For M.S.W. 60 Credit Program: Students are required to engage in two separate internships, and one at the foundation level and one at the concentration level, either Advanced Clinical Practice (A.C.P.) or Advanced Integrated Practice (A.I.P.). Each field placement is a minimum of 500 hours (250 per semester) and typically occurs across two consecutive semesters in one academic year.

M.S.W. Advanced Standing Program: Advanced standing students are required to complete one internship at the concentration level, either Advanced Clinical Practice (A.C.P.) or Advanced Integrated Practice (A.I.P.). This field placement is a minimum of 500 hours and typically occurs across two semesters in one academic year.

M.S.W./M.F.T. Dual Degree: Students are required to complete separate internships with the Social Work and Marriage and Family Therapy programs. In Social Work, students follow the above requirements as appropriate to their status.

Master of Social Work (M.S.W.) /Marriage and Family Therapy (M.A.) Dual Degree

The dual degree is offered as a 96-credit, three-year program (for students not admitted to the M.S.W. Advanced Standing Program), or a 78-credit, two-year program (for students who are admitted to the M.S.W. Advanced Standing program). A student’s degree will be conferred upon successful completion of the academic requirements for both the social work and marriage and family therapy components of the dual master’s program. The program extends the advanced clinical preparation of the master of social work program to include an additional year of intensive marriage and family therapy clinical supervision. It combines the M.S.W. ability to work in systems of all sizes with the focus on families and relationships systems by M.F.T. Full-time (96 credit) students will complete the M.S.W./M.F.T. dual degree in three academic years, including two summers.

Effective Fall 2018, students will initially apply to either the M.S.W. or M.A. program only, with admission to the Dual M.S.W./M.A. program at the end of year one via an internal admission process.

Degree Requirements

Dual degree students attend full time. A part-time option is not available to dual degree students. Degree requirements for the M.S.W. appear above. The Foundation Curriculum is taken by all students except those with a B.S.W. degree, who complete only the concentration-level curriculum (Advanced Standing Program). All dual degree students choose the Advanced Clinical Practice concentration. The sequence plans for the foundation and concentration curricula are described below, illustrating a common format for full-time study. Variations in this plan are worked out in discussions with a student's academic advisor.

- Regular full-time students complete the 96 credit hour dual degree in 3 academic years (8 semesters, includes summer sessions).
- Students have a choice between starting in S.W.K. course work only or starting with Social Work and M.F.T. course work.
- Advanced standing full time students complete the 78 credit hour dual degree in 2 1/3 academic years (7 semesters, includes summers).
- Sequence plans for the curricula are described on the reverse, illustrating the format for full-time study.
- Variations in the sequencing is not recommended and academic advising is required to alter this plan.
<table>
<thead>
<tr>
<th>S.W.K. Curriculum</th>
<th>M.F.T. Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.W.K. 602: Fundamentals of Social Work Practice II*</td>
<td>M.F.T. 661 Intro to Family Therapy Practice</td>
</tr>
<tr>
<td>S.W.K. 611: Social Welfare Policy and Services*</td>
<td>M.F.T. 662 System Dynamics in Group Setting</td>
</tr>
<tr>
<td>S.W.K. 626: Persons in Social Contexts*</td>
<td>M.F.T. 672 Couples Therapy</td>
</tr>
<tr>
<td>S.W.K. 628: Human Diversity in Social Contexts*</td>
<td>M.F.T. 681 Ethics and Issues</td>
</tr>
<tr>
<td>S.W.K. 671: Field Instruction I with Seminar*</td>
<td>M.F.T. 684 Family Therapy Perspectives and Diversity</td>
</tr>
<tr>
<td>S.W.K. 672: Field Instruction II with Seminar*</td>
<td>M.F.T. 688 Family Therapy Across Life Cycle</td>
</tr>
<tr>
<td>S.W.K. 724: Psychopathology</td>
<td>M.F.T. 750 Intro to M.F.T. Practicum</td>
</tr>
<tr>
<td>S.W.K. 732: Advanced Practice with Individuals, Families, and Groups</td>
<td>M.F.T. 761 Practicum II</td>
</tr>
<tr>
<td>S.W.K. 733: Social Work Practice in Mental Health</td>
<td>M.F.T. 762 Practicum III</td>
</tr>
<tr>
<td>S.W.K. 771: Field Instruction III with Seminar</td>
<td>M.F.T. 763 Practicum IV</td>
</tr>
<tr>
<td>S.W.K. 772: Field Instruction IV with Seminar</td>
<td>S.W.K. 781/M.F.T. 781: Alcohol and Other Drugs (cross listed)</td>
</tr>
<tr>
<td>S.W.K. 761: Mental Health Policy</td>
<td>M.F.T. Elective (6 credit hours) *</td>
</tr>
<tr>
<td>S.W.K. 776: Clinical Practice Evaluation</td>
<td>M.F.T. 997 Master Project (is not a credit bearing course)</td>
</tr>
</tbody>
</table>

**Advanced Standing Program only:** Choice of 1 Adv. Practice Course and 1 S.W.K. elective

*S.W.K. Foundation Courses which are not required for Advanced Standing Program*

### Sequence Plan

Student will choose one of the three sequence plans below. Variations in the chosen sequence plan is **not recommended**. Academic advising is required to alter the chosen program plan.

#### Sequence Plan I - S.W.K. Start Regular | Full-time Program | 96 credit hours

<table>
<thead>
<tr>
<th>Year:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>
| **Fall** | S.W.K. 601 Fund. of S.W. Pract I  
S.W.K. 671 Field Instruction I  
S.W.K. 626 Persons in Social Contexts  
S.W.K. 611 Social Welfare Policy  
S.W.K. 771 Field Instruction III  
S.W.K. 776 Clinical Pract Evaluation  
M.F.T. 750 Intro to M.F.T. Practicum  
M.F.T. 661 Intro to M.F.T. Practice | M.F.T. 762 Practicum in M.F.T. III  
M.F.T. Elective  
M.F.T. Elective |
| **Spring** | S.W.K. 602 Fund. of S.W. Pract II  
S.W.K. 672 Field Instruction II  
S.W.K. 628 Human Diversity  
S.W.K. 730 Family Sys Theory  
S.W.K. 724/M.F.T 724 Psychopathology | S.W.K. 733 S.W. Pract in Mental Health  
S.W.K. 772 Field Instruction IV  
M.F.T. 760 Practicum in M.F.T. I  
M.F.T. 682 M.F.T. Theory & Tech.  
S.W.K. 761 Mental Health Policy | M.F.T. 684 Fam. Therapy Persp. & Diversity  
M.F.T. 688 Fam Therapy across Life Cycle  
M.F.T. 763 Practicum in M.F.T. IV  
M.F.T. 997 (Masters Project) |
### Summer Session 1
- M.F.T. 681 Ethics and Issues*
- M.F.T. 567 Sexual Issues for the Helping Professional
- M.F.T. 662 Sys Dyn in Group Setting
- M.F.T. 761 Practicum in M.F.T. II
- Summer courses are not required

