NORTHERN ARIZONA UNIVERSITY
College of Social & Behavioral Sciences

Social Work

SOCIAL WORK
PROGRAM
BSW HANDBOOK

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•PURPOSE OF THE HANDBOOK•

The purpose of the **Social Work Program BSW Handbook** is to educate, share knowledge, and inform students, faculty, staff, alumni, advisory board, and field representatives about the Northern Arizona University Bachelor of Social Work (BSW) Program in a consistent and uniform manner. Program policies, procedures and information for planning and engaging in the professional social work educational experience at NAU are centralized and standardized in this handbook.

The participants for whom this handbook is prepared include:

- *Social Work majors not yet admitted to the program*

- *Social Work majors admitted to the program*

- *Social Work Faculty and Staff*

- *Social Work Program Advisory Board Members*

- *Field Placement Agency Administrators*

- *Field Instructors*

- *Social Work Community*

•*A REFLECTION*•
A BSW Student Poem

My final chapter is really
        a new beginning.
I solved my fears, I didn't
        lose, but ended up winning
I faced it, erased it, and
        I grew.
I achieved so much more
        than I thought I would.
I was so scared and frightened,
        I never thought I could.
I feel proud, not so much
        for myself, but that I actually
touched some people along my
        struggling road.
That's what really makes
        me feel great, I really did
some good while I was
        growing myself.
I'll use what I learned and
        go on to grow.
I started with a box full of
        pieces.
I dumped them out, spread
        them all around
Started with the border, as good
        a start as any.
But now to fit in the middle
        the pieces are so many.
Worker-Client relationships,
        caring, accepting, listening.
I am almost done.
        Now I see what it's about:
A student who was afraid,
        and insecure, who grew by
facing, erasing, and starting
        brand new.
Pieces in the box, put
        together as a whole.
Made me some one I'm
        proud to know.

Cleora Clark

Social Work Intern Summer, 1987
Indian Health Service Hospital, Chinle, AZ

•*WELCOME*•

From The Social Work Student Association

"Social Work is People Work"

The students of the NAU Social Work Student Association would like to welcome you to the program. We hope that you share the enthusiasm of serving humanity in a professional helping manner. As each student has different interests, we would like to take this opportunity to start you on a path of networking and mutual support. Some of the strengths found in social workers are already present in you and we invite you to get involved.

The Student Social Work Association is active in both campus and community affairs at both of our campus sites (Mountain and Yuma). We promote service and volunteerism within our communities and sponsor activities that are responsive to the needs of our most vulnerable community members. As students, these events give us the hands-on experiences we need for building confidence as beginning professionals.

In addition, the Social Work Student Association provides a link between students attending classes at the Flagstaff and Yuma campuses. This brings new experiences and opportunities for students at both sites.

Whether you chose to participate in the association or not, please get to know other social work majors. We are here to help each other, and in doing so hope to create a memorable educational experience. Again, *WELCOME!*

<div align="right">NAU Social Work Student Association</div>

WELCOME

From The Social Work Program Advisory Board

The members of the Social Work Program Advisory Board extend our enthusiastic welcome to you. We know from our personal experience that your choice of major will prepare you for your future in our profession, as well as provide you with rich personal growth opportunities.

We on the Social Work Program Advisory Board are members of professional communities in Arizona. We represent various agencies and programs, spanning all aspects of social work practice. We are a diverse group, and bring a depth of experience to our advisory responsibilities. Our mission is to maintain a strong link between the professional community and the academic community. The strength of our link enhances mutual exchange of ideas, networking opportunities, and support for BSW field placements.

Our welcome to you includes our invitation to you to seek any help or support we may be able to offer in the realization of your educational and professional goals. We congratulate you in your decision to join our profession.

Social Work Program Advisory Board

WELCOME
From The Faculty and Staff

Welcome to **SOCIAL WORK!** You have chosen not only a major, but a professional journey that hopefully will bring you profound satisfaction, an enhanced capacity for responsible citizenship, and a heightened sense of commitment and dedication to social justice in the service of others.

The Social Work Program BSW Handbook is designed especially for majors in the Social Work Program at Northern Arizona University. It is not intended to replace the Northern Arizona University Student Handbook that you can obtain online. The purpose of our Social Work Program BSW Handbook is to provide you with information specific and useful to you as a social work major working towards a bachelor of social work (BSW) degree. It is an educational and professional guide to assist you as you progress through the program as well as prepare you for your first position as a generalist social work practitioner and/or a graduate student in a MSW program.

This handbook is divided into three primary sections: Social Work Program, Student Resources, and Field Education. It is intended as a resource for information that will be useful to you throughout your academic experience.

We hope this handbook will be helpful to you in many ways.

