

**Ferrum College
Social Work Program
Student Handbook**

2016-2018

*The Ferrum College Baccalaureate Degree Program in Social Work
Accredited by the Council on Social Work Education
Awards Graduates the BSW Degree*

Welcome Letter and Faculty/Staff Contacts

I. Ferrum College and the Social Work Program.....	5
Historical Background	5
Mission Statement of Ferrum College	5
Hallmarks of a Ferrum College Graduate	5
Nondiscrimination, Equal Opportunity and Affirmative Action Statement	5
Commitment to Diversity	6
Accessibility Statement	6
Accreditation.....	6
II. Social Work as a Major and a Profession: Important Issues to Consider	7
III. The Social Work Program	8
Social Work Program Mission Statement.....	8
Definition of Generalist Practice	8
Goals of the Social Work Program	8
Bachelor of Social Work (B.S.W.) Degree and Educational Purpose.....	8
Social Work Program Policy on Non-Discrimination	9
IV. The Ferrum College BSW Program Curriculum	10
Core Competencies (Brief Overview)	10
Integrated Framework.....	10
Classroom Learning and Field Practicums	10
Communication Skills.....	11
Liberal Arts Core Requirements	11
Additional Core Support Courses	11
Social Work Major Curriculum Core Building Blocks	11
Social Work Major Course Requirements and Prerequisites.....	12
Table 1: Liberal Arts Core Requirements	13
Table 2: Additional College Requirements.....	13
Table 3: Social Work Major Requirements	14
Table 4: Eight Semester Plan: Social Work Major (BSW).....	15
Table 5: Summary Plan of Completion Worksheet for Future Semesters.....	16
Electives and Minors: Supporting the Social Work Major	17
V. Field Practicum as Signature Pedagogy.....	18
Human Services Career Fair; Senior Year Courses, Field Practicums and Seminar.....	18
Employment Based Field Practicum Policy	19
VI. Social Work Program Admissions Process	20
Social Work Major: Three Phases.....	20
Phase I: Pre-Professional Status	20
Phase II: Application and Interview	21
Application Instructions for Admission	22
Application to the Social Work Major: Form A.....	24

Reference Forms A-1	26
Phase III: Formal Acceptance and Professional Status	27
Student's Agreement for Acceptance into Social Work Program.....	28
VII. Social Work Program Policies and Procedures	29
Academic and Professional Advising: Expectations of Faculty Advisor and Student	29
Student Access to Department Records Policy and Confidentiality of Data.....	30
Performance Criteria, Course Sequence, Prerequisites, Grading Policies, Grading Scale	31
Accommodation for Students with a Disability	31
Transfer of Social Work Credits Policy	31
No Credit for Life or Work Experience	31
Social Work Program Class Policies	32
Writing Intensive Policy	34
Academic Integrity and Plagiarism.....	34
Student Rights and Responsibilities.....	35
Student Status Review Policy: Grounds for Termination from the Social Work Program	35
--Academic and Professional Grounds	35
--Status Review Procedures	36
--Appeals Process and Readmission	38
VIII. Student Opportunities for Involvement and Campus Resources	39
Academic & Student Affairs of the College, & the Social Work Profession	39
Social Work Student Honor Society and Awards	40
Campus Resources	41
APPENDIX.....	42
Ferrum College Social Work Professional Behavioral Checklist.....	43
CSWE EPAS 2015 Competencies and Practice Behaviors	48
NASW Code of Ethics	53

2017

Dear Student,

The faculty, staff, students and field practicum instructors of the Social Work Program welcome you to Ferrum College. We want you to become an integral part of our learning and service community. We will support you in empowering yourself and others to bring about positive change in the lives of individuals, families, groups, organizations and communities. We offer you the opportunity to earn the Bachelor of Social Work (BSW) degree which is accredited by the Council on Social Work Education (CSWE).

Learning comes in many forms— through lecture and discussion in the classroom; through reading, library research and analysis; by being engaged in various campus activities; through service-learning projects in diverse communities; and through field practicum experiences. We believe this educational process will help you become a baccalaureate degreed generalist practice social worker who is knowledgeable and committed to respecting diversity, client self-determination and empowerment. You will gain the knowledge, values, skills and appropriate cognitive/affective processes to help you become a change agent to promote social, economic, and environmental justice.

We are here to get to know you, support you, advise you, and challenge you to grow in your pursuit of a BSW degree and to become a life-long social work professional. This handbook will provide you with vital information to assist you in being successful along this journey.

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I. Ferrum College and the Social Work Program

Historical Background: Ferrum College, as an educational institution, was founded in 1913 under the auspices of the Virginia Annual Conference of the United Methodist Church and the state conference of the United Methodist Women. Its early beginning focused on elementary and secondary branch schools in the hills of the Blue Ridge section of southwest Virginia. Eventually through the 1940s to 1950s as public schools expanded Ferrum began to focus again on some initial work done back in 1926 toward developing a junior college. After years of extensive expansion, finally in 1960 full accreditation was awarded for Ferrum College as a junior college. By 1974 bachelor's degree programs were offered. The Ferrum College Social Work Program was one of the original majors when Ferrum became a four-year degree college and has been nationally accredited by the Council on Social Work Education since 1976. The social work major appropriately grew out of the college's long-standing tradition of service and its motto "Not Self But Others." The College's mission statement and hallmarks show a clear alignment with the Social Work Program's educational purpose.

Ferrum College Statement of Mission: "Ferrum College is a liberal arts institution founded on Christian principles and related to the United Methodist Church. It is our mission to educate students in the disciplines of higher learning and to help them be thoughtful and perceptive, to be articulate and professionally capable, and to be caring and concerned citizens of their community, nation, and world. We therefore commit ourselves to developing the whole student, both in openness to a wide range of intellectual discovery, and in the physical, spiritual, and social aspects of life. Our campus environment supports service to others and the development of a personal code of values. Toward these ends, we expect all members of the campus community to treat each other with compassion, to respect each other's diverse qualities and backgrounds, and to support each other in the common pursuit of insight and discovery. In all these endeavors, we encourage students, faculty, and staff to appreciate excellence and to dedicate themselves to achieving it.

Hallmark of a Ferrum College Graduate: The Ferrum College graduate possesses integrated knowledge in the liberal arts and a depth of knowledge in a chosen program of study. He/she thinks critically, communicates effectively, appreciates diversity, and serves his/her community, nation and the world" (*Ferrum College Catalog*, 2016-2017, P. 7).

Nondiscrimination, Equal Opportunity and Affirmative Action Statement: "Ferrum College does not discriminate on the basis of race, religion, color, national origin, age, veteran status, gender, sex, disability, or any other protected status in admission to, access to, treatment in, or employment in its programs and activities. Ferrum College affirms the dignity and worth of every individual regardless of sexual orientation or gender identity and will not tolerate harassment or discrimination toward any individual. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 109 Ferrum Mountain Road, Ferrum College, P.O. Box 1000, Ferrum, VA, 24088-9000; (540) 365-4596. Inquiries concerning the application of nondiscrimination policies may also be referred to: Washington DC (Metro), Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; Telephone:(202) 453-6020, Fax: (202)-453-6021, TDD; (800) 877-8339. OCR encourages use of e-mail or fax to communicate with OCR whenever possible. Also, complainants may file a complaint with OCR online or by email:

OCR.DC@ed.gov. “(*Ferrum Catalog*, 2016-2017, P. 2).

Commitment to Diversity: Ferrum College and the Social Work Program are fortunate to have a diverse group of students and majors. Despite the modest level of racial diversity within our rural mountainous community, Ferrum College has increasingly drawn a large number of students of color. Increasingly, the Social Work Program majors are very racially diverse. We also have students and faculty who are open about being members of the LGBTQ community. Overall, our students come primarily from Virginia’s rural and urban communities. A modest number of students come from other states, often neighboring ones. Currently we have students who face physical and learning challenges which help remind us daily of the need for awareness and advocacy on access issues. Our male to female ratio continues to be weighted toward females but it is a constant area of discussion. While the campus and our field practicum agencies are very open and supportive of diversity we do realize that some people in the broader community are not necessarily so inclined. Diversity is not only a topic of class discussion but we also frequently have students engage in various types of community projects and certainly practicums which take them on home visits with agency social workers. Sometimes racism is quite blatant. We often address issues of physical safety but also critically examine both the local and broader socio-political-cultural milieu. Many times that leads to discussion about policies, human rights issues, lack of resources, and the numerous avenues to be agents of change.

Accessibility Statement

Ferrum College is known for making academic progress accessible for students with financial, physical, learning, and academic challenges. The Social Work Program is supportive and grateful for the important efforts on the part of the college to provide a quality education. Ferrum and the Social Work Program continue the tradition to work with almost any student who wants the opportunity to learn and succeed. The college continues its efforts to remain financially accessible by keeping costs low while providing financial aid options to provide each student the most affordable college education possible. All buildings are accessible for those with physical challenges. Those with learning challenges are strongly encouraged to make use of various appropriate accommodations and a strong Academic Resources Center in which faculty and students provide free tutoring services. We also have a Math Center and Writing Center, located in the library, through which faculty are available for assistance. The campus has an on-site community health clinic and mental health counseling. A psychiatrist comes regularly to assess, evaluate and maintain students with specific needs. Many of our students are first generation college students and while the opportunity for higher education is exciting, we must also acknowledge the challenges for both the student and family members.

Accreditation: Ferrum College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. Ferrum College is also accredited by the University Senate of the United Methodist Church and is a member of the National Association of Schools and Colleges of the United Methodist Church. The Ferrum College BSW Program has been accredited by the Council on Social Work Education since 1976 and holds membership in the Virginia Social Work Education Consortium.

II. Social Work as a Major and a Profession: Important Issues to Consider

Social work is not just a field of study or an academic major; it is also a personal and professional commitment. You need to examine your own personal qualities and the professional requirements to see if the social work major, and ultimately the social work profession, is a good fit for you.

Questions to ask yourself:

- Do you truly care about people's problems? Are you respectful of those who may differ from you in ways such as religious faith, lifestyle, or family structure? Are you open to learning about diverse cultures, values, and community traditions?
- Do you value people's strengths and believe in empowering them to address their own problems? Do you believe all people deserve basic human rights? Are you willing to take initiative to speak out about unfair discriminatory conditions and work with others to change policies to address social, economic, and environmental justice issues?
- Are you a person of integrity? Do you take responsibilities seriously, recognizing that your timely preparation of quality written documentation, critical thinking and competent actions will have great impact on the lives of others?
- Are you flexible in working with others to find solutions? Can you accept constructive criticism and use feedback to improve?
- Are you willing to provide services to those in need through class projects, volunteering, and intensive Field Practicum?