### Summer Session 2
- S.W.K. 781/M.F.T. 781 Alcohol & Other Drugs
- M.F.T. 672 Couples Therapy
- Nothing

* Students in Sequence I have the option of taking S.W.K. 771 in 12 week summer session followed by S.W.K. 772 in fall

### Sequence Plan II - M.F.T. Start | Regular Full-time Program | 96 credit hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>M.F.T. 661 Intro to M.F.T. Practice</td>
<td>S.W.K. 601 Fund. of SW Pract I</td>
<td>S.W.K. 732 Adv. Prac w/ IFG</td>
</tr>
<tr>
<td></td>
<td>M.F.T. 750 Intro to M.F.T. Practicum</td>
<td>S.W.K. 671 Field Instruction I</td>
<td>S.W.K. 771 Field Instruction III</td>
</tr>
<tr>
<td></td>
<td>M.F.T. Elective 1 (671) Intro to Fam Systems</td>
<td>M.F.T. 762 Practicum in M.F.T. III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.W.K. 626 Persons in Social Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>M.F.T. 682 M.F.T. Theory &amp; Tech</td>
<td>S.W.K. 602 Fund. of SW Pract II</td>
<td>S.W.K. 733 SW Practice in Mental Health</td>
</tr>
<tr>
<td></td>
<td>M.F.T. 760 Practicum in M.F.T. I</td>
<td>S.W.K. 672 Field Instruction II</td>
<td>S.W.K. 772 Field Instruction IV</td>
</tr>
<tr>
<td></td>
<td>M.F.T. 684 Fam. Therapy Persp &amp; Div.</td>
<td>S.W.K. 628 Human Diversity</td>
<td>S.W.K. 761 Mental Health Policy</td>
</tr>
<tr>
<td></td>
<td>M.F.T. 688 Fam. Therapy across Life Cycle</td>
<td>S.W.K. 730 Family Sys Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.W.K. 662 Applied Research</td>
<td>M.F.T. 763 Practicum in M.F.T. IV</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>M.F.T. 662 Sys Dyn in Group Setting</td>
<td>M.F.T. 567 Sexual Issues of the Helping Professional</td>
<td>Nothing</td>
</tr>
<tr>
<td></td>
<td>M.F.T. 761 Practicum in M.F.T. II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.W.K. 724/M.F.T. 724 Psychopathology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Session 2</td>
<td>M.F.T. 672 Couples Therapy</td>
<td>S.W.K. 781/M.F.T. 781 Alcohol &amp; Other Drugs</td>
<td>Nothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.F.T. Elective 2</td>
<td></td>
</tr>
</tbody>
</table>

### Sequence Plan III - Advanced Standing | Full-time Program | 78 credit hours (eligible B.S.W. graduates only)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S.W.K. 724/M.F.T. 724 Psychopathology</td>
<td>M.F.T. 761 Practicum in M.F.T. II</td>
<td>M.F.T. 672 Couples Therapy</td>
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<td></td>
<td>M.F.T. 681 Ethics &amp; Issues</td>
<td>S.W.K. elective</td>
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<td></td>
<td>S.W.K. 781/M.F.T. 781 Alcohol &amp; Other Drugs</td>
<td>S.W.K. Adv. Practice</td>
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<tr>
<td>Fall</td>
<td>S.W.K. 732 Adv. Prac w/ I.F.G.</td>
<td>M.F.T. elective</td>
<td>Nothing</td>
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<td>S.W.K. 771 Field Instruction III</td>
<td>M.F.T. elective</td>
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<td>S.W.K. 776 Clinical Pract Evaluation</td>
<td>M.F.T. 762 Practicum in M.F.T. III</td>
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S.W.K. Advanced Practice Courses and Electives (all qualify for S.W.K. Elective Requirement)

<table>
<thead>
<tr>
<th>Adv. Practice Courses:</th>
<th>Electives:</th>
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<tr>
<td>S.W.K. 707 Short Term Interventions</td>
<td>S.W.K. 682 Equine Assisted Activities and Therapies</td>
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<td>S.W.K. 709 Social Work Practice with Children, Adolescents &amp; Families</td>
<td>S.W.K. 643 Aging in the Context of Family Life</td>
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<tr>
<td>S.W.K. 712 Clinical Social Work with Groups</td>
<td>S.W.K. 657 Processes of Aging</td>
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<tr>
<td>S.W.K. 735 Principles &amp; Methods of Social Work Practice with Black Families</td>
<td>S.W.K. 710 Topics in Advanced S.W.K. Practice &amp; Policy</td>
</tr>
<tr>
<td>S.W.K. 736 Evidence-Based Approaches to Mental Health Treatment</td>
<td>S.W.K. 727 Family Violence Policy, Practice &amp; Research</td>
</tr>
<tr>
<td>S.W.K. 738 Core Concepts in Trauma Treatment in Children &amp; Adolescents</td>
<td>S.W.K. 739 Applied Neuroscience in Human Services</td>
</tr>
<tr>
<td>S.W.K. 740 Treatment of Complex Trauma with Individuals</td>
<td>S.W.K. 742 Violence, Bullying &amp; Trauma: Clinical Perspective</td>
</tr>
</tbody>
</table>

Qualifying Electives for M.F.T. Electives Requirement

- M.F.T./H.T.W. 603 Introduction to Trauma Studies
- M.F.T. 641 Divorce Mediation
- M.F.T. 642 Couple & Family Therapy with L.G.B.T.Q. Relationships
- M.F.T. 643 Family Therapy with Complex Trauma
- M.F.T. 644 Family Therapy with L.G.B.T.Q. Youth
- M.F.T. 645 Queering Theory, History and Clinical Practice
- M.F.T. 686 Play Therapy with Children and Families (Qualifies for Trauma C.A.S. Elective Course)
- M.F.T. 687 Spirituality in Therapy

Academic Advising

Each matriculated graduate student is assigned an academic advisor who is a member of the faculty or professional staff in their degree program/s. Academic advising is a shared responsibility between the student and the academic advisor. The student has the ultimate responsibility for ensuring academic progress. Efforts are made to preserve continuity of advisor assignment throughout the student’s course of study and changes to advisor assignments are only done in exceptional situations with the approval of the Director of the M.S.W. program. The academic advisor provides the consultation and guidance necessary to foster the professional development of the student. The advisor aids the student in the selection of courses, in registration, in meeting degree certification requirements, and in assessing professional interests and development. Students are required to meet with their advisors before registering for courses each semester and submit a registration form, signed by the advisor and the student, to the Social Work office before completing the registration process on-line.

If a course-related problem arises, students are advised first to discuss the problem with the instructor involved. If it cannot be satisfactorily resolved through this action, the matter should then be discussed with the academic advisor. For students in academic difficulty, the academic advisor is expected to assist the student in decision-making around the academic difficulty and in the development of a plan aimed at returning the student to good academic standing.