Faculty and Staff
NAU Social Work Program

•SOCIAL WORK PROGRAM•

WHO WE ARE

Social Work Program History

In 1973, John Tuebner, a social worker in the community of Flagstaff, was hired to instruct an introduction course in social work and to develop courses in social policy and human services. The following year, David McKell replaced Professor Tuebner who left academia to practice social work in the community. From 1974 to 1980, Professor McKell developed a number of social work courses which became an emphasis in the NAU undergraduate Applied Sociology Program. The success of the emphasis and increased student enrollment resulted in the hiring of an additional social work faculty member, Phyllis Schiller, in 1980.

The next several years were characterized as a highly dynamic period under the coordination of Professor Schiller and with the addition of Louise Spence, a retired social work educator, who provided professional inspiration and direction. In the ensuing years, the social work program reached a point where accreditation by the Council on Social Work Education was possible. With the hiring of Charlotte Goodluck in 1987, soon followed by Raoul Betancourt and Rebecca Garrison in 1990, the number of social work faculty increased to five full-time members.

In 1991, a significant watershed was achieved with the social work program receiving official accreditation, retroactive to May 1988, by the Council on Social Work Education. The program has experienced rapid growth since that time with the total number of students enrolled in the social work program now totaling more than 340 with nine full-time and several part-time faculty members.

Organizational Structure
Where We Fit

Northern Arizona University

The President

Office of the Provost

Colleges & Schools

Arts & Letters

Education

Engineering Forestry Natural Sciences

Health and Human Services

Business Administration

Graduate College

Social and Behavioral Sciences*

Department of Sociology & Social Work

Social Work Program

Social Work Advisory Board

Flagstaff and Online Campuses
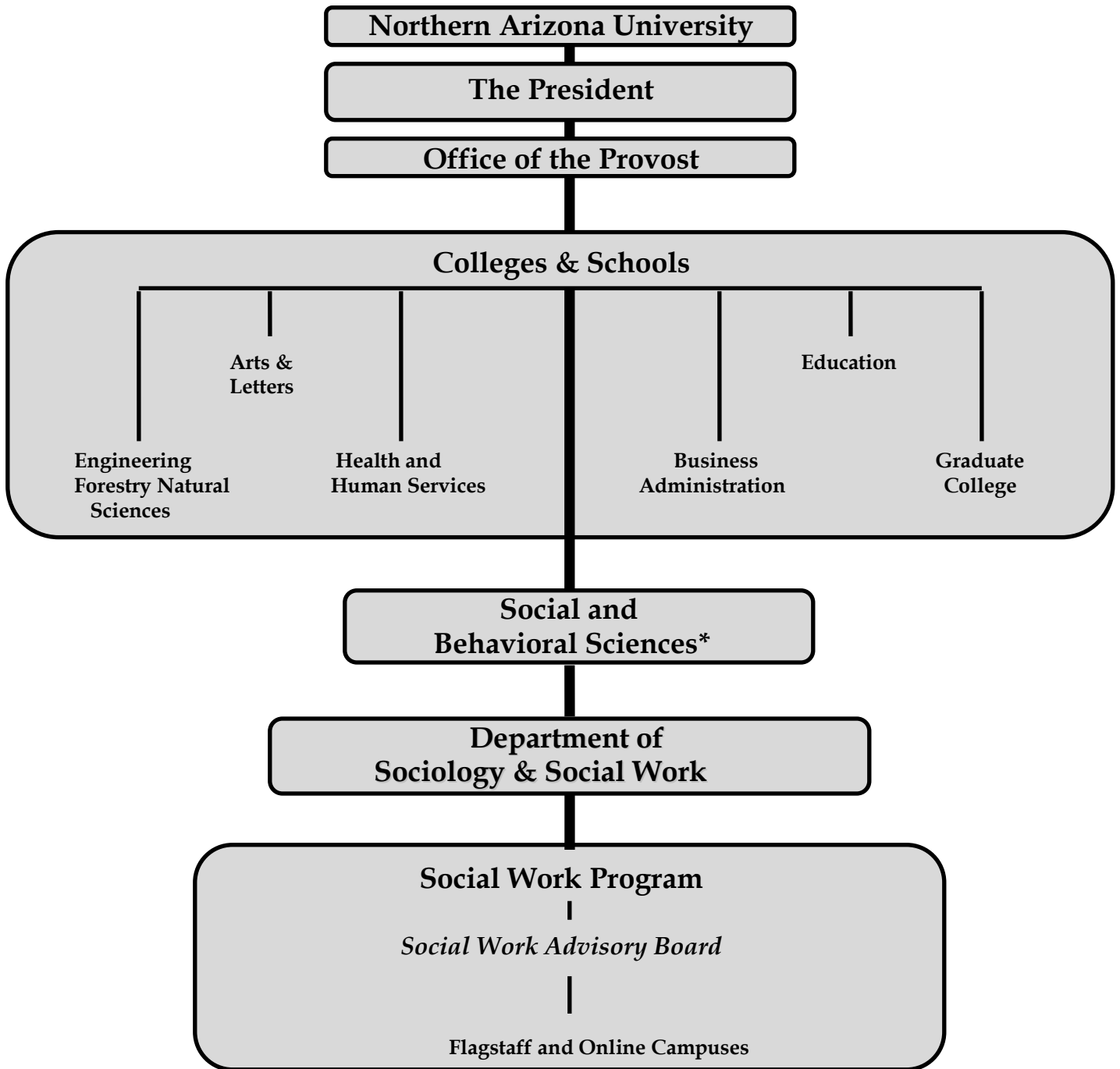
*Social and Behavioral Sciences Departments