Personal Considerations: You should be a person who is willing and able to...

1. Increase your self-awareness—explore what you think, feel, and believe, while beginning to understand how various experiences have affected you and other people.
2. Be flexible, open to change, acknowledge your own biases in order to grow and be open to learning new information about diverse people and situations.
3. Advocate for justice and advance human rights for all people.
4. Commit to empowering others.
5. Learn new skills, research information, and communicate effectively.

A social work education will direct you to learn from and examine important guides from two national organizations: the National Association of Social Workers (www.socialworkers.org) and the Council on Social Work Education (www.cswe.org).

A beginning step in examining your own compatibility is to consider the core set of **Social Work Values**:

Dignity and Worth of the Person	Service	Social Justice	Human Rights
Importance of Human Relationships	Integrity	Competence	Scientific Inquiry

When you are ready to consider social work as your major, you need to:

Meet with the Social Work Program Coordinator for a discussion about the social work field, your understanding about the profession and your career interests, and the program.

III. The Social Work Program

Social Work Program Mission Statement: Rooted in the liberal arts the Ferrum College Social Work Program prepares students to be self-aware generalist professional social workers, committed to ethically empower diverse populations. The program collaborates with rural and urban social service agencies as well as community organizations in southwest Virginia in supporting the use of evidence-based practice and advocacy for human rights.

Definition of Generalist Practice: Generalist social work practice involves holistic helping relationships with diverse clients (individuals, families, groups, organizations, and communities) using best-practice interventions guided by social work knowledge, values and ethics, and skills, including cognitive and affective processes. With emphasis on the problem-solving model, generalist practitioners use systems theory and the person-in-environment framework to maximize strengths of those in need.

Goals of the Social Work Program: The primary goals of the Ferrum College Social Work Program are to equip students to be professional social workers using knowledge, values, skills and cognitive/affective processes in social work practice with diverse individuals, families, groups, organizations and vulnerable communities. Students will be prepared to:

1. Appreciate and abide by the NASW Code of Ethics.
2. Apply generalist social work practice knowledge, skills, and values to engage, assess, intervene, and evaluate all different types of client needs and constituencies, while demonstrating appropriate use of self.
3. Apply research and critical thinking skills to practice using appropriate communication.
4. Respect and empower diverse clients using a strengths approach and cognizant of bio-psycho-social-spiritual and cultural considerations.
5. Advocate with and for clients to address policy changes to advance human rights while promoting social, economic and environmental justice.
6. Behave professionally in field practicum and applied service-learning projects in a variety of contexts.
7. Realize the importance of continuing professional education.

Bachelor of Social Work (B.S.W.) Degree and Educational Purpose: Graduates of the Ferrum College Social Work Program receive the Baccalaureate of Social Work (BSW) degree which prepares them for beginning professional generalist social work practice. Our continuing accreditation by the Council on Social Work Education provides our graduates with the option of applying to a Master in Social Work degree program at universities across the nation and possibly at an advanced level. Instruction in the Ferrum College Social Work Program emphasizes the theoretical foundations of beginning generalist social work practice in both rural and urban communities. Over the past forty years our graduates have been proudly employed in diverse social work fields and have gone on to receive the M.S.W. degree from institutions in various states, with a few graduates attaining a PhD.

Social Work Program Policy on Non-Discrimination: The Social Work Program of Ferrum College supports the Equal Opportunity/Affirmative Action Policy of the Council on Social Work Education and the policy of Ferrum College. The Social Work Program is committed to the principles of non-discrimination, equity and affirmative action for all persons-- students, faculty, staff, field instructors and community persons—without regard to race, religion, color, ethnicity, culture, class, national origin, age, veteran status, family structure, sex, gender, gender identity, sexual orientation, and physical or mental ability. All activities related to the Social Work Program are included from assignment of duties/compensation of program employees and tenure, student recruitment, admissions, retention, classroom interaction and grading, as well Field Practicum assignments, and activities of the Social Work Club.

IV. The Ferrum College Social Work Program Curriculum

Core Competencies

The Ferrum College Social Work Program curriculum builds upon the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). Each of the nine Core Competencies and related Practice Behaviors serve as the foundation to guide our sound curriculum development. All are critical for students to be fully prepared to address the complex and multifaceted social problems facing individuals, families, groups, organizations, and communities.

The following are the brief **Core Competencies**:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

(See Appendix for the full definition of each Core Competency and related Practice Behaviors)

Integrated Framework

The program's foundation is strongly tied to a liberal arts education to ensure students are well grounded in college level knowledge and skills. In addition, the Social Work Program's mission and goals are consistent with those of Ferrum College as both are rooted in a values base of commitment to the welfare of diverse persons through ethical, respectful care and concern.

Classroom Learning and Field Practicums

Both classroom learning and supervised direct practice in the field are incorporated within the curriculum. Ferrum College core classes are of moderate size and Social Work major classes are small, generally ranging from about 8 to 15 students. Faculty and students get to know one another quite well and students are able to fully participate in the classroom as well as on the campus and in the community.

Communication Skills

Students learn and practice professional communication skills through frequent opportunities in class discussion, formal presentations, writing-intensive research papers and essays as well as developing assessments and reports. Most social work classes include some type of community related project requiring students to get out into the real world and use all of their communication skills. Students get experience conducting interviews, being interviewed, engaging in practice role-plays and real assessments while becoming aware of nonverbal and emotional reactions.

Liberal Arts Core Requirements

CSWE standards require that the first step on the road to becoming a professional generalist social worker is to focus on a foundation within the liberal arts. The Liberal Arts Core consists of a range of required courses for all Ferrum College students which provide the important foundation for a liberally educated undergraduate student. Many of these courses provide an excellent beginning point for social work majors to be well grounded in subject areas which provide vital knowledge on the biological, psychological, social, cultural and spiritual aspects of human functioning, growth, development and interaction. These courses also further develop a well-rounded person who is familiar with a spectrum of ideas, can communicate in a professional manner, and function as a responsible citizen.

Additional Core Support Courses: Student learning in the social work program is strengthened by early support courses in sociology (social problems and cultural diversity), psychology (child/adult development and abnormal psychology), human biology (the healthy human body and human diseases), and economics/political science. Each of these courses adds to a holistic foundation and has a direct tie in to the primary Social Work (SWK) major courses.

Social Work Major Curriculum Core Building Blocks

The Ferrum Social Work curriculum helps each student become aware of his or her own values with continuous focus on self-awareness. Beginning with the very first Introduction to Social Work class (SWK 201) essay comparing personal values with social work values, followed by three Professional Preparation Seminars (SWK 297, 397, and 497) across the next two years, and culminating with the Senior Capstone (SWK 498), students have a working knowledge of the NASW Code of Ethics and eventually take on facilitator role while discussing ethical dilemmas as well as facing real issues in the field.

After a student is formally admitted into the program, the Social Work Curriculum consists of several key sequential building blocks by which knowledge of best-practice skills and behaviors are all strongly connected through interwoven themes of Diversity and Human Rights by examining issues at the local, state, national and international level through a number of readings, films, interviews, community projects, and ultimately field practicum experiences.

Students will use their knowledge of and respect for diversity to advocate for those populations most vulnerable to poverty and discrimination who need assistance to strive for human rights and social, economic, and environmental justice. Advocacy skills are strengthened by students

having a holistic understanding of human behavior and the impact of environment (SWK 330: HBSE) along with the knowledge of social welfare policies and knowing how the legislative process works (SWK 320 and SWK 321 Policy courses). Students learn to appropriately interact with citizens, legislators, agency providers and advocacy organizations. Critical thinking skills are developed as both a consumer who understands basic evidence-based research (SOC 470: Social Sciences Research) and one who can apply it to practice for optimal best practice intervention in the field.

Three Practice courses help students become knowledgeable of theories and learn the basic practice skills of engagement, assessment, intervention and evaluation applied to all levels of clients and constituencies---individuals (SWK 305: Micro), families and groups (SWK 405: Mezzo), and organizations and communities (SWK 410: Macro).

Classroom learning and supervised direct practice will bring the nine competencies and practice behaviors together through acquired knowledge, values, skills, and cognitive and affective processes all enhanced through the extensive two semester Senior Field Practicums and concurrent seminars (SWK 489 -75 hrs. field in the Fall and SWK 499 - 400 hrs. in the Spring for a total of 475 hours.).

Social Work Major Course Requirements and Prerequisites

A successful social work major must pay close attention to several areas of course requirements. Many courses have prerequisites which means that certain courses must be completed before upper level courses can be taken. More so than most majors, the social work major is developmentally structured and most courses must be taken in a specific sequence. Pay special attention to the course notations where the social work major must make a minimum grade of “C”. Also, certain courses are only taught one semester each year so planning and timing are crucial. **A social work major must also maintain a minimum GPA of 2.2 in the major and overall.** If the student earns below the minimum requirement in a course then she or he will have to repeat a course to meet the requirement. The student may risk not being formally accepted into the major or be in jeopardy of losing one’s status as a social work major if the GPA drops below the required 2.2. Typically the faculty advisor will try to work with the student to plan how to address these concerns but the student will usually not have more than one semester to improve. The following guide sheets will help the student plan ahead and stay on track.

Table 1: Ferrum College Liberal Arts Core Requirements

Specific Core courses a social work major must complete (listed in bold)

Table 2: Additional College Requirements

Table 3: Social Work Major Requirements

Table 4: Eight Semester Plan: Social Work Major (BSW)

Table 5: Summary Plan of Completion Worksheet for Future Semesters

Table 1: Liberal Arts Core Requirements		
Specific Core Courses Required for Social Work Major: in bold* have a required Minimum grade of C	Credit Hours	Grade
Freshman English: ENG 101 + ENG 102 minimum grade of "C" required*	3 + 3	
Religion: REL 111, 112, 113, or Philosophy 131	3	
Philosophy or Religion (any REL, PHI, or HON 206)	3	
Activity Course: designated course in HHP, DAN, or REC	1	
Fine Arts (any three- hour ART, MUS, THA, or designated HON)	3	
Mathematics: MTH 105 or higher required; MTH 208 Statistics is recommended for Graduate school	3	
Natural Science: BIO 110 (4 cr) or SCI 128 (2 cr.) and SCI 129 (2 cr.) * Plus any other Science (suggest Topics in Science course series)	4 cr. + 2 = 6 cr	
Literature: (ENG 201,202,203, 204, 205, 206, 207, or RUS 401,402, or SPA 403, 404)	3	
History: (Choose 2 courses from HIS 101, 102, 201, 202, 205, or 206)	6	
Social Sciences: SOC 101 or SOC 202 (choose one) *	3	
Sub Total Liberal Arts Core Required	37	

Table 2: Additional College Requirements		
Gateway Seminar: Required of all entering freshmen or any transfer student with less than 24 credits, not including dual-enrollment	2 cr.	
Experiential Term (E-term): All students must take one E-term designated course of 2, 3, or 4 credits offered in a 3-week May term prior to graduation. Students register for the E-term course during Spring course registration. The course does not count toward the min. 12 hours for spring semester and will not count as overload if over 19 hours. SWK 299: Intro to Community Service -elective not required	3 cr.	
<u>Liberal Arts Degree Specific Requirements</u> BUS 230 or other approved computer science course ECO 201, or PLS 101 or PLS 202	3 cr. 3 cr.	
<u>Speaking Intensive Requirement:</u> Complete one 3 hr. course COM 201, THA 222, or ENG 433 with C or higher-after completion of ENG 102.	3 cr.	
<u>Writing Intensive Requirements:</u> All students must complete ENG 102 with C or higher, Then complete 2 Writing Intensive (WI) courses (with C or higher). SWK 320 WI (3 cr.)* and SWK 330 WI (3cr.)*	Credits in SW Major	
<u>Experiential Component</u> <u>Required for Social Work Major:</u> SWK 489: Senior Field Practicum (75 hrs.) and Seminar I 3 cr. SWK 499: Senior Field Practicum (400 hrs.) and Seminar II 9 cr.	Credits in SW Major	
Social Work Major Requirements (See Table 3 on next page)	57	
Electives	13 cr.	
Total Credit Hours Required for Graduation	121 cr.	