Students are responsible for seeking the advice and consultation of their academic advisors when they perceive they are having academic problems. They also are responsible for making and keeping advising appointments during the advising period that precedes course registration.
Registration

Information regarding advising and registration dates is emailed to students prior to the advising and registration period. Both full-time and part-time students may register for courses after meeting with their advisors and obtaining a signed S.C.O.R.E. registration form. The signed form is submitted to the Social Work office. Any changes to the student/advisor agreed upon course registration schedule must be reported to and approved by the academic advisor in writing. Faculty advisors must also approve summer enrollment. Students authorized to register will do so on their own using the university’s web-based online registration system. This may be done from home or in one of the many public computer clusters on the campus. For information on how to use this system, visit the Registrar's Office website. Information regarding dates that registration is available for the upcoming semester can also be found at the Registrar's Office website. Courses may be added after initial registration through the first two weeks of the semester. There are two deadlines for dropping courses. If a course is dropped before the financial drop deadline, the tuition for that course will be refunded. Tuition for a course dropped after the financial drop deadline, but before the academic drop deadline, will not be refunded. More detailed information about this and the exact dates for adding and dropping courses can also be found on the University Registrar's website.

Academic Progress and Professional Behavior

Academic Standing

University Rules and Regulations set out the minimum G.P.A. that graduate students in good academic standing must maintain. Students in the School of Social Work must maintain an overall grade point average of 3.0. You cannot receive the M.S.W. degree without attaining a final cumulative G.P.A. of 3.0 and good standing regarding professional behavior. The standards for good academic standing and the procedures that the School of Social Work follows when a student’s G.P.A. falls below 3.0 are described in Appendix C. Students must be aware that they bear the risk and responsibility for the financial investment involved when continuing in the M.S.W. program with a G.P.A. below a 3.0 and/or when not in good academic standing.

Professional Behavior

The Code of Ethics as adopted by the National Association of Social Workers serves as the primary basis for judgments concerning the appropriateness of the behavior of students, as well as relevant sections of the New York State Education law regarding the professions and New York State Regents Rules and Regulations. A student whose actions have raised concerns about professional behavior may be brought before the Academic Hearing Board of the School of Social Work under the policy for Academic Progress and Professional Behavior. The standards for Academic Progress and Professional Behavior and the procedures of the Academic Hearing Board are described in Appendix C.

While recognizing a responsibility to guide and support students during the course of their professional education, the faculty and professional staff also recognize a responsibility to the profession of social work and to the people it serves. Consistent with the Council on Social Work Education Evaluation Standards and the Code of Ethics of the National Association of Social Workers (see Appendix F), the School of Social Work considers both the performance and behavior of students in the classroom, in the field placement, and in and around the university as matters of academic standing. Performance and behavior are treated as indicative of likely performance as a social work practitioner. In addition to poor performance in the classroom, as indicated by course grades, performance or behavior that demonstrates poor interpersonal skills, unethical, threatening or otherwise unprofessional conduct will be considered grounds for academic disciplinary action. This may include, but it is not limited to, academic probation or dismissal.

Essential Abilities for Performance in the School of Social Work

The following standards, distinguished from academic standards, describe the cognitive, emotional and character requirements necessary to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the Syracuse University School of Social Work are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practice, and elsewhere. Attention to these standards will be part of evaluations made by those responsible for evaluating students' practicum and academic performance.

**Academic Integrity:** Upon entrance into the program, the student is expected to demonstrate academic integrity in the preparation of written assignments, research and scholarly papers and must understand and adhere to the S.U. Policy on Academic Integrity which prohibits academic dishonesty, such as cheating, plagiarism, internet plagiarism.

**Communication Skills:** The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

**Self-Awareness:** The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with work with clients and other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.
Professional Commitment: The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his/her right to a just share of society's resources.

Knowledge Base for Social Work Practice: The professional activities of social work students must be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions and evaluation of practice.

Objectivity: The social work student must be sufficiently objective to systematically evaluate clients and their situations in an unbiased, factual way.

Empathy: Upon entrance into the program and increasingly as the student progresses through the program, s/he is expected to work diligently to understand and appreciate the way of life and value system of others. Students must be able to communicate empathy and support to clients and community members as a basis for a productive professional relationship.

Self-Care: The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with faculty, field educators, administrators, colleagues and peers.

Acceptance of Diversity: As the student progresses through the program, s/he is expected to demonstrate an appreciation for the value of human diversity. In the field practicum, s/he must serve and be willing to serve in an appropriate manner, all persons in need of assistance, regardless of the person’s age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

Interpersonal Skills: The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

Professional Behavior: The social work student must behave professionally by practicing within the scope of his/her skills and knowledge, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time. The social work student must demonstrate a willingness to accept feedback and must not practice outside his/her areas of competence without engaging in training, consultation and supervision.

Disciplinary and Grievance Procedures for Allegations of Academic Dishonesty or Violation of Other University Policies

Academic Dishonesty

The faculty and professional staff of the School of Social Work consider academic dishonesty a very serious matter. This includes how students utilize and quote (or fail to quote) documents found on the web. Inadequate attribution is considered plagiarism, a type of academic dishonesty, and will result in sanction. If you are uncertain about how to properly use others’ writings or cite the work of others, you should not hesitate to seek guidance. There are several sources of assistance. Among these sources are:

- Syracuse University Writing Center, located in H.B.C. room 101
- Syracuse University Library
- Purdue University APA Style Guide

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

1. Use of Sources
   a. Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source.
      i. Examples of plagiarism:
         1. Paper is downloaded from an Internet source and/or obtained from a paper mill.
         2. Paper contains part or all of the writings of another person (including another student), without citation.
         3. Paper contains passages that were cut and pasted from an Internet source, without citation.
      ii. While students are responsible for knowing how to quote from, paraphrase, and cite sources correctly, the ability to apply that information in all writing situations is an advanced literacy skill acquired over time through repeated practice. When a student has attempted to acknowledge sources but has not done so fully or completely, the instructor may determine that the issue is misuse of sources or bad writing, rather than plagiarism. Factors that may be relevant to the determination between misuse of sources and plagiarism include prior academic integrity education at Syracuse University and the program level of the student. Instructors are responsible for communicating their expectations regarding the use and citation of sources

2. Course Work and Research
   a. The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
   b. Fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
   c. Copying from another student's work;
   d. Actions that destroy or alter the work of another student;
e. Unauthorized cooperation in completing assignments or examinations;
f. Submission of the same written work in more than one course without prior written approval from both instructors.

3. Communications
   a. Violating the confidentiality of an academic integrity investigation, resolution, or documentation;
   b. Making a false report of academic dishonesty;
   c. Dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, or in any other matter relating to a course.