Anthropology	Ethnic Studies Program	Psychological Sciences
Applied Indigenous Studies	Geography, Planning, and Recreation	School of Communication
Criminal Justice	Political & International Affairs	Women's and Gender Studies
Sociology & Social Work		

Social Work Program Personnel

Professionally experienced and academically prepared faculty members work closely with students to provide mentoring and a broad range of expertise in both the classroom and field settings.

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Social Work Program Advisory Board

Social service professionals, community leaders and program graduates from the entire northern Arizona and Lower Colorado River region, as well as current NAU Social Work Program students comprise the Social Work Program Advisory Board. The advisory board functions as a link between the community (both local and statewide) and the social work program. The board members share community interests and needs, interpret academic requirements, and discuss current trends in social work practice. The advisory board is a vital resource in the evaluation of the curriculum as the board reviews program components and provides feedback on an ongoing basis. Additional social work advisory board functions include:

- Social Work Curriculum and Program Development
- Social Work Program Evaluation
- Program and Community Linkage
- Social Work Network Development

WHY WE DO IT

The social work major is a professional degree. The profession of Social Work is dedicated to promoting human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (Council on Social Work Education, 2008, p. 1).

SOCIAL WORK PROGRAM MISSION

The mission of Northern Arizona University Social Work Program, grounded in the history, purpose, and values of the profession, is to educate competent generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts.

The generalist practice for which we educate is based on social work knowledge, values, and skills; geared to practice with rural and Indigenous populations of the Southwest; and, focused on addressing poverty, structural racism, and oppression; providing leadership in promoting human rights and social and economic justice; and service with vulnerable and underserved populations locally, regionally, and globally.

SOCIAL WORK CAREER OPPORTUNITIES

According to the Bureau of Labor Statistics (2010),
> [e]mployment for social workers is expected to grow faster than the average for all occupations through 2018. Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas (p. 6).

Social work is characterized by its diversity in career opportunities. Social workers help people and communities experiencing some of life's most difficult challenges: poverty, discrimination, unemployment, mental and physical illness, disability, abuse, and addiction. At the same time, social workers promote human rights, social and economic justice, and human and community well-being. Information about social work career opportunities can be accessed at http://careers.socialworkers.org/explore/default.asp.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) for Baccalaureate Social Work Degree Programs specifies the minimum requirements of professional knowledge, values and skills for generalist social work and clarifies the uniqueness of our professional educational curriculum and process.

The NAU Social Work Program was initially accredited in 1991, retroactive to May 1988. The program has maintained continuous accreditation since its initial accreditation and is eligible for reaffirmation of accreditation in 2011. We are continually updating and revising our curriculum to fit the most current expectations of the profession. A copy of the CSWE Educational Policy and Accreditation Standards (EPAS) can be found in Appendix 1.

The National Association of Social Workers (NASW) Code of Ethics and the International Federation of Social Workers (IFSW) Ethics in Social Work, Statement of Principles guide professional conduct and provide behavioral principles for the work with client systems at different levels. Copies of the codes can be found in Appendix 2.

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria VA: CSWE. Bureau of Labor Statistics. (2010). U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*,
Social Workers. Retrieved April 9, 2010   http://www.bls.gov/oco/ocos060.htm

WHAT WE DO

SOCIAL WORK PROGRAM GOALS, COMPETENCIES, AND THEMES

The mission of our social work program to educate competent generalist social workers is expressed in the following goals:

- to prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, and underserved populations locally, regionally, and globally;

- to promote identification with the profession, continued professional development, and enhancement of knowledge, values, and skills for generalist social work practice; and

- to provide service to the community and promote social and economic justice.

Social Work Program goals are operationalized and measured by the professional knowledge, value, and skill competencies identified for each goal.

Goal I.   To prepare competent generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.