Table 3: Social Work Major Requirements		
	Credit Hrs.	Grade
Social Work major students must earn a minimum of C grade in all courses below and maintain both a minimum 2.2 GPA in SWK required major courses and overall GPA.		
<u>Pre-Professional Status</u>		
PSY 201: General Psychology	3	
SWK 201: Introduction to Social Work	3	
SWK 297: Social Work Professional Preparation Seminar I	1	
<u>Professional Status: Must be formally admitted into the SWK Major</u>		
PSY 211: Human Growth and Development – Child and Adolescent or PSY 212: Human Growth and Development - Adulthood	3	
PSY 320: Abnormal Psychology (may be taken here or below)	3	
SOC 203: Sociology of U.S. Cultural Diversity (or SOC 303)	3	
SSC 251: Introduction to Social Sciences Research	3	
SWK 305: Social Work Practice I	3	
SWK 320: Social Welfare Policy: History, Phil, and Current Policies (WI)	3	
SWK 321: Social Welfare Policy: Analysis, Formulation + Implementation	3	
SWK 330: Human Behavior and the Social Environment (WI)	3	
SWK 397: Social Work Professional Preparation Seminar II	1	
SWK 405: Social Work Practice II	3	
SWK 410: Social Work Practice III	3	
SWK 489: Senior Field Placement and Seminar I (75 hrs. in field agency)	3	
SWK 497: Social Work Professional Preparation Seminar III	1	
SWK 498: Senior Capstone Seminar	3	
SWK 499: Senior Field Placement and Seminar II (400 hrs. in field agency)	9	
SOC 470: Social Science Research	3	
TOTAL	57	

Table 4: Eight Semester Plan: Social Work Major (BSW)

Curriculum 2012 -2017 Courses with an * Social Work Major must make min. C grade		Courses in bold are only offered in the semester listed and many have prerequisite courses		
FRESHMAN (FALL)	Credit Hrs.	FRESHMAN (SPRING)	Credit Hrs.	Total Credits
Core MTH 105	3 hrs.	BIO 110 or SCI 128+SCI 129*	4 hrs.	
SOC 101 or SOC 202*	3 hrs.	PSY 201*	3 hrs.	
SWK 201*	3 hrs.	Fine Arts: MUS, ART, TTH	3 hrs.	
GWS 201	2 hrs.	REL 111 or PHI 131	3 hrs.	
ENG 101	3 hrs.	ENG 102*	3 hrs.	
Activity HHP, REC, DAN	1 hr.			
Total Credits	15 hrs.	Total Credits	16 hrs.	31 hrs.
SOPHOMORE (FALL)		SOPHOMORE (SPRING)		
SOC 203 *	3 hrs.	Elective	3 hrs.	
Any REL or PHI	3 hrs.	COM 201 or THA 222	3 hrs.	
BUS 230 or CSC 100	3 hrs.	ENG LIT	3 hrs.	
ECO 201 or PSC 101 or PSC 202	3 hrs.	PSY 211 or PSY 212*	3 hrs.	
Core HIS 101 or 201	3 hrs.	Core HIS 102 or HIS 202	3 hrs.	
SWK 297*	1 hr.			
Total Credits	16 hrs.	Total Credits	15 hrs.	62 hrs.
JUNIOR (FALL)		JUNIOR (SPRING)		
SWK 320* Writing-Intensive	3 hrs.	SWK 305*	3 hrs.	
PSY 320*	3 hrs.	SWK 321*	3 hrs.	
Elective (SWK 350)	3 hrs.	SWK 330* Writing-Intensive	3 hrs.	
Elective	3 hrs.	SWK 397*	1 hr.	
Any SCI course	2 hrs.	SSC 251*	3 hrs.	
Elective	1 hr.	Elective (SWK 355)	3 hrs.	
		Eterm (SWK 299 suggested)	3 hrs.	
Total Credits	15 hrs.	Total Credits	19 hrs.	96 hrs.
SENIOR (FALL)		SENIOR (SPRING)		
SWK 405*	3 hrs.	SWK 498*	3 hrs.	
SWK 410*	3 hrs.	SWK 499*	9 hrs.	
SOC 470* Writing Intensive	3 hrs.			
SWK 489*	3 hrs.			
SWK 497*	1 hr.			
Total Credits	13 hrs.	Total Credits	12 hrs.	121hrs.

Table 5: Summary Plan of Completion Worksheet for Future Semesters

Student's Name: _____ Catalog Year: _____

Graduation requires minimum of 121 credits: meet all liberal arts core and major requirements.
(Course rotations are found online www.ferrum.edu, click on Administration, Academic Resources Center, Course Sequences; Social Work course rotations are also listed in the SWK Student Handbook online)

1) Course	Fall Semester	2) Course	Spring Semester	E-Term (This year or next)
_____		_____		
_____		_____		
_____		_____		
_____		_____		
_____		_____		

3) Course	Fall Semester	4) Course	Spring Semester	E-Term
_____		_____		_____
_____		_____		
_____		_____		
_____		_____		
_____		_____		

5) Course	Fall Semester	6) Course	Spring Semester
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

7) Course	Fall Semester	8) Course	Spring Semester
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

Elective Courses and Minors Supporting the Social Work Major

The Social Work Major is interdisciplinary and does not require the student to have a minor. However, each student majoring in social work is able to take several elective courses. The Social Work Program provides several optional electives including SWK 299: Introduction to Community Services (an initial 75 hour agency experience) offered usually during Eterm; SWK 350: Substance Abuse Intervention Techniques; SWK 355: Child Welfare Systems and Services; and SWK 329/REC 329: Foundations of Adventure Based Counseling. Social work majors may choose to use their elective credit hours in many additional diverse course areas of interest such as art, music, recreation, criminal justice, psychology, sociology, a foreign language, or business. Many of these minors might provide helpful skills that would complement the social work major. Most minors require 18 credit hours. Due to the fact that the Social Work program requires several sociology and psychology courses, a minor in either of these areas is most accessible.

V. Field Practicum as Signature Pedagogy

A Field Practicum opportunity is a privilege not a right. The Ferrum College Social Work Program is very proud of its positive reputation in the community for preparing responsible, ethical, hardworking interns who recognize their important responsibilities to be educated in the field to learn to be generalist professional social workers who will provide quality and ethical service to client consumers. As field education is social work's "signature pedagogy", the Ferrum College program works very closely with field instructors and students to ensure a valuable learning experience. A qualified field instructor (with an MSW degree or at least a BSW degree with several years of experience and highly recommended), along with other agency staff, make a serious time commitment to instruct and provide learning opportunities for our students. The Field Coordinator will provide weekly supervision with a student for those rare occasions where a competent field instructor does not hold a social work degree. We expect a high degree of responsible behavior from the student. Client consumers of services are often suffering from various life problems and a student does not have the right to make the clients' lives worse or become a burden to the community agency.

Human Services Career Fair: Early in the spring of each year the Social Work Program works closely with the Ferrum College Student Leadership and Engagement Office career development staff to sponsor this fair on campus. Representatives from various human services related agencies come to provide students with information about their agency, including jobs and field practicum options. Students who want to explore social work careers can visit with different people to get an overview of the possibilities. Students who are planning to enroll in the optional 3 week May Eterm SWK 299: Introduction to Community Services course (includes 75 hours in a field practicum along with a seminar) and juniors who are ready to plan for their required senior practicum meet with several different agencies, sometimes including formal interviews for placement. Seniors also may attend as they begin their job search for after May graduation.

Senior Year Courses, Field Practicums and Seminar: The Social Work Program prepares students for professional generalist social work by aligning senior courses with field practicum for both semesters of the senior year curriculum. The goal is for students to have learning projects in their courses which can be related to their field practicum. Typically seniors enroll in:

FALL

SWK 405: Practice II (Mezzo)

SWK 410: Practice III (Macro)

SWK 489: Senior Field Practicum and Seminar I (75 hrs. in agency + weekly field seminar)

SWK 497: Professional Preparation Seminar III

SOC 470: Social Sciences Research

SPRING

SWK 498: Senior Capstone

SWK 499: Senior Field Practicum and Seminar II (400 hrs. in agency + weekly field seminar)

Social workers rarely work with only one particular type of client or problem. It is crucial for students to broaden their exposure to different client systems and varying agency structures or approaches in order to deepen their knowledge and skills base. One may assume that a

particular population group would not be fulfilling to work with but after a field experience students often get past some fear or discomfort and discover newly expanded interests which may end up being a population of choice after graduation. Coursework, advising, speakers, class or club service-learning projects and field experience all continuously emphasize the holistic nature of the field and the value in diverse experiences.

The program utilizes a broad spectrum of settings for Field Practicums that are developed to fit the students' career objectives and the student is supervised by a field instructor. After a field orientation training session is conducted by the social work faculty, each field instructor, in conjunction with the student, work together to develop the Field Performance Plan and Evaluation (See **Ferrum College Field Practicum Manual 2016-2017, Form E**) as a planning tool to ensure the student's learning directly addresses all nine competencies and practice behaviors. Faculty remain available to be of any needed assistance. This training session is often held at an Adult Learning Center or agency conference room, located in the heart of the county seat, so that field instructors can arrive easily from nearby agencies.