4. Representations and Materials Misuse
   a. Falsification of records, reports, or documents associated with the educational process;
   b. Misrepresentation of one’s own or another’s identity in an academic context;
   c. Misrepresentation of material facts or circumstances in relation to examinations, papers, or other academic activities;
   d. Sale of papers, essays, or research for fraudulent use;
   e. Alteration or falsification of university records;
   f. Unauthorized use of university academic facilities or equipment, including computer accounts and files;
   g. Unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
   h. Expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal university committees;
   i. Expropriation and/or inappropriate dissemination of personally-identifying human subject data;
   j. Unauthorized removal, mutilation, or deliberate concealment of materials in university libraries, media, laboratories, or academic resource centers.

Read the complete University Academic Integrity Policy effective January 1, 2017.

Disciplinary, Grievance, and Appeal Procedures

Formal disciplinary and grievance procedures exist at both the College and University level for handling allegations of academic dishonesty or violation of other university policies. The document, "College Grievance Committee Policies and Procedures," issued by Falk College, explains where different types of allegations are heard. The kinds of issues covered by University-wide offices outside of the School of Social Work and the College include accusations of sexual or racial harassment and violations of the Student Code of Conduct.

The College Grievance Committee is responsible for appeals of a course grade, or appeal of a sanction for academic dishonesty in coursework imposed by a faculty member. Sanctions imposed by units within the College regarding academic dishonesty and unprofessional conduct also may be appealed to the College Grievance Committee. Additionally, the College Grievance Committee may adjudicate complaints involving academic dishonesty and unfair academic treatment of a student that come to it directly.

Violations of Other University Policies

The University has offices and committees that are responsible for hearing complaints of both student and faculty violations of conduct and policy. Tables 1 and 2 in the College Grievance Committee Policies and Procedures document outline where in the University various issues are handled (these tables are reprinted in Appendix D). Should you have a complaint involving potential violation of university policy with regard to racial or sexual harassment, disability accommodation, or the Code of Student Conduct, consult these tables to learn where in the University you should direct your complaint. You may also consult the Office of the Associate Dean of Falk College. They will assist you in determining whether the problem can be handled informally or whether it should be directed to the appropriate University office.

General Information

Several pieces of general information are in alphabetical order in the pages that follow to facilitate ease of review.

Audit

Matriculated graduate students wishing to audit a course (no credit) must have approval of the faculty advisor and the course instructor. Auditing requires formal registration, and is not available to non-matriculated students. No tuition is charged for students registered full-time (9 or more credits) or appointed as Graduate Assistants during a Fall or Spring semester. Students registered for fewer than 9 credit hours are charged 60% of the tuition rate for courses audited.

Classroom Visitors

The School of Social Work has a formal policy about bringing visitors with you to class. This is because client cases are sometimes discussed in class or students may disclose sensitive information about themselves. The text of the policy is located in Appendix B of this handbook.

Degree Certification

In order to certify your master’s degree at the end of your study, we must have a degree-bearing transcript from your baccalaureate program.
All students must submit acceptable documentation of previous degrees to the Graduate School by the end of their first semester of study. After completion of the first semester of graduate study, the Graduate School may withhold registration for any student who has not produced documentation of completion of the undergraduate degree for the date reported on the application by the student, or who has not been granted a written waiver by the Academic Unit and the Graduate School. The hold on registration will only be released when the documentation has been provided.

No graduate degree will be granted unless the student has complied with the items described in the preceding paragraph. No credit that is applied to the undergraduate degree may be applied to the graduate degree, unless such double-counting falls under explicit articulation of a combined bachelor’s and master’s program that has been approved by, and registered with, the New York State Education Department. (Drawn from Academic Rules and Regulations, IX, Admission, Section 23.0 General Policies, Syracuse University, Syracuse, New York, 1995-96. See this document for more detail.)

No graduate course credit toward the master's degree is granted for life experience.

Directory Information

Students are required to provide directory information (current mailing address, telephone number) for School of Social Work and University administrative use. Individuals may elect to have such information restricted to administrative use only. In such cases, the University’s public directory lists the name only.

Email

Much of the internal communication of the School of Social Work is conducted via email. This includes general announcements to students. All graduate students are required to have a Syracuse University email account. All students currently registered and matriculated at Syracuse University automatically have an email account with the University. All communication from the School of Social Work and the University will be sent to your Syracuse University e-mail address. Information about accessing your S.U. email account or forwarding your S.U. email to another address can be found on the S.U.I.T. website.

Grades

Official grade reports will be available on MySlice from the University Registrar’s Office after the end of the semester. You can view your grades online using the MySlice system. Grades will not be posted by social security number or other public means, nor will grades be released by School of Social Work administrative offices.

Health Forms & Immunization Policy

In accordance with New York State Public Health Law, Health Services requires that all students provide documentation of immunization. Visit the Patient Portal.

Incomplete Grades

Students who do not complete assignments within the semester and receive an Incomplete (I) grade are required to satisfy all requirements of the course by the date listed on the Petition for an Incomplete. Failure to complete requirements within the specified period will result in the course grade indicated on the petition (usually an F) being posted to your record. University policy stipulates that a formal request for an incomplete must be initiated by the student using the form provided for that purpose. Approval of that request is to be granted by the faculty member teaching the course and the Director of the School of Social Work. University policy further stipulates that all grades of I are to be calculated as F's in the grade point average until such time as they are removed.

Motor Vehicles

Student operated motor vehicles must be registered with the University if parked at any time on the campus. A student with unanswered notices of campus parking violations may have his or her class registration cancelled or the award of a degree withheld.

Non Matriculated Students

Non-Matriculated students may take up to a maximum of six (6) graduate credits in the M.S.W. program with permission of the Director. Courses must be selected from the following list:

- S.W.K. 611: Social Welfare Policy
- S.W.K. 626: Persons in Social Context
- S.W.K. 628: Human Diversity in Social Context
S.W.K. 662: Applied Research in SW

S.W.K. 724: Psychopathology

Passing graduate social work courses is not an automatic acceptance into program. Students are admitted based on a number of criteria, only one of which is grades. Learn more about getting admitted.

Petition Process

The petition is the process by which the student obtains approval to make variations from established academic requirements, and University or School of Social Work policies and procedures. Petition forms are available from the Social Work Office, 440 Sims Hall and usually are initiated in consultation with the student's academic advisor.

Phi Alpha Honor Society

Phi Alpha Honor Society is a national honor society for social work students that the Syracuse University School of Social Work joined in 1996. Our chapter is Zeta Gamma. To be eligible, a student must have achieved a 3.85 overall G.P.A. Students are inducted into the Zeta Gamma Chapter of Phi Alpha Honor Society at S.U. each Spring.

References

In response to requests for references from prospective employers and academic programs, the School of Social Work provides only the following information: dates of enrollment, date of degree award, and concentration. This limitation complies with current legislation regarding individual rights and privacy. Candidates and graduates seeking personal references should arrange to have such requests forwarded directly to individuals (i.e., academic advisor, classroom instructor, field instructor, etc.). Personal references are those that deal with character, quality of performance, and potential for practice and academic endeavors. Transcripts are available by written request to the Transcript Office, Syracuse University, 106 Steele Hall, Syracuse, New York 13244.