Competencies:
1.   apply critical thinking to inform and communicate professional judgments (EP 2.1.3);
2.   apply social work ethical principles to guide professional practice (EP 2.1.2);
3.   respond to contexts that shape practice (EP 2.1.9)
4.   engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10 a - d);
5.   apply ecosystems and strengths perspectives in practice across client systems (EP 2.1.7, 2.1.9);
6.   apply knowledge of the biological-psychological-social-cultural-spiritual components of human behavior and the social environment (EP 2.1.7);
7.   differentially apply engagement, assessment, intervention, and evaluation skills and strategies in practice with diverse rural, vulnerable, disenfranchised, and underserved populations (EP 2.1.4);
8.   advance human rights and social and economic justice (EP 2.1.5);
9.   engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8);
10.   employ scientific inquiry and research to inform and evaluate the effectiveness of practice (EP 2.1.6); and
11.   utilize the various forms of information technology for effective agency functioning and professional practice (EP 2.1.9).

Goal II.   To promote identification with the profession, continued professional development, and development of knowledge and skills for generalist social work practice.

Competencies:

1. identify and articulate the evolution of social welfare as an institution and social work as a profession and their current structures and issues (EP 2.1.1);
2. question and evaluate their own needs, values, strengths, and challenges, and how these affect their professional identity and use of self in practice (EP 2.1.1); and
3. question and evaluate their professional performance and take responsibility for continuing educational and career development (EP 2.1.1).

Goal III: To provide service to the community and promote social and economic justice.

Social work program faculty, students, and graduates will:
1. advocate for social change to advance social and economic justice and access to services of social work for all people, with a focus on populations experiencing and vulnerable to discrimination and oppression (EP 2.1.1 & 2.1.5), and
2. participate in community service activities and processes (EP 2.1.9).

Integrating Themes

The integration of our program mission and goals with the definition of generalist social work is facilitated by the inclusion of overarching outcome themes that are interwoven throughout the professional curriculum and provide program curriculum unification. Program themes are reflected in the program mission, goals, and competencies. The generalist social work for which we educate is organized around the following themes:

• Liberal studies provide a foundation of knowledge and skills on which the social work curriculum is built. The vertical integration of the liberal studies courses with the horizontal thematic integration of the professional curriculum provides a broad foundation for the engagement in learning and development of social work competencies. (Program Competencies: I.1, I.6, I.10, I.11).

• Practice within the contexts of rural and Indigenous populations of the Southwest focuses on addressing poverty, structural racism, and oppression; promoting human rights and social and economic justice; and service with vulnerable and underserved populations locally, regionally, and globally. (Program Competencies: I.3, I.7, I.8, I.9, III.1, III.2).

• Recognition and appreciation of human diversity when forming and maintaining professional relationships is a central organizing theme for the explicit and implicit curriculum of our social work program. Skill in working with diverse populations requires skill in working with differences. Difference is inclusive of intrapersonal, interpersonal/cultural, and environmental/geographic dimensions. The intrapersonal dimension includes biological diversity (difference related to race, gender, sexual orientation, age, mental and physical condition, and physiological developmental processes), psychological diversity (cognitive, affective, perceptual, identity, ideological, and behavioral dynamics within the context of life span development) and spiritual diversity [… "a search for purpose, meaning, and connection between oneself, other people, the universe, and the ultimate reality" (Hutchison, 2008, p. 185)]. Interpersonal/cultural dimensions include diversity related to interaction, membership (familial, ethnic, social, cultural), and "the integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups" (Volk, Guarina, & Konnath, 2007, p. 114). Environment and geography refer to the contextual dimensions of human experience. Context is defined as "the specific nature, qualities, and characteristics of a locality that interact dynamically to shape" human experience (Locke, Garrison, & Winship, 1998, p. 69). As Locke, et al (1998) explain: "This dynamic interplay between people and environments—be they actively embraced or imposed environments—is a reality experienced by all human beings . . ." (p. 69). The

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context shapes human behavior and interaction; human behavior and interaction shape the context. (Program Competencies: I.3, I.7, III.1, III.2).

- Identification with the profession evidenced by the commitment to social work professional values and ethical standards. Professional values guide the generalist social worker's actions when examining policies and services, engaging in planned change activities, and improving social work practice through evaluation and research. (Program Competencies: I.2, II.1, II.2, II.3).

- Preparation of competent generalist social workers with knowledge, values, and skills for engaging in planned change processes (engagement, assessment, intervention, and evaluation) simultaneously with diverse individuals, families, groups, organizations, and communities. (Program Competencies: I.4, I.6, I.8, I.9, III.1).

- Ecological systems, strengths perspective, and research-informed practice as conceptual frameworks for generalist social work. Ecological systems perspective emphasizes the interdependence of people and their environments (PIE); and understanding people and their concerns, people- situation interactions, and the meaning of these interactions. People are understood in relation to their total life situation (history, culture, biological, psychological, social, cognitive, spiritual, and environmental/geographical dimensions). Strengths perspective emphasizes the capabilities, resilience, and potentials people bring to planned change processes. Research-informed practice is *"the conscientious, explicit and judicious use of current best evidence"* as the foundation of professional practice (Gibbs, 2003). This includes the commitment to continued professional development and enhancement of knowledge, values, and skills for generalist social work. (Program Competencies: I.5, I.10).