Employment Based Field Practicum Policy

Any student currently employed in a human services agency who desires to complete the requirements of either of the two senior Field Practicums in the same agency must meet with the Social Work Field Coordinator to discuss the CSWE stipulations about employment based field practicum. Generally students are strongly encouraged to complete their field practicum in a completely new agency environment in order to maximize learning. **At no time** is a student allowed to complete a practicum under the same supervisor and in the same agency unit in which he or she is employed. If a student is approved for a field practicum in his or her employment agency the student must have completely new responsibilities and a new supervisor for all practicum related hours and responsibilities. Any such arrangement must be approved by the Social Work Field Coordinator, employment supervisor, and field instructor with a thorough understanding of the Social Work Program policies.

VI. Social Work Major Program Admissions Process

Students who are considering a Social Work Major need to realize that the Ferrum College Social Work Program consists of three Phases:

- Phase I: Pre-Professional Status** consists of successful pursuit of some college liberal arts core requirements as well as some specific early courses relevant to the social work major courses (see **Table 1: Liberal Arts** + **Table 2: Core Requirements**)
- Phase II: Application and Interview** to the Major includes the student completing all components of the **Application Process** (see below) including completion of the application itself, meeting the minimum 2.2 GPA, the interview, and adherence to college and Social Work Program requirements and policies. This process is included in SWK 297: Professional Preparation Seminar I.
- Phase III: Professional Status** includes continuing successful completion of major courses meeting the required GPA, demonstration of professional social work knowledge, practice skills and behaviors, values and ethics as outlined in the NASW Code of Ethics (see Appendix).

Students may declare social work as their major at any time. Students are expected to be knowledgeable of the requirements of each phase. However, a student is not officially considered a social work major until she or he has successfully completed the majority of Phase I: Pre-Professional courses and Phase II: Application to the Social Work Major requirements with full review and formal acceptance as part of the SWK 297 course. Any student who is admitted to Ferrum College is eligible to take the first designated pre-professional social work course, SW 201: Introduction to Social Work and to self-designate social work as major of choice. Students considering the social work major are encouraged to take this course early in their curriculum. Many people tend to have misconceptions about the profession of social work and this course provides an initial introduction to the broad range of career opportunities as well as the knowledge, values/ethics, skills and cognitive/affective processes of the profession... Students are encouraged to learn more about the social work profession by joining the Social Work Club to enjoy educational and service activities, special events, and socials.

Phase I: Pre-Professional Status

A student who is seriously considering the social work major is encouraged to:

1. Make an appointment with the Social Work Program Coordinator, Prof. Jennie West, (Beckham 312, email: jwest@ferrum.edu) to discuss the program and student's interests.
2. Consider transferring to a social work faculty advisor after first semester freshman year. The advantage of this is to gain assistance in how to organize your course planning. You make use of the 8 Semester Plan (<http://www.ferrum.edu/academics/coursework/>) that can be found on the Academic Resource Center home page.
3. Complete the Pre-Professional courses listed below with minimum grade of "C" in addition to most of the courses in the full list of Liberal Arts Core Distribution Requirements (designated in the College Catalog and in this Handbook) while earning a minimum 2.2 GPA overall as well as in the major courses; and
4. Enroll in SWK 297: Professional Preparation Seminar I which will include an overview of the major, the application and the interview process. Due to the important nature

of the professional program students must be fully knowledgeable of later phases and requirements of the program.

Phase II: Application, Interview, and Formal Acceptance

When a student has almost completed the Pre-Professional courses, the student must:

1. Enroll in and successfully complete SWK 297: Professional Preparation Seminar I;
2. Complete the **Application to the Social Work Professional Program Form A** by the publicized required date-- located in this Handbook's Appendix--application form, typed resume, two reference forms (**Form A-1**), the SWK 297 in-class typed essay, and include your Self Awareness Essay from SWK201 class;
3. Successfully complete the Criminal Background and DMV Checks and sometimes Health Requirements further discussed below;
4. Complete a formal interview with an external community social worker and faculty;
5. Be in compliance with college academic requirements and community codes of conduct as well as the social work program behavioral requirements; and finally
6. Any remaining or new concerns will be discussed as part of the acceptance process.

Note: The majority of social work related agencies are required by law or agency policy to conduct a criminal background check, a DMV check, and sometimes health tests on employees, and volunteers as well as student interns. Social work education programs, agencies and students have a duty to protect client consumers of services as well as the public and community at large. These checks will be conducted through the Ferrum College Office of Human Resources. These are also conducted to protect the student from pursuing a major which s/he might be prevented from participating in due to some issues from one's past or present. This process is not intended to directly discourage anyone from considering social work. Social work is a professional field which believes in providing second chances and supporting people who have turned their lives around. Please have an honest conversation with one of the social work faculty members if you are concerned about anything that may come up.

Application Instructions for Admission Professional Social Work Major Program

Instructions: A student who wants to be considered for acceptance as a formal social work major must at minimum complete the following steps:

Step 1: Be enrolled in or have successfully completed SWK 297 with minimum grade of C.

Step 2: Turn in completed application folder by announced due date:

A. **Application Form:** Must be typed or neatly printed in ink. Complete required prerequisite courses (listed on application) with a minimum grade of C and maintain a minimum 2.2 GPA overall and in courses required for the social work major.

B **Reference Forms:**

You must make 2 copies of the Reference Form A-1 and have two people complete the form recommending you for the social work major. Contact references early.

-No relative may be used as a reference.

1) A faculty or staff member on campus.

2) A work supervisor: job, work-study, or volunteer with a service organization.

-Persons completing the reference form should return it to you in a sealed envelope with signature on back

-Include the two signed/sealed reference envelopes when you turn in your application.

-Application will be considered incomplete and not accepted without 2 reference forms.

C. **Resume:**

Include your **typed** updated **resume with all of the required information: try to keep to 1 page, 2 max. Be sure** your resume has been reviewed and approved by a Social Work faculty member in SWK 297 and/or Leslie Holden (Career Office); make any recommended changes.

a) Heading with Name, Address (home and campus), email, cell phone contact

b) Education, expected graduation date, GPA if at least a 3.0

c) Experience: Work, internship and volunteer experiences to include each Name of Agency/Organization, Job Title, and brief description of duties with total hours and dates worked.

d) Briefly list relevant honors, co-curricular active membership or leadership roles (sports, campus or community organizations, religious/faith groups, etc.)

e) Any special skills relevant to social work: foreign language, art, music, computer, etc.

D. **Criminal background and DMV checks:** Pay for and complete required forms. This process will be done through the Ferrum College Human Resources Office.

Each student intending to apply to the social work program must, at minimum, complete a criminal background check and a DMV records check. --You will be informed early in the SWK 297 class with more information, including the costs you must pay to have these completed. (Some social work field agencies may require drug testing and TB tests.)

E. Include a copy of your **Self-Awareness Essay** from SWK 201 class.

F. Include your copy of **Professional Behavioral Checklist** completed and discussed with faculty.

G. Turn in a completed application packet with all required items in a 2 pocket soft folder—which will be provided to you by the Social Work Program.

Deliver completed folder by announced due date in mid Fall Semester to:

Prof. Jennie West, Program Coordinator of Social Work and Sociology, Beckham 312.

H. Complete an in-person writing sample essay as part of SWK 297 class-this essay will be placed in your folder by the instructor.

I. **Student Interview** by a faculty member and a local social worker. When a completed application folder, writing sample, and background check have all been reviewed and meet the basic criteria for the social work program, the student will be notified of interview date.

J. **Notification**: Student will be notified by letter from the Social Work Program Coordinator if accepted fully, accepted on a probationary basis (often due to not meeting the GPA | requirement) or if not accepted (explanation will be provided). Student may have the chance to reapply at a later date depending on the reason for denial.

FORM A (2 pgs.)

Office Use Only

Revised 08/2016

Date Application Received	
Interview with applicant	
Acceptance Letter sent to applicant	

**APPLICATION FOR ADMISSION TO FERRUM COLLEGE
PROFESSIONAL SOCIAL WORK MAJOR PROGRAM**

I. Full Name: _____ **Ferrum email:** _____

Student ID#: _____ **Cell phone:** () _____ **Date of Birth:** ___/___/___

Local/Campus Address: _____

Home Address: _____ **Home Ph. ()** _____

In Case of Emergency: Contact: _____ Relationship: _____

Address _____

Phone Number (____) _____

II. Have you ever been convicted of a crime other than minor traffic violation? Yes No
(If yes, enclose an explanation with your application. The application will not be processed without a typed explanation.)

III. Circle your current classification: So Jr Sr Earned # of credits: _____

Current Cumulative GPA: _____ (2.2 minimum GPA is required for acceptance)

(NOTE: If GPA is between 2.0-2.19 applicant must attach a typed request for a conditional acceptance with a detailed plan as to how required 2.2 GPA will be reached by end of semester.)

The following courses should be completed, or place * IP if in process at the time of your application. (If not, attach an explanation and plan for completion within the coming semester.) **Must have at least a grade of “C” or better for courses in bold* ; Must attach copy of transcript courses/ grades from Portal.**

Course	Grade	Semester	Course	Grade	Semester
ENG 102*			Bio112* or SCI 128*+ 129*		
SWK 201*			PSC 101, or PSC 202, or ECO 201		
PSY 201*			BUS 230 or CSC 100		
SOC 101* or SOC 202*			SWK 297 *		

(Continued on next page)

Form A: Application to Social Work Major (continued pg. 2)

Folder must also include the following:

- IV. Your typed **resume** that has been approved with all of the required information: try to keep to 1 page, 2 max.
- V. **Two** completed appropriate **References (Form A-2)** in envelopes signed and sealed.
- VI. Copy of **Self-Awareness essay** from SWK 201 class.
- VII. Copy of completed **Professional Behavioral Checklist**.

I hereby submit that all information provided in this application is true and I understand this material will be shared with a local Social Work professional who will be conducting my interview.

Student Signature

Date

**Ferrum College Social Work Program
Reference for Application to Social Work Major**

FORM A-1

Student Must Complete this section before giving form to reference:

Print Student's Full Name	Student's Signature	Date

The above student is applying for acceptance into the Ferrum College Professional Level of the Social Work Major. In addition to specific pre-professional level academic courses which the student must complete with minimum of "C" grades, it is also critical the applicant be a person of positive character. The student is requesting for you to respond to the following questions. When you have completed the form please put it in a sealed envelope, sign the back and return to the student so s/he may add to the completed application package. (If preferred, you may email the completed form to: jwest@ferrum.edu or mail it to: Prof. Jennie West, Ferrum College Social Work Program, 225 Ferrum Mountain Rd., Ferrum, Va. 24088. Please contact Professor West by email if you have questions. Thank you for your assistance.