School of Social Work Governance Committees

Opportunities for involvement in the School of Social Work exist for graduate students through participation in the School's self-governance committees. Students are represented on the Faculty Recruitment Committee, the M.S.W. Program Committee, and the B.S.S.W. Program Committee. More information is available from the Director of the School of Social Work.

Social Workers United

Social Workers United (S.W.U.) is the social work student organization developed by and for undergraduate and graduate students to encourage broader acquaintances among social work students, to discuss academic and career interests, and as a channel for student activities and participation on the School’s policy-making committees.

S.W.U. has sponsored special speakers, organized end-of-semester social events, and contributed to the planning and assessment of curricular changes. The extent to which the S.W.U. is able to accomplish its goals depends upon the level of interest and participation of the students themselves.

Transfer Credit

Matriculated graduate students enrolled in the regular 60 credit hour M.S.W. program may petition to transfer previously earned graduate credit consistent with policies of the School of Social Work as specified in Appendix A and the university Academic Rules and Regulations. The School of Social Work has a specific policy for the transfer of online courses (see Appendix A). Students enrolled in the Advanced Standing Program may not transfer graduate credit from other institutions.

University Rules and Regulations

Syracuse University policies prescribing student rights and obligations are presented in "University Rules and Regulations" located in the Graduate Course Catalog online.

Withdrawal/Leave of Absence

If it becomes necessary for the student to withdraw from school or take a leave of absence the student must submit a "withdrawal/leave of absence" form. The form may be obtained from the Social Work main office, Suite 440. Conditions governing a leave are outlined on the form. Withdrawals and leaves of absence must be signed by the Director of the School of Social Work.

The University treats "withdrawal" and "leave of absence" differently. A leave of absence is student initiated and signals that the student left the
University in good standing. A leave of absence that is taken for medical reasons will require clearance from the Health Service before the student may return. A withdrawal is School or University initiated and signals that the student did not leave the University in good standing. Generally, the student returning from a School or University initiated withdrawal must meet specific conditions before being re-admitted.

All students returning from a leave of absence or withdrawal must contact the School of Social Work in writing to request permission to re-enroll. Permission to re-enroll is not granted automatically. The student’s record and the conditions surrounding the student’s earlier departure from the university will be reviewed by the Director of the School of Social Work to assist in the decision to allow the student to re-enroll.

Writing Standard

By action of the faculty, graduate students are expected to prepare all written papers consistent with the most recent version of the Publication Manual of the American Psychological Association. Copies of the latest edition of this style manual can be purchased at Syracuse University Bookstore and are available at other area bookstores. Additional assistance can be found through links on the Syracuse University Library website.

Appendices

Appendix A: Petitions for, and Evaluation of, Graduate Transfer Credit

Students in the regular M.S.W. program may transfer a maximum of 12 credits from other graduate institutions. All credit applied toward the graduate degree must be completed within the seven years preceding the student’s graduation date (under exceptional circumstances courses older than seven years may be petitioned in). M.S.W. students who are planning to transfer graduate credits from other institutions must follow the procedures outlined below. No credit is granted for life experience. The School of Social Work has developed its own policy about the transfer of courses taken online (see below). Students in the Advanced Standing Program may not transfer any credits from other institutions toward the M.S.W.

For Graduate Credits Earned Prior to Matriculation in the M.S.W. Program

1. A petition requesting that transfer credit be posted to the Syracuse transcript must be filed with and approved by the School of Social Work and the Graduate School during the student's first twelve credits of registration at Syracuse.
2. The petition must be clear and specific, including the following information:
   a. the institution at which the credit was earned
   b. when the credit was earned
   c. the course number, title, and credit hours earned for the course to be transferred
   d. the Syracuse M.S.W. degree requirements for which the course substitutes
3. The petition requires the signature of these people:
   a. Student
   b. Academic Advisor
   c. Director
   d. Dean – Dean of the Graduate School of the University
4. The signed petition must be accompanied by an official transcript showing the course(s) involved before the petition for transfer credit can be approved.

Students petitioning for transfer credit to meet a required course should be aware that the review ordinarily requires evidence, beyond the transcript, that clarifies the substance of the course (e.g. course outline, papers or exams, catalog description, etc.). Such information is often necessary to render a reasonable judgment on equivalence of content. Petition forms are available on the University Website.

For Graduate Credits Earned After Matriculation in the M.S.W. Program

Students are required to complete a petition requesting permission to complete the course at another graduate institution. The petition must include clear and specific information about the course to be completed and how that credit is to be used in the student's program of study. (See Item #2 above).

Policy for the Transfer of Online Courses at the Graduate Level

The following rules govern decisions about the transfer of courses into a student’s program of study for the M.S.W. from an online-only format:

1. All courses must be at the graduate level, be considered appropriate for the student’s program of study, and a grade of B or better must be earned (transcript must be provided).
2. No more than 30 credits can be transferred from a C.S.W.E. accredited M.S.W. program (including online programs).
3. Up to 12 credits of previously completed graduate coursework with grades of B or better may be accepted toward the M.S.W. degree and normally will be transferred in as electives.

Approved by the faculty of the School of Social Work: January 30, 2014
Appendix B: Policy on Allowing Visitors in the Classroom

The question of who students can bring to "sit in" with them in class is an important one since client cases are sometimes discussed in class or students may disclose sensitive information about themselves. For those who are social work students, we have a code of professional behavior. We speak to students about it at orientation, in our courses, and it is available to them online on the Code of Student Contact page. We have a mechanism for sanctioning them should they violate professional behavior in some way. We have no formal relationship with other people who may be brought into the classroom as a visitor, whether that person is a friend, a spouse or partner, or a child. Interpreters, medical providers and other such assistants are expected to behave within the school's professional code of conduct and will not be permitted to participate in class discussions unless invited by the instructor.

As a result, the following is the policy of the School of Social Work:

No student is permitted to bring a visitor, friend, child, spouse, etc. to class without prior approval from the faculty member teaching the course.

In determining whether to permit this visitor into the classroom, the faculty member will consider the following:

a) whether confidential information is likely to be shared in class

b) whether the presence of the visitor will have a negative impact upon the other students in terms of their ability to comfortably learn and to speak out in class

c) whether the content of the course is appropriate for the visitor (e.g., infants don't comprehend the discussion, but 12-year olds do comprehend to some degree)

These criteria imply that visitors generally will not be allowed to "sit in" on practice courses. There may be other courses where tough issues, personal disclosure, or high emotions occur (possibly psychopathology, diversity, other H.B.S.E. courses) where children or others should not be allowed.

If the faculty member has questions about whether to allow a visitor in a particular instance, he or she will consult the Director of the School of Social Work for guidance.

This policy should be announced to students at the beginning of the semester. If a student has a last minute child care problem and the child is old enough (and well behaved), it is not a problem if the child is brought to the School of Social Work to read in another room or use the computers while the parent is in a class for which the child's presence is inappropriate.