- The provision of service to the community and leadership in promotion of social and economic justice. Service opportunities are integral in our learning environment. (Program Competency: III.2).

Gibbs, L. (2003). *Evidence-based practice for the helping professions: A practical guide with integrated multimedia.* Pacific Grove, CA: Brooks/Cole-Thomson Learning.
Hutchison, E. D. (2008). *Dimensions of human behavior: Person and environment* (3rd ed.). Los Angeles, CA: Sage Publications.
Locke, B., Garrison, R., & Winship, J. (1998). *Generalist social work practice: Context, story, and partnership*. Pacific Grove, CA: Brooks/Cole Publishing.
Volk, K., Guarino, K., & Konnath, K. (2007). *Homelessness and traumatic stress training package*. DHHS Publication No. (XXXXX). Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Social Work Program Curriculum

The Bachelor of Social Work (BSW) is a 75-76 hour extended major and does not require a minor. The program has four major components:

1. the professional social work core curriculum (60 – 61 credits);
2. behavioral science cognates (15 credits);
3. university liberal studies program (35 credits); and
4. sufficient elective credits, totaling a minimum of 120 credit hours.

Students complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within an academic plan if chosen carefully.

NAU requires that at least 30 units of the courses taken for a degree must be upper-division courses (those numbered 300 and above). Some courses may be taken to meet more than one requirement; however, the total of at least 120 units is required to graduate. Contact a social work advisor for details.

Major Requirements
The following 75 - 76 units are required for the social work major.

Professional Core
These 60-61 units include:
- an introduction to social work course: SW 220 (3 units)
- research: SOC 365 or PSY 230 and SW 355 (6-7 units)
- policy: SW 320W, which meets the junior writing requirement, and SW 420 (6 units)
- assessment: PSY 240 and SW 427 (6 units)
- information technology literacy: CIS 120 and SW 370 (6 units)
- generalist practice: SW 321, 422, and 423 (9 units)
- crisis intervention: SW 401 (3 units)
- contemporary topics in social work: SW 450 (6 units)
- field education: SW 408 (12 units)
- senior seminar: SW 498C, which meets the senior capstone requirement (3 units)

Please note that the social work program permits only one grade of D in the professional core courses.

Behavioral Science Cognates
For these 15 units, one course each in the following areas is required:

- ethnicity: SOC 215, SOC 360, or ES 300 (3 units)
- gender: one of HIS 295, POS 355, SOC 204, CJ 360, PSY 491, or any WGS course (3 units)
- human biology: SW 310 or BIO 310 (3 units)
- indigenous populations of the Southwest: one of SOC 315, ANT 306, ES 160, or HIS 396 (3 units)
- social and economic justice: ECO 285 or SOC 353 (3 units)

Please note that a social work advisor's approval is necessary for any courses not listed above.

General Electives
Additional coursework is required, if, the student has met the previously described requirements and has not yet completed a total of 120 units of credit.

These remaining courses may be taken from any academic areas, using these courses to pursue specific interests and goals. Students are encouraged to consult with a social work advisor to select the courses that will be most advantageous to take. (Please note that students may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Required Courses for Social Work Major

UNIVERSITY FOUNDATION STUDIES

ENG 105 Critical Reading and Writing in the University Community (4). Enables students to attain necessary writing skills for completing university coursework.
OR BOTH
ENG 101 English Composition (3). A first-semester composition course designed to introduce students to the demands of college writing.
ENG 102 English Composition (3). A second-semester composition course that furthers the development begun in English 101.

MAT 114 College Mathematics with Applications (3). Contemporary applications of algebra, geometry, statistics, probability and discrete mathematics.

UNIVERSITY DISTRIBUTION REQUIREMENTS

Applied Science (SAS)
CIS 120 Introduction to Computer Information Systems (3). Introduces computer and information systems, including the development and hands-on use of applications designed for communications, decision support, and database management.

Social and Political Worlds (SPW)
PSY 101 Introduction to Psychology (3). Science of psychology including history of psychology, maturation, learning, thought processes, sensation, perception, physiology, motivation, emotion, personality, and intelligence.