For Reference to Complete:

How long have you known the applicant? _____ (Approximate dates: _____)

Describe how you have come to know the student: (class, organization, job, community, or agency): _____

Please rate the student on these attributes: 1-Poor 2-Fair 3-Good 4-Very Good 5-Excellent

Responsible: ___ Timeliness: ___ Sensitive to the needs of others: ___

Flexible: ___ Commitment: ___ Communication Skills: ___

Please discuss 2 specific examples of why you think this student might be appropriate for the Social Work profession. You might consider addressing some of the core social work values such as: Service, Integrity, Competence, Dignity and Worth of the Person, Social Justice, Importance of Human Relationships, Human Rights, and Scientific Inquiry.

1) _____

2) _____

Please attach additional page if needed. Thank you.

Do you have any reservations in recommending this person for the social work professional program? ___No ___Yes (Attach comments; discussing any areas necessary for growth)

Print Name: _____ Title: _____

Email: _____ Organization: _____

Signature: _____ Date: _____

Formal Acceptance to the Social Work Major

After the application interview the student will be informed as to the outcome and the next steps:

- a. Acceptance into the program- student moves into Phase III: Professional Social Work Program and proceeds with professional courses listed.
- b. Conditional acceptance into the program: The student may have certain probationary restrictions but is allowed to proceed in the social work major. The student may not have completed 100% of the pre- professional required courses but has completed all of the SWK courses and the vast majority of other courses listed in the Phase I. The student meets the 2.2 GPA and a minimum of a “C” in completed courses. The student and social work faculty advisor must devise a written plan, to be maintained in the student’s Social Work program file, date by which the deficiencies will be addressed.
- c. Denied acceptance into the program at the time: The student may not have the necessary GPA, or the required “C” in the pre-professional courses completed, or the Social Work Admissions committee members may have concerns regarding the student’s basic Social Work values, ethics or professional behaviors. The student may be required to address the specific areas of concern prior to reapplication. The faculty may assist the student to devise a remediation plan to address the cited areas for reason of denied acceptance. Some circumstances may exist such that the student is prohibited from reapplying.

Phase III: Professional Social Work Program

Once a student has been accepted into the Professional phase of the program she or he must continue to abide by the following at all times

- appropriate personal and professional behavior consistent with the NASW Code of Ethics
- stay in good academic standing with no future honor code violations; completing all social work major required courses earning a minimum grade of “C” and minimum G.P.A. of 2.2; and
- maintain good standing regarding College and Social Work Program Code of Conduct

Student must carefully review before signing the agreement on the following page and turn into the Social Work Program Coordinator by an announced date.

Student's Agreement for Acceptance into the Social Work Program

1. After the student has been formally admitted into the Social Work Program, the student must do and agree to the following:
 - a. Download the *BSW Student Handbook* from the FC Social Work Program website
 - b. **Review the handbook carefully.**
 - c. The student must agree to the following and return this completed form to the Social Work Program Coordinator. **Initial each item below:**

_____ I have **reviewed and understand** the policies and procedures stated within the *Ferrum College Social Work Student Handbook*.

_____ I understand that **I am expected to follow** the policies and procedures therein.

_____ I recognize that failure to follow the policies and procedures set forth in the *Ferrum College Social Work Student Handbook* may affect my standing in the program.

2. Student Behavior Code for BSW Students

The student must read the *National Association of Social Workers' Code of Ethics*.

It can be reviewed on-line at the following address: <http://www.socialworkers.org/pubs/code/code.asp>

Initial each item below.

_____ I have reviewed and understand the *NASW Code of Ethics*.

_____ I agree with, support, and commit myself to uphold the principles contained within.

_____ I understand that any violation of the principles contained within the NASW Code of Ethics may result in my removal from the BSW program.

_____ I agree to abide by the NASW Code of Ethics regarding Dishonesty, Fraud, and Deception and Unethical Conduct of Colleagues (note the following statement).

- NASW Code 4.04 states that "Social workers should not engage in, condone, or be associated with dishonesty, fraud, or deception."

Conduct Pledge: Initial each item.

_____ I affirm I have completed and will complete all requirements for this program without the use of fraud, dishonesty or deception.

_____ I have completed and will complete all class assignments on my own without any help from any other person (including students, family, friends, co-workers, internet chat rooms, etc.) unless otherwise instructed.

_____ I affirm that unless otherwise instructed I have completed and will complete the "in class" exams with no help from other people, notes, phones, or any other means.

_____ I have not and will not misrepresent my participation in any required activity.

_____ I affirm that I will share with the appropriate instructor or the Program Coordinator knowledge of any other student who acts in a dishonest or deceptive way, who cheats, who receives help from any other person, who misrepresents their participation in a required activity, or who conducts themselves in an inappropriate way related to the completion of any of the Social Work Program requirements.

Student's Name (print)

Student's Signature

VII. Social Work Program Policies and Procedures

Academic Advising Relationship: Expectations of Faculty Advisor and Student

Ferrum College provides a faculty advisor for each student beginning the student's first semester. This person usually also teaches the student in the Freshman Gateway Seminar course. After the first semester, as soon as a student determines that she or he wants to consider majoring in social work, the student should make arrangements to shift to a faculty advisor in the Social Work and Sociology Program. The student can contact the Social Work Program Coordinator and work with the Advising Office (Betsy Smith in the ARC) to get the change made.

All faculty advisors are required to provide at least 8 office hours per week and will usually do more. Faculty members have posted office hours on their door and note on each course syllabus so that a student can drop by or even better make an appointment to discuss various issues -- academic requirements or concerns, questions about social work careers or graduate school, Field Practicum options, or assistance with contacting needed campus resources: academic, career, health, social, cultural, and spiritual. Various resources exist on campus and are listed on the next page. From tutoring to time management issues, physical and mental health services to spiritual needs, the resources are available for students. A link for this handbook and the Field Practicum Manual are available on the Social Work Major website as well as from the faculty in Beckham Hall (Third Floor) including information about the Social Work major (policies and procedures, required courses, forms, Field Practicum info), the Social Work Club, NASW membership, Graduate Schools, and volunteer opportunities.

A Social Work Faculty Advisor will work closely with you as an advisee and is expected to:

- keep regular office hours- minimum of 8 hours per week
- pre-registration sign-up appointment times to assist advisees with course selection, scheduling, and registration,
- stay up to date on college distribution requirements,
- assist students with goal planning and problem-solving skills,
- connect students to various campus resources for academic tutoring and counseling, personal mental health counseling, career placement information and
- abide by appropriate professional ethical and confidentiality guidelines.

A Social Work Student Advisee is expected to:

- meet with advisor as needed and be on time for appointments;
- abide by the academic criteria applied to courses and behaviors as specified;
- carefully plan the student's college required formal degree plan outlining projected courses through the **Academic Planning** tool in the online system in Portal;
- each semester at time of pre-registration, the social work faculty advisor reviews and approves the student's course selection through Portal, and then at the appropriate time, the student can register for classes;
- the online college registration system has prerequisite requirements built into the data base which can only be overridden by the College Registrar in consultation with the Program Coordinator and the School Dean by completion of a *Student Petition to Add a Course* form; available online under Registrar link.
- keep aware of all college and social work program requirements;

- inform advisor of academic or personal difficulty and seek assistance from resources;
- provide accurate and honest information when needed and follow through in a timely manner with any paperwork or meeting requirements;
- enroll in SWK 297 Professional Preparation Seminar I after successful completion of SWK 201 with a minimum grade of C;
- be a responsible student who attends classes, completes assignments, maintains good study habits, and follows through on all Field Practicum responsibilities;
- be a responsible individual citizen who behaves in a safe, respectful and appropriate manner at all times; and stay informed and abide by all Ferrum College policies and procedures, both academic and behavioral, found in the College Catalog and the College Student Handbook.

Student Access to Departmental Records Policy and Confidentiality of Student Data

Ferrum College and the Social Work Program maintain information on each student in the program.

- 1) Each faculty advisor and student can access password protected academic information on the student advisee through the college web management system, Portal's Advisee Information. This file is ultimately the property of the Ferrum College Advising Program. The student's academic requirements for liberal arts core and social work major course checklist serves as the basis of the Academic Degree Plan. The student is ultimately responsible for maintaining his or her appropriate academic progress.
- 2) The Program Coordinator's office maintains a confidential individual file on each accepted major which includes the student's completed application to the major, field practicum evaluations and field time sheets, and senior PowerPoint presentation information and evaluation. Toward the end of the final semester seniors are evaluated by external social work agency representatives from our Social Work Program Advisory Committee through a formal portfolio presentation. The evaluators provide constructive criticism to the students as well as to the faculty related to program assessment. These are kept on file for at least 7 years. However, it is the student's responsibility to keep copies of field evaluations and time records. At any time a student may review his or her files, and if needed, make copies.

Course Performance Criteria, Sequence, Prerequisites, and Grading Policies

All courses within the Social Work Program are carefully developed and integrated so that course objectives flow in sequence. Course syllabi are constructed so that prior course knowledge and skills are expected to be carried over into the next sequential course. Students are not allowed to take sequential courses out of order and must pass all specified major courses with a minimum grade of "C" or better.

Grading Scale

The college catalog lists the college-wide standardized ten point grading scale. Each course syllabi specifies the grading criteria for each course assignment and is most often on a point scale basis. Many syllabi will also include grading rubrics for larger assignments to fully inform the

student on criteria and points earned on each sub component. The intent is to assist student improvement with clear grading, better enabling the student to improve in specified weak areas.

Accommodation for Students with a Disability

Ferrum College and the Social Work Program work diligently with students who need accommodations through the **Office of Academic Accessibility (OAA)**. As stated in all course syllabi “As directed by Ferrum College’s policy, any student with a disability who qualifies for and seeks academic accommodations (such as testing or other services) must work through the Office for Academic Accessibility for accommodations. The office is located Lower Stanley Library, Office 110 and the director may be reached by phone at 365-4262 or by email at nbeach@ferrum.edu . Please remember that accommodations cannot be granted retroactively; they must be requested in a timely manner prior to when the accommodation is needed. Students who wish to use accommodations through OAA are encouraged to meet with the director during the first weeks of the semester to discuss the process, and are also invited to read the policy manual on www.ferrum.edu/disability for specific information.”

Transfer of Social Work Credits Policy

Any student who wishes to have previously completed social work course credit from another institution considered for transfer credit must document the following:

1. The student must have received a minimum grade of “C” in the course and it must have been completed at a social work program in a college or university fully accredited by the Council on Social Work Education.
2. The student must provide a syllabus and description of the course.
3. The Social Work Program Coordinator, in consultation with program faculty, must conclude that the course content is highly similar to a specific Ferrum College Social Work course.
4. The college does have rules as to the maximum amount of transfer credit that can be approved overall and within the major; see College Catalog.