Issued November 18, 2004

Appendix C: Academic Progress and Professional Behavior

General Principles: School of Social Work

Academic performance relates both to grades and to personal qualities including values and interpersonal skills that demonstrate the potential for effectively working with clients in the field placement component of the M.S.W. degree program. The School of Social Work embraces its ethical responsibility to protect clients from harm. In the field placement, the importance of the student-client relationship supersedes that of classroom performance. Unethical, threatening, or otherwise unprofessional conduct will be closely examined. The School of Social Work retains the right to take academic disciplinary action in accordance with the procedures described in this statement when the student's behavior indicates an inability to effectively communicate and to develop the type of interpersonal relationships that are required in social work practice.

The formal process for handling such concerns will observe the following principles:

1. Identification, assessment, and notification of the student in academic difficulty will occur as early and often in the course of graduate study as possible and necessary.
2. Policy and procedures governing graduate student academic progress will be routinely and regularly publicized to inform students and faculty.
3. Appropriate due process will be observed for the benefit of the student and the faculty member(s). All actions taken, within procedures, are to be placed in writing addressed to the relevant party with copies to others involved.
4. All policies developed will be coordinated with other aspects of the School of Social Work (e.g. grading policies), College policies, and with the "University Rules and Regulations" as they apply to graduate students.
5. The Director of the School of Social Work is responsible for the termination of a given student's matriculated status in the M.S.W. program, working with the Falk College Dean's office and the Graduate School.
6. All matters related to identification, assessment, and notification of the matriculated student in academic difficulty will be coordinated by the Director of the M.S.W. Program.
7. Individual faculty members are responsible for the evaluation of student academic performance, the preparation of reports on student progress, and the award of grades in courses they teach.

Criteria for Determining Student Standing

The criteria for determining student standing in the graduate program may include:
• Attendance in the classroom;
• Attendance in field instruction;
• Behavior that provides relevant information reflecting likely performance as a social work practitioner
• Performance in classroom tests or other evaluation exercises;
• Performance in field instruction assignments as defined by the field learning contract and/or field evaluation instruments.

Standards

Student standing in the M.S.W. program will be determined through application of the following standards:

**Good standing:** Cumulative G.P.A. of at least 3.0 and P for all field instruction registrations to date

**Probation:** Cumulative G.P.A. less than 3.0, or I for any field instruction registration to date; or poor interpersonal skills, unethical, threatening or otherwise unprofessional conduct

**Dismissal:** Probationary status for two consecutive semesters; or F for any field instruction registration; or unacceptable interpersonal skills, unethical, threatening or otherwise unprofessional conduct

When computing the G.P.A., the grade I is calculated as an F, and the grade P and its associated credits are excluded from the calculation. Grades of I (Incomplete) awarded in classroom courses, and accompanied by complete and unexpired Request for Incomplete forms that indicate the student’s work to date is satisfactory, will not be considered in the cumulative G.P.A. for purposes of rendering decisions regarding a student’s academic standing. However, a letter from the Director of the School may be sent to a student who has a grade of I at the end of a semester, reminding them of the policies associated with an I grade and the fact that an I will revert to an F if the work is not completed in the agreed upon time.

Matriculated, part-time graduate students will be subject to review for probation at the conclusion of each term. No decisions regarding dismissal shall be made prior to completion of twelve (12) credit hours.

Procedures

1. The Office of the M.S.W. Program Director is responsible for the identification, assessment, and notification of the student in academic difficulty. Procedures identified below are to guide the execution of that responsibility in conjunction with teaching faculty, faculty advisors, and the Academic Hearing Board.
2. Faculty and professional staff are responsible for early identification of students in academic difficulty within the courses they teach.
3. Faculty and professional staff are responsible to submit to the School of Social Work Office mid-semester deficiency reports on each student in academic difficulty in their classes and/or field liaison assignments.
4. The School of Social Work Office is responsible for informing the academic advisor and the student of the mid-semester deficiency report(s). Academic advisors are responsible for helping the student clarify the nature of the academic difficulty and assisting the student in developing a plan for corrective action.
5. Each student’s academic standing based upon student transcript data will be reviewed at the conclusion of each semester, and the summer session for Advanced Standing students.
6. Field Placement Coordinators and field instructors are responsible for informing the Office of Field Instruction of students whose behavior shows potential for serious risks to clients in the field placement. The Director of the Office of Field Instruction is responsible for determining whether to work with the student, field instructor, and field coordinator to develop a plan for corrective action, terminate the placement or refer the issue to the Academic Hearing Board for formal review and action. The National Association of Social Workers Code of Ethics serves as a guide in making professionally responsible decisions, as well as relevant sections of the New York State Education Law and Regents Rules and Regulations, regarding good moral character and conduct in the social work profession.
7. The Director of the School of Social Work shall be responsible for action on all students not in good academic standing as follows:
   - **Probation:** He/she shall send written notification to the student of his/her placement on academic probation, with a copy of that notification sent to the advisor.
   - **Dismissal:** He/she shall notify students of their dismissal from the program based upon the standards previously described.

Hearings for Academic Progress and Professional Behavior

I. The School of Social Work Academic Hearing Board

The School of Social Work policy for academic progress and professional behavior addresses two distinct areas of student academic standing:

1. The grade point average and academic standing of graduate students;
2. Professional behavior and ethical conduct of both graduate and undergraduate students.

The Academic Hearing Board of the School of Social Work is responsible for hearings arising from the implementation of School of Social Work policy in these areas. Thus, the Academic Hearing Board has two purposes:

1. The first purpose is to hear graduate student appeals of pending dismissal from the M.S.W. program because the student’s overall grade point average has been below 3.0 for two consecutive semesters.
2. The second purpose is to hear and respond to allegations of unprofessional conduct or inadequate professional performance by a graduate or undergraduate student. These are both issues of concern because knowledge, skill, and value expectations can be considered academic criteria in a professional program as they relate to a student’s likely performance as a social work practitioner.
Applying a knowledge base in practice, demonstrating professional relationship skills and behavior with clients and colleagues (in the agency or classroom) that is consistent with the values and ethics of the profession are all components of academic standing in a professional program. Inadequacies in these areas can affect standing in the B.S.S.W. or M.S.W. program and be the basis upon which a hearing is convened.

II. Convening the Academic Hearing Board

The Academic Hearing Board shall convene when:

For Graduate Students

A student files an appeal of his or her pending dismissal from the M.S.W. program. For an appeal of dismissal, the student shall initiate the appeal with a written request to the Director of the M.S.W. Program. The request must be filed by the deadline established in the notification letter. It is to include a statement of specific reasons for the request, a plan of action proposed in lieu of dismissal, and a signed petition to support that plan if it includes repeating a course or courses. If the written appeal is not received by the date in the letter of notification, application for re-admission will be required to pursue further study.

For Graduate and Undergraduate Students

A member of the faculty or School administration submits a written request for a hearing based upon a student's unprofessional conduct or inadequate professional performance. A member of the faculty, the Director of Field Instruction, or another Social Work administrator shall initiate the process by submitting a written request to the Director of the School of Social Work. The request must outline briefly the basis for the hearing request.