SOCIAL WORK PROGRAM BEHAVIORAL SCIENCE COGNATES

Ethnicity: (Examples)

ES 300 Global Racial and Ethnic Minorities (3). The purpose of this course is to understand global race and ethnic politics and relations. (*Meets University Global Diversity and SPW Liberal Studies requirements.)*
<div align="center">**OR**</div>
SOC 215 Racial and Ethnic Minorities (3). Characteristics of minority/dominant relationships, their formation, stabilization, and modification in terms of discrimination, segregation, conflict, power, and assimilation. (*Meets University Ethnic Diversity and SPW Liberal Studies requirements.*)
<div align="center">**OR**</div>
SOC 360 Sociocultural Aging (3). Comparative analysis of social and cultural theories of aging; social, cultural, and economic factors affecting elders in various contexts; societal attitudes toward aging; health and policy issues. (*Meets University CU Liberal Studies requirement.*)

Gender: (Examples)

POS 355 Women, Power, and Politics (3). Study of gender, politics, and power from historical, theoretical, comparative, and public policy perspectives. Specific topics will vary. (*Meets University CU Liberal Studies requirement.*)
<div align="center">**OR**</div>
SOC 204 Sociology of Sex and Gender Roles (3). Roles and conditions of men and women compared in human societies; several sociological perspectives applied in explanation; directions of social change. (Meets University SPW Liberal Studies requirement.)
<div align="center">**OR**</div>
SOC 304 Contemporary Women's Issues (3). The emergence and development of the women's movement; current issues; contrasting approaches to social action from liberal and radical feminists.
<div align="center">**OR**</div>
CJ 360 Women, Crime, and Justice (3). Analyzes women offenders, victims, and professionals in the criminal justice system, with emphasis on changing sex roles. (*Meets University SPW Liberal Studies requirement.*)
<div align="center">**OR**</div>
PSY 491 Psychology of Women (3). Psychological theory and research regarding the impact of gender on women's lives, personalities, abilities, relationships, sexuality, and physical and mental health.
<div align="center">**OR**</div>

HIS 295 Women in the American Experience (3). History of women in American society from colonial times to the present. (*Meets University CU Liberal Studies requirement*.)

OR

Any WGS course (*WGS 191 meets University Ethnic Diversity and CU Liberal Studies requirements; WGS 150 and 200 meet University SPW Liberal Studies requirement; WGS 260 meets University Global Diversity and SPW Liberal Studies requirements; WGS 300 meets University AHI Liberal Studies requirement; and WGS 360 meets University Global Diversity and CU Liberal Studies requirements*.)

Human Biology: (Examples)

BIO 310 Scientific Concepts in Human Biology (3). The study of human organ systems and processes, and the interaction between microorganisms and the human body. (*Meets University SAS Liberal Studies requirement.*)

OR

SW 310   Human Fundamentals of Social Work Practice: (3). This course provides students an opportunity to explore issues related to human biological functioning as applied to social work practice. Clients' presenting issues often overlap with biological factors such as health status, genetic variables, substance abuse, or environment. This course provides an overview of the biological structures, processes, and issues commonly encountered by social workers.

Southwest Indigenous Populations: (Examples)

ES 160 Introduction to Latino(a)/Chicano(a) Studies (3). This course offers an examination of the social, political, historical and cultural experiences of Latino(as)/Chicano(as) in the United States with particular emphasis on U.S.-Mexico borderlands. (*Meets University Ethnic Diversity and AHI Liberal Studies requirement.*)

OR

SOC 315 American Society and the American Indian (3). Study of contemporary status of American Indians in the United States with emphasis on those of the Southwest; policies and events leading to present conditions; possible future directions and their implications for the nation. (*Meets University Ethnic Diversity and CU Liberal Studies requirements*.)

OR

ANT 306 Peoples of the Southwest (3). Introduces the greater Southwest as a major world culture area, including recent and contemporary peoples, the nature of multi-ethnic society, current directions of change, and pockets of persistence. (*Meets University Ethnic Diversity and SPW Liberal Studies requirements*.)

OR

HIS 396 Chicano(a) History: A History of Mexican Americans (3). Examines major topics, methods, and recent scholarship in the field of Chicana and Chicano history from sixteenth century to the present. (*Meets University SPW Liberal Studies requirement*.)

Social and Economic Justice: (Examples)

ECO 285 Principles of Economics-Macro (3).   Nature and operation of the economic system, particularly the free enterprise system; the role of money and banking institutions in our economy; monetary and fiscal policies. (*Meets University SPW Liberal Studies requirement*.)

OR

SOC 353 Social Stratification (3). Types and consequences of social inequality; social class, status, and power as determinants of behavior, values, and life chances; social mobility in modern society.

SOCIAL WORK PROFESSIONAL CORE REQUIREMENTS

SW 220 People to People: Social Welfare and Social Work (3). A survey course that introduces social work as a profession within the context of the institution of social welfare. Volunteer involvement required. (*Meets University SPW Liberal Studies requirement for non social work majors.*)

PSY 240 Developmental Psychology (3). A survey of the issues and concepts dealing with age-related behaviors and development changes at different periods during the human life span. (*Meets University SPW Liberal Studies requirement.*) (Prerequisite: PSY 101)

SW 320W Social Policy and Legislation (3). Historical development of social policy, its analysis and major social legislation within the context of social and economic justice. Impacts on social services. (Prerequisite: SW 220)

SW 321 Generalist Practice I (3). Ecological systems, strengths perspective and planned change processes applied to Generalist Social Work Practice. This course includes a service learning requirement. (Prerequisite: SW 220, Co-Requisite for Social Work Majors: SW 355)

SOC 365 Social Statistics (3). Statistical techniques are taught as they apply to the description and analysis of social data; measures of central tendency, dispersion, and association are presented together with appropriate inferential tests.