No Credit for Life or Work Experience

The Ferrum College Social Work Program does not grant college credit for life experience or prior work experience regardless of its nature; consistent with CSWE Accreditation Standards.

COMMUNICATION: Both oral and written communication skills are critical for social workers. Both skills are vital if one's goal is to provide the client or consumer with the best services possible. Students must pay close attention to the development and presentation of these skills. All written assignments (tests, papers, and online discussion) will be graded for both content and writing. Misspelled words will be counted off for partial points on tests and all other written work will be graded on both content and writing. Do your written assignments early so you have time to go to the Writing Composition Center to receive assistance. Sometimes there is a wait so do not leave it to the last moment. Speaking skills are also very important--practice speaking clearly, using good grammar, appropriate tone, terminology, and diction at all times, with eye contact.

CLASS ATTENDANCE AND PARTICIPATION: Consistent, punctual attendance, and respectful participation (and early notification of problems) are key elements in an employer's evaluation of an employee's contribution to the workplace. This is similarly true of the instructor's evaluation of the student's class attendance and participation. Students are expected to assertively participate and contribute to the class with clear evidence of having read required assignments and having synthesized materials.

POLICY ON ABSENCES: Social workers assist people who have numerous problems. We as professionals need to be sure our behavior does not cause people additional difficulties. Thus attendance and timeliness are very important. "College policy dictates that attendance is required at a **minimum** of three-fourths of all class meetings in order to receive credit in a course. The instructor, in consultation with the School Dean or the Vice President for Academic Affairs, may determine that unusual circumstances and the student's work in the course justify the assignment of a grade other than F... The policy governing the remaining one quarter of class meetings is established by the individual professor and is recorded on the class syllabus "*Ferrum College Catalog, 2016*).

The Social Work Program adheres to the additional following policy: Students will be allowed a specified number of excused absences (with written documentation from appropriate source) without it negatively impacting the attendance/participation points. If unusual circumstances exist, the student must contact the instructor immediately to discuss the situation to seek a waiver of this policy.

Note: Prior to an absence, a student is expected to notify the professor if s/he is going to miss class **for any reason**. If you are ill, email the professor or call and leave a voice mail before class time. Otherwise, inform the professor in person or in writing prior to class absence.

For example:

- For a 3 credit course, meeting three days per week, 3 excused absences
- For a 3 credit course, meeting two days per week, 2 excused absences
- For a 3 credit course, meeting one day/night per week, 1 excused absence

Student will lose 5 pts. off attendance portion of final grade for any absence without prior notification to the professor. Student is totally responsible for any knowledge or missed materials caused by the absence-- anything that happens when the class is together--video, guest speaker, etc.--may be included in exams.

POLICY ON LATENESS TO CLASS: Students will be given a 5 minute safe period to be in their seats after the class is scheduled to begin though class will start on time. Any student who is recorded as late in excess of 3 times will lose 1 pt. from attendance portion of final grade for each LATE arrival after 5 MIN. Student should discuss the cause of lateness with instructor after class (or prior to class when acceptable excuse is available).

POLICY ON LATE ASSIGNMENTS OR PAPERS: Social workers often are responsible for completing applications or reports that may greatly impact someone's life. You may be trying to help them gain access to social services or be reporting an assessment to a judge who will determine if a child needs protective custody or mental health services. You may be applying for a grant that might provide funds for additional needed services in the community. In all of these situations a report must be turned in on time or you risk causing clients to lose out on what they need. Learning to meet deadlines is very important. If you are experiencing particular difficulties talk to the professor **before** the day the assignment is due. Students will lose grade points when any assignment is late. Assignments must be turned in at **beginning** of class time to be considered on time.

Penalties (unless prior approval of excuse by instructor)

- a. If paper is not turned in at beginning of class automatic 10% point penalty.
- b. If paper is turned in the following day by noon to professor or social sciences secretary, 15% penalty.
- c. No assignment will be accepted after second late day and a grade of 0 will be entered in grade book.

POLICY ON MAKEUP TESTS: No makeup tests except for an excused absence (with proper documentation). Student must notify the instructor prior to the absence (at minimum a voice mail message **prior** to the class period). Instructor reserves the option to substitute a different assignment in lieu of the class test. Students with unexcused absence receive a zero.

CELL PHONE POLICY: SIMPLY—NO! NO! NO!

Class time is NOT for phone calls or text messaging for any reason. If you anticipate an important call due to a family emergency you need to inform the professor prior to class. The professor has the right to have you removed from class if you repeatedly violate this policy.

INAPPROPRIATE USE OF COMPUTERS: Use of a computer in class is for specific course related work only—typing notes or occasionally researching something professor has asked you to look for. Any other usage is unacceptable and student may be penalized.

INAPPROPRIATE USE OF SOCIAL MEDIA: Reading or posting on social media during class time is never acceptable. Use of social media to harass, threaten, bully or belittle another person in any form or at any time is against college policy, human decency and social work ethics.

Writing Intensive Policy

Strong writing skills are essential for professional social work practice. All social work courses include some emphasis on the development of writing skills appropriate to the social work profession. Social workers must write using behaviorally descriptive, accurate and concise terminology with research documentation where appropriate. The social work curriculum views writing as a developmental process and course assignments grow in type and length as the student moves through the pre-professional to professional courses.

Due to the importance of writing in professional social work practice the Social Work Program requires two of its upper level courses as writing-intensive. This meets the college requirement of two WI-Writing Intensive courses. These courses require extensive research papers and various other writing assignments. The courses are required to be structured such that a student must pass all writing assignments in order to pass the course with a grade of "C" or better.

Faculty members are very willing to work with students on writing skills and often require draft stages of major papers along with individual review sessions. The Ferrum College Writing Center staff members, located in Stanley Library, are available to assist students in reviewing writing assignments. The library faculty and staff are amazingly helpful here at Ferrum College and students will discover that they just need to ask for help. However, ultimately it is the student's responsibility to devote the extensive time necessary to produce quality written assignments and to make timely use of the available resources. It is critical for students to recognize the importance of good writing for various purposes, whether it is to best represent your client's needs and interests when a case goes before a judge, carefully documenting data for a grant to meet a community need or advocating for a person or program.

Academic Integrity and Plagiarism

The Ferrum College Student Handbook includes a section on academic integrity, the definition of plagiarism, ways to avoid it, and the judicial process for addressing plagiarism cases. All Ferrum College course syllabi, including social work courses, address this topic.

Academic Integrity: In all instances, policies identified in the *Ferrum College Catalog* and the *Ferrum College Student and Faculty Handbooks* regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances. Cheating, which includes plagiarism (unintentional or intentional), is completely unacceptable. Any student who cheats may be given an F on an assignment, or an F in the course, and the case may be reported to the Honor Board. Unless specifically told to work as a group or team on one project, cheating includes claiming work as your own when someone else did it; or handing in any assignment that you used some or all of in another class. If unsure then see the instructor.

Student Rights and Responsibilities

Students have important rights and responsibilities in multiple venues: academic coursework, Ferrum College Honor Code, Field Practicums, Campus Code of Conduct, student organizations, and sometimes as a student representative on a college level committee. In each of these arenas it is vital that the student is fully aware of the specific rights and responsibilities. As future social workers, students must uphold their responsibilities with integrity and competence but also be ready to speak up if any injustices occur just as they would empower a client to do. A student should be knowledgeable of the *College Catalog*, the *Campus Student Handbook* as well as the *Social Work Program Student Handbook*. Once a student is in a Field Practicum, she or he is responsible for following all policies in the *Field Practicum Manual* and should also be aware of the field agency's policies. All of these are important sources of information which go into detail regarding rights and responsibilities.

Student Status Review Policy: Grounds for Termination

To maintain the integrity of the Social Work Program and to graduate quality social work practitioners, the faculty may determine that a student's unacceptable academic or professional performance result in a Student Status Review. This review process may ultimately lead to the student's termination from the Social Work Program or to a plan for improvement.

A Student Status Review may be initiated and conducted based on, but not limited to, any of the following reasons:

A. Academic Grounds for Termination

1. a. Failure to maintain a cumulative 2.2 GPA required in overall college courses.
- b. Failure to maintain a GPA of 2.2 and/or a grade of "C" or better in all courses required for the social work major.
- c. A student has received a grade below "C" in any of the field related courses: SW 498 and SW 499.
- c. If a student fails to earn a grade of "C" for a second time in any Professional level required course the student's acceptance in the major will be under review.
- d. Honor violation related to academic work including but not limited to cheating or plagiarism.

B. Professional Concerns Grounds for Termination

2. Unsatisfactory field performance which may occur prior to or at a grading period. A field instructor may raise serious concerns about a student's professional behavior or
3. Failure to uphold the NASW Code of Ethics and failure to demonstrate the capacity to master necessary generalist social work practice skills, such as emotional stability and growth in self-awareness, respect for and adherence to appropriate professional boundaries, responsible time management skills, respect for diversity and non-judgmental attitude, empowerment of client self-determination, client empathy, and appropriate professional oral and written communication skills.

Behaviors demonstrating a violation of the above requirements include, but are not limited to:

- a. Disrespectful oral or written statements about/towards others, including students, faculty, staff, field supervisors, community persons or clients/consumers of agency services;
- b. Inability to work with, or relate to, persons from diverse populations reflecting racial, ethnic, physical or mental ability, religious, socio-economic, political, gender, national origin or sexual orientation differences;
- c. Disregard for the principles of confidentiality or client self-determination;
- d. Refusal to receive feedback and supervision in a positive manner, and inability to demonstrate use of feedback to enhance professional growth;
- e. Inability to deal with current life stressors through the use of appropriate coping mechanisms;
- f. Demonstration of consistently inadequate or unprofessional written and/or oral skills.
- g. A student is convicted of a felony during the educational program which prevents the student from continuing in field placement.
- h. A student's performance in the classroom or a field practicum setting is clearly affected by substance abuse.
- i. A student is involved in misconduct with a client (sexual or otherwise).
- j. The student has been engaged in the falsification of program or agency documents (e.g., applications, travel logs, time sheets, case recording, etc.).
- k. The student has violated Ferrum College policies (e.g., Honor Code, sexual or other forms of abuse or harassment, substance abuse, etc.), with resulting suspension.
- l. A student fails to comply with remediation plans generated by the faculty or college in concert with the student.

Status Review Procedures

The Social Work Program Coordinator is charged with making an administrative decision regarding a student's status review, and if necessary termination, on the basis of the above policy and the facts in each case.