III. Academic Hearing Board Composition

The Academic Hearing Board shall be comprised of three voting members, consisting of two full time teaching faculty and one full time professional field staff. All voting members serve on the Hearing Board in rotation. In instances where any member of the Hearing Board has direct involvement in the circumstances of the particular case or other conflict of interest, that member shall recuse him/herself and the Director of the School shall arrange for a substitute for that hearing.

IV. Academic Hearing Board Procedures

1. When there is a case to be heard, the M.S.W. Program Director shall convene the Academic Hearing Board to conduct the hearing, and will submit a summary to the Board prior to the hearing detailing the student’s academic history.
2. When the Hearing is being called for reasons other than pending dismissal for academic reasons (i.e. G.P.A. below 3.0 for two consecutive semesters), the M.S.W. Program Director shall notify the student and the Academic Hearing Board of the request for a hearing and provide both with a statement that forms the basis of the request.
3. The student shall be invited to appear before the Academic Hearing Board. Other persons also may be invited to appear as follows:
   a. In the case of an appeal of dismissal, the student will elaborate grounds for the appeal and the plan of study proposed in lieu of dismissal. The student may also request that the Academic Hearing Board invite a faculty or professional staff member, student, or other person with information relevant to the case to testify before the committee on the student's behalf. The Hearing Board may seek advisory testimony from any administrative or faculty sources within the School of Social Work regarding the student's appeal, and/or plan of study proposed in lieu of dismissal.
   b. In the case of a hearing based upon an allegation of unprofessional conduct or inadequate professional performance, the student may request that the Academic Hearing Board invite a faculty or professional staff member, student, or other person with information relevant to the allegation to testify before the committee on the student's behalf. The Hearing Board may seek advisory testimony from any administrative, faculty or professional staff sources within the School of Social Work or persons from the student’s field agency (where appropriate) regarding the behavior that forms the basis for a hearing on professional conduct.
4. The Academic Hearing Board must reach a unanimous recommendation regarding one of the following outcomes:
   a. Reverse the decision to dismiss the student with no contingencies required;
   b. Conditionally continue a student’s enrollment based on an agreement developed in collaboration with the student (including the option of a Leave of Absence). The agreement will specify:
      i. Plans for meeting program requirements
      ii. Procedures for monitoring progress in executing those plans
      iii. A timetable for the completion of those plans
   c. Dismiss the student from the program.
5. The Academic Hearing Board shall convey its written recommendation (including the plan for meeting program requirements where continued enrollment is permitted) to the Director of the School and the M.S.W. Program Director. The Director of the School must concur with the Hearing Board’s decision, and will sign a statement regarding her/his agreement. If the Director does not agree, the Hearing Board will reconvene, meet with the Director, gather additional information, deliberate further and render a subsequent decision.
6. Decisions of the Academic Hearing Board are final and exhaust appeals options in the School of Social Work. Other avenues of appeal may be available through the Grievance Procedures of Falk College or the University Judicial System.
7. The M.S.W. degree will not be conferred upon students who do not have a final minimum cumulative G.P.A. of 3.0 and are not in good standing regarding professional behavior. The student must be aware that they bear the risk and responsibility for the financial investment involved when continuing to pursue the M.S.W. degree despite concerns regarding academic standing.

V. Issues Not Adjudicated by the Academic Hearing Board
The Academic Hearing Board will not hear the following:

1. Appeals of faculty-imposed sanctions for academic dishonesty (academic dishonesty is covered by the University and Falk College policies on academic integrity with appeal of faculty action heard by the Falk College Grievance Committee).
2. Appeals of the final grade awarded in a course (heard by the Falk College Grievance Committee).
3. Appeals of determinations with regard to academic standing or student conduct made by the Falk College Grievance Committee, the Dean of the College, the University Judicial System, university committees outside of the College, or senior administrators of the University.

Appendix D: Grievance and Appeals Procedures

University, College, and School Policies for Conduct and Grievance

Formal disciplinary and grievance procedures exist at both the College and University level for handling allegations of academic dishonesty or violation of other university policies. The document, "College Grievance Committee Policies and Procedures," issued by the Falk College, explains where different types of allegations are heard. The kinds of issues covered by University-wide offices outside of the School of Social Work and the College include accusations of sexual or racial harassment and violations of the Student Code of Conduct. The College Grievance Committee is responsible for appeals of a grade, or of sanctions imposed by units within the College regarding academic dishonesty and unprofessional conduct. Additionally, the College Grievance Committee may adjudicate complaints involving academic dishonesty and unfair academic treatment of a student that come to it directly. The College grievance policy and procedures can be obtained from the Falk College Student Rights, Academic Integrity & Grievance Policies page.

Student behaviors consistent with professional standards in human services professions are expected within the academic area and clinical or field practicum. Each department within Falk College has its own statement of professional standards of behavior to which students are expected to conform. Procedures within each school or academic program are spelled out for the first response to allegations of professional misconduct. The College Grievance committee may hear an appeal of the School or Department formal action.

Violations of professional standards and integrity include, but are not limited to, the following behaviors: 1) entry into clinical/field placement before completion of clinical clearance and faculty approval, 2) violation of confidentiality, 3) breach of civil/courteous behavior, 4) failure to maintain drug and alcohol sobriety, 5) failure to practice safe and professional actions in clinical/field placement settings, 6) failure to be punctual and/or provide timely notifications of absence from clinical/field placement due to illness, and 7) failure to follow agency standards of dress, language and institutional policies. Students engaged in research are expected to comply with all policies set by the Institutional Review Board and the provisions of the academic integrity policy.

Procedures for Filing a Student Grievance or an Appeal of School Disciplinary Action

The two tables that follow describe the types of grievances that may be brought against a student or that may be brought by a student against another student or member of the faculty or staff. The authority for adjudicating each of these grievances is also listed. The first table contains those grievances that are handled by offices or committees outside of the School of Social Work and Falk College. The second table lists those grievances handled by the student's department (e.g. School of Social Work) or by the College.