OR

PSY 230 Introduction to Research and Statistics (4). Basic concepts of experimental design and statistical analysis involved in psychological research.

SW 355 Social Work Research (3). Problem formulation, research design, data collection and analysis, and the social context of social work research, including the systematic evaluation of practice. (Prerequisite: SW 220 and admission to Social Work (BSW); Co-requisite: SW 321)

CIS 120 Introduction to Computer Information Systems (3). Introduces computer and information systems, including the development and hands-on use of applications designed for communications, decision support, and database management. (*Meets University SAS Liberal Studies requirement.*)

SW 370 Information Technology in Social Work (3). Presents technology in context. Provides core foundation in computer and network applications that directly affect human service delivery. (Prerequisite: CIS 120 or CIS 120H and SW 220)

SW 401 Crisis Intervention Methods (3). Knowledge, values, and skills for working with people in crisis.

SW 408 Field Placement (6). Educationally focused and directed application of knowledge, values and skills of social work in practice settings. Must be repeated for a total of 12 credit hours. (Prerequisite: Admission to Social Work (BSW) and Senior Status or higher and SW 321 with grade greater than or equal to B)

SW 418 Death, Grief, and Bereavement (3). Explores aging, death, and dying from the sociological perspective; the meaning of death, modern technology and death, grief and mourning, funerals and cemeteries, wills, and euthanasia. Cross-listed with SOC 418.

SW 420 Social Welfare Policy Practice (3). Examination of current social welfare policies and social welfare policy analysis and practice frameworks. (Prerequisite: SW 320W)

SW 422 Generalist Practice II (3). Practice principles applied to intervention with micro and mezzo level client systems, including individuals, families and small groups. (Prerequisite: SW 321 and admission to Social Work (BSW); Co-requisites: SW 423 and SW 427)

SW 423 Generalist Practice III. Practice principles applied to intervention with macro level client systems, including community and organizational change primarily in rural localities. (Prerequisite: SW 321 and admission to Social Work (BSW); Co-requisites: SW 422 and SW 427)

SW 427 Social Work Assessment (3).   An integrative course that links and applies human behavior theory in biological, psychological, social, cultural/spiritual, and environmental contexts to assessment in generalist social work practice. (Prerequisite: Human Biology cognate: one of BIO 310, BIO 372, or HS 300 (3 units); PSY 240, and admission to Social Work (BSW); Co-requisites: SW 422 and SW 423)

SW 450 Contemporary Topics in Social Work (3). Study of contemporary issues and topics relevant to generalist social work practice. Some topics include: Social Work in Health Settings, Social Work with Groups, Social Work in Mental Health, Social Work with Native Americans, Child Welfare Services. Social work majors must repeat for at least 6 credits. SW 418 fulfills one of the required SW 450 topics courses.

SW 498C Senior Seminar (3). Capstone course for integrating social work curriculum into a framework for influencing change as professional generalist social workers. (Prerequisite: Admission to Social Work (BSW) and Senior Status or higher)

HOW WE DO IT

Advising Process

All students with a BSW Major and BSW students already admitted into the NAU Social Work Program are required to participate in mandatory advising every semester. **Students cannot register for classes until they have met with an Academic Advisor each semester.** During the advising session, the student and the academic advisor review the student's progress through the program, discuss course prerequisites and co-requisites, and develop an academic plan for completion of degree requirements.

The advising session is also utilized to inform students of deadlines and to explain the petition process in case a student wants to request a curriculum variance. Academic Advisors are also available for walk-in hours during specified times. These times are set aside for simple questions that do not require an individual advising appointment. Admitted NAU students may call 928-523-6540 or e-mail an advisor at sbs.advisor@nau.edu to set up an appointment.

In addition to the academic advisors, all BSW students admitted to the professional program are assigned a faculty mentor. The role of the faculty mentor is to provide career guidance, serve as an advocate, and help students problem solve. Prospective student advising and mentoring is also available.

If you plan on transferring from a community college or other university or college, you may contact an Academic Advisor for unofficial course evaluation. Engaging in this process will enable students to make informed decisions about the best time to transfer to NAU's Social Work Program.