Procedures

The following procedures are used in implementing the Student Status Review Policy:

1. The Social Work Program Coordinator may receive a report from various sources—field instructor, agency representative, college faculty or staff member, client, or other students—stating that a social work student has demonstrated behaviors inconsistent with required standards of conduct. When a serious problem occurs that may require termination or other change in the status of a student, the Status Review procedures begin. If the violation is completely related to failure to meet academic grade standards, the Coordinator will proceed with informing student of his or her need to repeat a course, postpone field or the next sequential course, etc. If the student does not meet the academic standards within one additional semester or at maximum two semesters (if the course repeat was not available within just one semester, or the GPA could not be raised to meet the standard) then s/he may be terminated from the social work major without further review. Otherwise, the process moves on to Step 2.

2. The reporting party will be asked to provide a written statement to the Program Coordinator describing the nature of the offense. The Program Coordinator, in consultation with other social work faculty, will review the incident. Student will be notified about the alleged behavior(s). At the discretion of the Social Work Program Coordinator, an informal meeting may be held with the student. The student will be given the opportunity to review the situation and explain his/her behaviors or actions. The Coordinator will meet with other persons if s/he deems necessary. At this point the Program Coordinator will determine if a formal Student Status Review needs to occur or that no further action is warranted. A brief report will be kept on file.
3. Depending on the nature of the alleged policy violation the Coordinator may take one of the following steps: * See note on page 20.
 - A. If the student has allegedly violated college academic Honor Code or Standards of Conduct, the campus procedures will be followed first (such as honor board hearing, judicial hearing, etc.) and pending those findings, the Program Coordinator will determine whether a formal Student Status Review needs to occur.
 - B. If the student has allegedly violated any other Social Work Program policies identified as cause for review, then a formal Student Status Review will occur
 - Student will be notified in writing that a formal Student Status Review will occur. The student may submit a written statement for consideration, and will be required to make an oral presentation to the Status Review Committee.
 - This committee will be composed of the Social Work Program Coordinator, the Field Coordinator, and at least one member of the Social Work Program Advisory Committee. If the specific violation warrants, the Coordinator may request attendance by any other person related to the violation.
4. A formal Student Status Review may result in one of the following:
 - a. No action needed: The basis of the alleged violation is unfounded and thus no action is necessary.
 - b. Probation: A remediation plan is formulated jointly with the student to address deficiencies that have been identified; the student is placed on probation in the Social Work Program. Specific timelines and expected behaviors are documented. Student must successfully complete the remediation plan in the time specified to continue in the program. Failure to achieve the goals of the plan may result in termination.
 - c. Termination: The student is not permitted to continue in the social work major, although he/she may still remain a student at Ferrum College. At such time the Social Work Program Coordinator may assist the student in reviewing options regarding other choices of major, or considering whether remaining in college is an option at all based on academic standing.
 - d. Withdrawal: Students may be required to withdraw from specific courses of the program based on the review.

The Social Work Program Coordinator will notify the student in writing of the decision within one week of the review unless extenuating circumstances exist. The Status Review Committee will maintain a written report on the case to be kept on file in the Program Coordinator's office.

*Important Note: Depending on the nature of the alleged violation, the student may be disallowed from attending field placement until the decision is rendered.

Appeals Process

1. The student may accept the decision or appeal the decision to the Dean of the School of Social Sciences.
2. If the student is still not satisfied with the decision, the student has the option of a final appeal to the Vice President of Academic Affairs.

Readmission

Students who withdraw from the program may only be considered for reapplication depending on the reasons for withdrawal. A student should contact the Program Coordinator to discuss whether reapplication is even an option. It is strongly recommended that a student wait at least a semester before reapplying in order to fully resolve/address the precipitating problems.

VIII. Student Opportunities for Involvement and Campus Resources

Students have several opportunities outside of the classroom to be involved in advancing their professional knowledge and skills while providing service and possibly helping to influence or change policies where needed. **GET INVOLVED AND HELP BRING CHANGE!**

Social Work Club: Education and Service

- A student can join the Social Work Club or any other student organization as a member or officer and play a major role in defining and leading the club activities. As is true with most student organizations, a student needs to realize it is truly his or her right and responsibility to make the organization successful. The Social Work Club is only as strong and active as its members make it. The club's purpose is to do community service projects, plan educational trips and sponsor outside speakers such as various agency social workers or other community members. The club can also serve its members through tutoring and socials. The club may take on additional roles to assist or influence the Social Work Program.
- The Social Work Club is required to send a representative to SGA Senate meetings which opens the door for additional involvement and input to campus student governance. This is often the way the club can seek funding assistance for various projects.

Rally in the Valley

- An additional opportunity for social work students in Virginia is to attend, and help plan on a rotating basis, the Virginia Social Work Education Consortium (VSWEC) Student Rally in the Valley conference held each fall. This event brings together students from the CSWE accredited college and university social work programs from throughout Virginia for an annual two-day Fall conference on timely issues. Several colleges plan the program and students play an important role in choosing the theme, speakers, and

activities. Again, this is an excellent way to be involved in the profession. The Virginia Chapter of NASW, National Association of Social Workers, helps to cosponsor this event thus students are usually introduced formally to this social work professional membership organization. Ferrum College typically co-hosts with Radford University every 4 years.

Campus Committees

- Various campus wide committees include some student representatives so any interested student may seek to serve. For more information go to the Student Leadership and Engagement Office located on the ground floor of Franklin Hall, near the Panthers Den.

Course Evaluations

- Students are always asked to complete course evaluations at the end of each semester. This is a very important way that students can give their input and make constructive suggestions for changes. Faculty also usually seek additional student feedback during the semester.

Open Door Policy

- Ferrum College prides itself on being a place where students build strong relationships with faculty and staff. The Social Work and Sociology Program welcomes students at any time to drop by and speak to the Program Coordinator, Field Coordinator or other faculty to discuss individual or programmatic concerns. It is very important that students feel at ease in discussing any issues with faculty. It is not unusual for students to come ask questions about assignments, or broader course issues, campus community concerns or personal issues. In addition, students are encouraged to take serious concerns to a higher level if needed such as to the Dean of the School of Social Sciences and Professional Studies or to upper level administrators when appropriate.

Senior Closing Picnic and Time for Input

- At the end of each spring semester the social work program faculty hold a celebratory social/academic gathering with seniors. The time is spent informally with food and having each senior share about his or her growth while peers/faculty members also give feedback. In addition, the faculty ask for feedback from seniors about their experiences within the social work program. Seniors often have very helpful insight and suggestions, especially when it comes to considering particular curricular changes.

Social Work Program Advisory Committee

- The Social Work Program Advisory Committee meets typically once per semester and consists primarily of local social workers (most are current or former field instructors) representing a wide range of agencies. The group provides input in terms of curriculum changes and each spring assists with evaluating the senior competency presentations. Typically two BSW students (one senior and one junior) are invited to participate.
- Every few years an advisory member will lead at least one focus group of junior/senior majors to provide student feedback on programmatic issues. The facilitator then reports to the Program Coordinator and the Social Work Program Advisory Committee.

National Association of Social Workers (NASW)

- Students can join the social work professional organization, NASW, at the national level and the Virginia Chapter (CONTACT: www.naswva.org for more information or talk to the Social Work faculty members). Student membership is at a reduced cost and you can get involved in various ways to learn how to influence state and national policies which affect many client groups representing various populations-at-risk but also legislation which affects social work practice.

Phi Alpha National Social Work Honor Society

- Social Work major students who are typically junior status, of upstanding character and earn a GPA of at least a 3.0 overall and 3.25 or higher in the major will be eligible for membership in the local chapter on campus. The chapter usually does one project a year.

Senior Social Work Awards

- The Jane Addams Social Work Achievement Award: Each spring the Social Work Program selects a graduating senior who exemplifies strong professional social work qualities, especially service. Senior students are asked to put in a nomination for one of their fellow social work peers. Faculty then make a selection keeping in mind the student input.
- The Outstanding Social Work Senior Award: The Social Work faculty select a senior who has a very high GPA and has demonstrated exemplary professional social work qualities both in the classroom and in the field practicum.

Campus Resources: Academic, Career, Health, Social, Cultural, and Spiritual

Ferrum College, though a small campus, provides a wide array of campus resources to address all types of needs and interests.

A. Stanley Library: A state of the art building, it has numerous resources for students in addition to the typical books, journals, newspaper, DVDs, etc. Desktop computers are available on various floors along with comfortable seating for group work, small study rooms that can be reserved, rooms to practice with video cameras, etc. In addition, the main floor also has areas that include:

1. **Math Center**: where faculty are available for tutoring.
2. **Writing Center**: where faculty will assist students with papers, from proofreading to organization, etc.

B. Academic Resource Center (ARC): Located in the lower level of Stanley Library, the ARC provides a wide array of academic services. Open 24 hours a day, this large room with a variety of configured tables, chairs, sofas, etc. along with white boards provides a setting for relaxed meetings.

1. **Faculty** often hold some office hours in this location to make themselves available for student meetings.

2. **PALS (Peer Assisted Learning)** tutors are available for many courses at publicized scheduled times.

3. **A small computer lab is available for any student to use.**

4. **Staff offices:**

- a. Director of Advising

- b. Director and Staff of the ARC
- c. Director of Office of Academic Accessibility (accommodation services)
- d. Office Manager helps supervise sessions when students have special accommodations and need space for extended testing time, quiet individual testing space, etc.

C. **Tri-Area Rural Health Center**: Located on the side of campus facing a public road with a large parking lot, this Health Center is offers a level of privacy to students as well as community members and provides an array of health services. It also includes a pharmacy for access to prescriptions. It accepts various insurance plans but also provides services on a sliding scale for anyone.

D. **Mental Health Services**: A full-time counselor is accessible on campus to all students, along with an additional part-time therapist. Also, a psychiatrist comes to the campus on a regular basis to do assessments for mental health needs, substance abuse, or learning challenges. The doctor provides appropriate referrals or medication when needed. It is not unusual for a faculty member to encourage and assist a student to seek counseling.

E. **Vaughn Chapel: Chaplain**. While religious services occur in the chapel, the chaplain's office is more centrally located in the lower level of Franklin Hall in the center of campus, to be easily accessible to students. Various spiritual events and religious services are available on campus as well as information about diverse religious groups in the surrounding community.

D. **Office of Student Leadership and Engagement (SLE)**: This office is a hub for student organizations, SGA, Panther Productions, etc. It is located in the center of campus on the lower level of Franklin Hall, below the cafeteria and next to the Panther's Den. Students who want to be involved in various service or social organizations can easily find out what is happening on campus or can seek ways to start new interest groups. The office has some additional staff and a number of student assistants who help run this center. Social activities such as bands and comedians, cultural events, panels on timely topics, speakers, and films often occur in the Panther's Den. A Subway and Papa John's Pizza are also located on the same floor.