Falk College Grievance Types and Source of Authority for Adjudication (Outside of the College Grievance Committee)

<table>
<thead>
<tr>
<th>Type of Grievance</th>
<th>Source of Adjudication</th>
<th>Referral Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual harassment: faculty accused as harasser</td>
<td>Committee on Academic Freedom, Tenure and Professional Ethics and Office of Equal Opportunity, Inclusion, and Resolution Services</td>
<td>S.U. Faculty Manual</td>
</tr>
<tr>
<td>Sexual harassment: staff accused as harasser</td>
<td>Office of Equal Opportunity, Inclusion, and Resolution Services</td>
<td>H.R. website/P.P.M.</td>
</tr>
<tr>
<td>Racial/ethnic/age/gender/religious/disability/other civil discrimination or other harassment: faculty accused as harasser</td>
<td>Office of Equal Opportunity, Inclusion, and Resolution Services</td>
<td>S.U. Faculty Manual</td>
</tr>
</tbody>
</table>
Racial/ethnic/age/gender-religious/disability/other civil discrimination or other harassment: staff accused as harasser

Discrimination in violation of university policy, suffered by any member of the university community

Student appeal of suspension from university for academic reasons

Student alleged violation of the Code of Student Conduct (non-academic)

Faculty alleged unprofessional/unethical behavior to student

Faculty alleged failure to accommodate student disability

Faculty alleged unprofessional/unethical behavior to faculty/staff/university organization

Faculty appeals decision of department/college P&T on procedural basis

Alleged violation of the Statement of Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Type of Grievance</th>
<th>Source of Adjudication</th>
<th>Referral Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student alleged unprofessional conduct or appeal of sanction for unprofessional conduct</td>
<td>School or program policy; College: Grievance Committee</td>
<td>Student Handbook/Faculty Reference Manual</td>
</tr>
<tr>
<td>Faculty alleged unfair academic treatment of student</td>
<td>Department/Dean/College: Grievance Committee</td>
<td>College Student Handbook/Faculty Reference Manual</td>
</tr>
<tr>
<td>Student appeal of course grade</td>
<td>College: Grievance Committee</td>
<td>Academic Rules &amp; Regulations /Faculty Reference Manual</td>
</tr>
</tbody>
</table>

Falk College Grievance Types Handled by the College Grievance Committee

Each school, department or program may have informal or formal procedures to be followed before initiating a grievance at the college level. Each department or school has a chair or director who should be consulted before proceeding to the next source of adjudication.

Other situations may be brought to the Grievance Committee for consultation as to how a situation should be handled.

Students in the School of Social Work who wish to file a grievance in accordance with Grievance Types Handled by the College Grievance Committee within 2 weeks (14 business days) following notice of a decision or action made by the School of Social Work, a student wishing to appeal this decision should do the following:

1. Contact the Senior Associate Dean of Falk College to request a grievance hearing regarding the actions or decisions originating in the School of Social Work.
2. Summarize your concerns in writing including major issues, specific grievances, actions taken to resolve the matter and your desired outcome and deliver a copy of this document to the Falk College Dean’s Office within 5 business days from initial contact with the Senior Associate Dean.
3. Decisions made by the College Grievance Committee are bound by procedures and policies of the College and University.
Appendix E: Educational Policy Statement for Degree Programs in Social Work Education: Council on Social Work Education

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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 (C.S.W.E.) uses the Educational Policy and Accreditation Standards (E.P.A.S.) to accredit baccalaureate and master’s level social work programs. E.P.A.S. 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.

E.P.A.S. 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.

Competency-Based Education

In 2008 C.S.W.E. adopted a competency-based education framework for its E.P.A.S. 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. E.P.A.S. 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 E.P.A.S., 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.

Social Work Competencies

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 statement 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 N.A.S.W. 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
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.

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Explicit Curriculum

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 E.P.A.S. 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 E.P. 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 E.P. 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 E.P. 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 (E.P. 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 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.

2.2.9 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 C.S.W.E.-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 C.S.W.E.-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 C.S.W.E.-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a C.S.W.E.-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.

Implicit Curriculum

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 C.S.W.E., recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international
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 C.S.W.E.-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.

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 C.S.W.E.-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 C.S.W.E.-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 C.S.W.E.-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 C.S.W.E.-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 C.S.W.E.-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 C.S.W.E.-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.

**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 E.P. 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 A.S. 4(B) and/or Form A.S. 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 E.P. 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 F: Code of Ethics of the National Association of Social Workers

Approved by the 1996 N.A.S.W. Delegate Assembly Revised by the 1999 N.A.S.W. Delegate Assembly

Preamble

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

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: service, social justice, dignity and worth of the person,
importance of human relationships, integrity, and 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 N.A.S.W. 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 N.A.S.W. 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 N.A.S.W. 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. N.A.S.W. has formal procedures to adjudicate ethics complaints filed against its members. (For information on N.A.S.W. adjudication procedures, see N.A.S.W. Procedures for the Adjudication of Grievances.) In subscribing to this Code, social workers are required to cooperate in its implementation, participate in N.A.S.W. adjudication proceedings, and abide by any N.A.S.W. disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the N.A.S.W. Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the N.A.S.W. 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 N.A.S.W. Code of Ethics is to be used by N.A.S.W. 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 N.A.S.W. Code of Ethics reflects the commitment of all social
workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.

These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society.

They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships

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

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

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

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

Value: Competence

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

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

Ethical Standards

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

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

1. **Social Workers' Ethical Responsibilities to Clients**

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking
1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—no 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—no their clients—who assume the full burden of demonstrating that the former client has
not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

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

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

2. Social Workers’ Ethical Responsibilities to Colleagues
2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, N.A.S.W., licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, N.A.S.W., licensing and regulatory bodies, and other professional organizations.

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by N.A.S.W., licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an N.A.S.W. committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers’ Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training

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

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

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

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

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration

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

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

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

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the N.A.S.W. 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 N.A.S.W. 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 N.A.S.W. Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

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

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

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

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

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

6. Social Workers' Ethical Responsibilities to the Broader Society

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

Appendix G: Problem Solving in Advising

Academic advising is a shared responsibility between the student and the advisor. Although the student is charged with taking leadership in managing his/her academic path, the academic advisor provides the consultation and guidance necessary to foster the professional development of the student.

The advisor aids the student in the selection of courses (see Program of Study/Record of Student Progress) in the registration in meeting degree certification requirements, and in assessing professional interests and development. Students are required to meet with their advisors before registering for courses each semester and submit a registration form, signed by the advisor and the student, to the Social Work office before completing the registration process online.

In all cases regarding course registration, the student comes prepared with the necessary information to address the purpose of the advising meeting. The following steps should be taken if problems arise and the student seeks assistance from their advisor.

Student identifies a question or concern:
1. Student consults the M.S.W. Handbook and/or other documents that the Handbook directs the student to, in order to address the concern (See end of document: Possible Resolutions)

2. If concern remains, the student schedules a meeting with the advisor to discuss the issue.

3. In preparation for the meeting, the student emails the advisor an outline of the concern that they wish to address. They will include in an email the steps they have taken to resolve the concern and the hoped outcome for the concern.

4. Student meets and/or consults with the academic advisor who coaches student regarding potential solutions.

5. If there is no resolution, the advisor consults with appropriate other parties and then sets a meeting with student and/or other persons as appropriate and necessary to discuss solutions. Academic hearing may be among potential solutions at this point.

6. If no resolutions are found and an academic hearing is not requested, the Academic Advisor alerts the M.S.W. Program Directions who consults to develop a plan.

Possible resolutions include:

1. Individualized modifications related to the classroom – (including, but not limited to assignments, course content, student behaviors, etc.)
2. Student may be counseled out of the program
3. Student may take a leave of Absence
4. Request for an Academic Hearing