E. **Career Services**: Staff in this office, located within the SLE area above, is available to assist students with resume development, mock job interviews, information on careers, GRE preps, career fairs, employment, etc.

E. **Ferrum YMCA**: Our campus is fortunate to have this fitness center right in the middle of campus that offers a number of exercise machines, along with some classes such as yoga, Zumba, and cycling. The gym also provides space for intramurals or pick-up basketball games, ping pong, racquetball, etc.

F. **Outdoor Recreation Services**: The campus has various outdoor-led activities including a high and low ropes course, canoes/kayaks that can be borrowed, hiking events, rock-climbing, etc. Some equipment is available near the YMCA and other items are accessible from the Rec house on the edge of campus.

APPENDIX

**Ferrum College Social Work Program
Professional Behavioral Checklist**

The Social Work Program has an obligation to prepare students to be professional generalist social workers with the knowledge, skills, and values to appropriately serve clients and agencies. Each student will complete a self-evaluation and will be assessed at least two faculty members concerning appropriate professional behaviors during the process of the student's application to the major and additionally if any college faculty or staff, or agency personnel reports concern about a student regarding professionalism. This process is intended to be used to help the student more clearly understand areas for needed professional growth and improvement. After meeting with the student, the Social Work Program Coordinator will help the student create a plan for improvement, identify a date by which the student's progress will be reviewed, and then it will be determined whether the student shall be: a) commended for improvement, b) required to work on an extended improvement plan or c) terminated from the program. This form must be completed as part of the student's application to the social work major and may be used again if serious concerns are raised about the student's behavior while in the social work program.

Print Student's Name: _____ Classification: Fr So Jr Sr
 Period of Observation: _____
 Print name of Person Completing Form: _____
 Job Title: _____

Mark the most accurate description of what you have observed about this student; if not observed then leave section blank.

1= Unacceptable 2 = Needs Improvement 3= Acceptable 4= Exemplary

A. Attendance and Punctuality- Class, Field , or Appointments	
1. Has missed, been tardy, or left early excessively; with no communication prior to behavior.	
2. Has been frequently absent, tardy or left early often with no notification prior to behavior.	
3. Has been in attendance and on time except for rare or unusual circumstances with prior contact/explanation.	
4. Has perfect attendance and has been on time.	
Comments:	
B. Professional Behavior/ Demonstrates respect and support in relationships	
1. Often disrespectful and non-supportive of others; overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions	
2. On a few occasions, is disrespectful and non-supportive; overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette; or acts out of self-interest; may lack self-control in interactions.	
3. Usually respectful and supportive of others; offers appropriate critique; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the	

ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions.	
4. Consistently respectful and supportive of others; uses positive approaches when questioning or critiquing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations. Comments:	
C. Oral Communication	
1. Consistently gets feedback that oral expression is unprofessional; many errors; does not use voice effectively.	
2. Oral expression is challenging to understand; may contain grammatical errors, slang words or poorly organized.	
3. Usually articulate and professional in oral expression; few errors; uses voice appropriately.	
4. Consistently articulate using professional terminology, good expression, no grammatical errors; uses voice effectively. Comments:	
D. Written Communication	
1. Written work is consistently unacceptable or unprofessional; written assignments need extensive revisions with both grammatical errors and lack of clarity; does not follow APA guidelines correctly.	
2. Written work lacks clarity and has some errors; when asked to use APA guidelines, does not use this correctly.	
3. Written ideas/concepts are often expressed clearly with few errors and uses APA guidelines correctly when required	
4. Consistently expresses ideas/concepts very clearly with an absence of errors, and uses APA referencing accurately. Comments:	
E. Maintains Respectful Communication in all forms (email, phone, text, Facebook, etc.)	
1. Never checks Ferrum email /course site; not responsive to professors, classmates, or agency; unprofessional/disrespectful.	
2. Rarely checks Ferrum email/course site; response is rare and/or not timely; sometimes unprofessional/disrespectful.	
3. Usually checks Ferrum email/course site; response is usually timely and communication is professional/respectful.	
4. Consistently checks Ferrum email/course site; response is very timely and consistently professional/respectful. Comments:	
F. Demonstrates Self-Awareness	
1. Rarely shows self-awareness about the impact of verbal and non-verbal communications.	

2. Occasionally shows self-awareness about the impact of verbal and non-verbal communications	
3. Almost always maintains a high level of self-awareness about impact of verbal and non-verbal communications.	
4. Always maintains a high level of self-awareness about impact of verbal and non-verbal communications. Comments:	
G. Quality of Interaction/Participation and Collaboration	
1. Often disruptive/off task or apathetic/indifferent; unprepared; does not contribute to class activities; does not collaborate.	
2. Sometimes disruptive/off task or apathetic/indifferent; only minimally prepared, contributes little and is not collaborative.	
3. Is appropriately engaged and on task; usually prepared and contributes; collaborates well with others.	
4. Fully engaged and on task; very well prepared and takes appropriate initiative; strong collaborator and good leader. Comments:	
H. Work Habits; Quality of Work; Commitment to Excellence	
1. Performance does not meet minimal requirements; is incomplete or late; does not make use of available resources.	
2. Performance sometimes meets minimal requirements but often of poor quality or late; makes little use of resources.	
3. Performance demonstrates good effort; work meets basic requirements, on time and complete; uses some resources.	
4. Quality performance beyond the basic requirements; excellent work, always on time; make good use of resources. Comments:	
I. Professional Attire	
1. Consistently dresses inappropriately (pants too low; attire reveals too much)	
2. Sometimes dresses inappropriately	
3. Usually dresses appropriately and professionally.	
4. Consistently dresses appropriately and professionally. Comments:	
J. Critical Thinking Skills	
1. Makes no effort to question, analyze, explain or evaluate; unable to justify arguments to back up statements or positions; close minded and defends perspective from self- interest not logic.	

2. Finds it difficult to question, analyze, explain or evaluate; makes little effort to put forth logical arguments or information to justify position or does so to a minimalist degree.	
3. Puts forth a genuine effort to question, analyze, explain or evaluate; is able to back up position with valid arguments and information while also being open-minded.	
4. Takes initiative to question; makes extensive effort to analyze using appropriate information and carefully developing justification and sound argument to explain conclusions; willing to openly explore and investigate. Comments:	
K. Initiative; Dependability	
1. Passive, depends on others; does not begin task early enough or allow enough time to complete task.	
2. Occasionally gives input but rarely plans ahead and follows through; often stops task rather than asking for assistance.	
3. Usually takes initiative and completes tasks with limited supervision; asks for clarification when needed. Comments:	
L. Response to Constructive Feedback/Evidence of Motivation to Improve Self	
1. Defensive, does not demonstrate receptiveness to feedback/suggestions and does not use it to improve self/skills.	
2. May be receptive to feedback/suggestions but does not demonstrate efforts to improve behaviors or skills.	
3. Receptive to feedback and usually makes a good effort to implement changes.	
4. Consistently receptive to feedback /suggestions; demonstrates excellent effort to make improvements Comments:	
M. Commitment to Diversity and Equity	
1. Ethnocentric; demonstrates usage of personal viewpoint only	
2. Demonstrates limited knowledge / awareness of diversity and equity; limited interest in considering multiple viewpoints.	
3. Demonstrates knowledge and awareness diversity as well as a commitment to further understanding.	
4. Consistently demonstrates knowledge and awareness of diversity along with a clear commitment to increasing knowledge as well as considering diversity when working with people. Comments:	
N. Ability to Handle Stress and Manage Workload	
1. Often handles stress nonproductively (i.e. complaining, withdrawal, anger); difficulty managing demands of workload.	
2. Sometimes handles stress nonproductively and sometimes does not manage demands of workload.	

3. Usually handles stress productively and most often manages the demands of workload	
4. Handles stress productively and uses positive techniques to reduce stress in order to manage workload successfully. Comments:	
O. Attitude Toward Clients	
1. Lacks sensitivity or is negative toward client needs; does not demonstrate the value of respect for individual worth	
2. Sometimes lacks sensitivity to client needs and at times does not demonstrate understanding of client circumstances.	
3. Respectful of client needs; demonstrates understanding of client circumstances; and treats client with dignity and worth	
4. Consistently demonstrates respect and clear understanding of client circumstances; treats client with dignity and worth even when the situation may be challenging. Comments:	
P. Demonstrates knowledge, respect for and usage of SWK Values and NASW Professional Ethics	
1. Appears unaware of professional social work values and the NASW Code of Ethics in thinking and behavior	
2. Knowledge of professional social work values and the NASW Code of Ethics is limited in thinking and behavior	
3. Demonstrates knowledge of social work values and the NASW Code of Ethics in decisions and behavior.	
4. Consistently demonstrates usage of professional social work values and NASW ethics to guide thinking and behavior. Comments:	

This completed form has been reviewed in a conference with the following:

Student concerns or comments:

Student: _____ Date: _____

SWK Program Faculty concerns or comments:

Faculty: _____ Title: _____ Date: _____

Faculty: _____ Title: _____ Date: _____

Developed Fall 2014: Portions of this form were adapted from: University of Vermont, Department of Social Work, Radford University Rubric for Assessing Professional Development and Ferrum College Teacher Education Program Checklist.

Social Work Program Competencies and Practice Behaviors

The Ferrum College Social Work educational program prepares students for beginning generalist social work practice by building upon the nine Core Competencies and 31 Practice Behaviors developed and approved by CSWE in the 2015 EPAS. The section below is directly quoted from that document.

“The nine Social Work Competencies are listed below... Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1–Demonstrate Ethical and Professional Behavior

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

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

Competency 2 –Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;**
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and**
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.**

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

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

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

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

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

- use practice experience and theory to inform scientific inquiry and research;**

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

Competency 5 –Engage in Policy Practice

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

- **Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;**
- **assess how social welfare and economic policies impact the delivery of and access to social services;**
- **apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.**

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional 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 other 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 interprofessional 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- **critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;**

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

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

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

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

Educational Policy and Accreditation Standards, CSWE (2015).

Code of Ethics of the National Association of Social Workers

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. An historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of ethical standards that should be used to guide social work practice.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

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

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

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

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

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

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

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical

decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bone 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 others 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 social 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 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' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

and to differences among people and cultural groups.

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount 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 disclose 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 such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all 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 has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for

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

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

1.14 Clients Who lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

(c) Social workers in fee-for-service settings may terminate 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 OF COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should respect 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 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 the 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' area of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee or 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 organization resources are available to provide appropriate staff supervision.

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

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

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

(g) Social workers should be diligent stewards of the resources of their employing

organization, 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 professions 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 WORKER'S 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 and 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 that 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.