Further information about the SBS Academic Services and Advising office can be found on their webpage at http://nau.edu/SBS/Student-Resources/Advising/

Flagstaff Mountain Campus BSW Students:

If you are interested in receiving academic advising for the Flagstaff Mountain Campus BSW Program, please contact:
Rachel Ridlen, Rachel.Ridlen@nau.edu
Ashley Morrison, Ashley.Morrison@nau.edu

Prospective/Current Online BSW Students:
If you are interested in receiving academic advising for the Online BSW Program please contact:
Liz Foley, Elizabeth.Foley@nau.edu
Emily Irwin, Emily.Irwin@nau.edu

NAU SOCIAL WORK PROGRAM
Student Four Year Course Plan

To ensure the logical and orderly sequence of course work, a four-year course plan* is provided for students majoring in social work. Formal application to the program is required. Freshman and sophomores considering social work are strongly encouraged to follow the course plan with consultation of a social work advisor.

•FRESHMAN YEAR•

FALL & SPRING

COURSE	HOURS
ENG 105	4
MAT 110/MAT 114	4
SW 220	3
Lab Science	4
AHI	3
PSY 101	3
CU	3
Electives	7
	30

•SOPHOMORE YEAR•

FALL   <Interchangeable>   SPRING

COURSE	HOURS	COURSE	HOURS
PSY 240	3	CIS 120	3
AHI	3	Beh S Cog**	3
Beh S Cog**	3	SPW	3
CU	3	Distribution Elec.	3
Elective	3	Elective	3
	15		15

•JUNIOR YEAR•

FALL   SPRING

COURSE	HOURS	COURSE	HOURS
SW 401	3	SW 320W	3
Beh S Cog**	3	[• SW 321	3]
SOC 365/PSY 230	3/4	[• SW 355	3]
Beh S Cog**	3	SW 370	3
Beh S Cog**	3	SW 450	3
	15/16		15

•SENIOR YEAR•

FALL   SPRING

COURSE	HOURS	COURSE	HOURS
[• SW 422	3]	• SW 420	3
[• SW 423	3]	• SW 498C	3
[• SW 427	3]	SW 450	3
SW 408	6***	SW 408	6***
	15		15

• Courses offered only in the semester listed.

[] Courses that are required to be taken together.

* The NAU Diversity Requirement for all NAU Baccalaureate students graduating under the provisions of the 2005-2006 NAU Undergraduate Catalog and subsequent catalogs is 3 units of course work that meet the criteria for the US Ethnic Diversity requirement and 3 units of course work that meet the criteria for the Global Diversity requirement. These requirements may be fulfilled in any part of the student's program of study.

** Behavioral Science Cognates (Beh S Cog) include one course each with content on race and ethnicity, gender, human biology, southwest populations, and social and economic justice.

*** Block placements for SW 408 (12 credits) are available. Students who choose this option may take 12 credits in courses of their choice during their senior year in lieu of the concurrent SW 408 Field Placement. The Block Placement can be completed concurrently with SW 498C during the spring semester senior year or during the summer or fall semesters after the completion of the senior year social work courses.

Revised 11/2009

Social Work Advising Sheet

SOCIAL WORK ADVISING SHEET

Graduation Catalog _____   Est Sem/Yr Grad _____

Name _____

ID # _____

Local Address _____

Local Phone _____

E-mail _____

Transfer Degree _____ Ethnicity _____ DOB _____

Advisor _____

LIBERAL STUDIES (35 credits)

Course		Credits	Grade	Taken
Foundation Requirements (7 credits)				
ENG	105	4	____	____
MAT	____	3	____	____
Distribution Requirements (28 credits)				
Aesthetic & Humanistic Inquiry (6 credits)				
____	____	____	____	____
____	____	____	____	____
Cultural Understanding (6 credits)				
____	____	____	____	____
____	____	____	____	____
Sciences (7 credits)				
CIS	120	3	____	____
____	____	____	____	____
Social/Political Worlds (6 credits)				
PSY	101**	3	____	____
____	____	____	____	____
Distribution Elective (3 credits)				
____	____	3	____	____

GENERAL ELECTIVES (9-10 credits)

____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____
____	____	____	____

UNIVERSITY DIVERSITY (6 credits)

US Ethnic _____   Global _____

The NAU Diversity Requirement for all NAU Baccalaureate students graduating under the provisions of the 2005-2006 NAU Undergraduate Catalog and subsequent catalogs is: 3 units of course work that meet the criteria for the US Ethnic Diversity Requirement; and 3 units of course work that meet the criteria for the Global Diversity requirement. These requirements may be fulfilled in any part of the student's program of study.

SOCIAL WORK CORE (60-61 credits)

SW	220	3	____
SOC 365/PSY 230		3/4	____
SW	355	3	____
SW	320W	3	____
SW	420	3	____
PSY	240**	3	____
SW	427	3	____
CIS	120	3	____
SW	370	3	____
SW	321	3	____
SW	422	3	____
SW	423	3	____
SW	401	3	____
SW	450	3	____
SW	450	3	____
SW	408	6	____
SW	408	6	____
SW	498C	3	____

BEHAVIORAL SCIENCE COGNATES
(15 credits: one course per cognate area)

Ethnicity (ES 300, SOC 215, SOC 360)
_____ _____ _____

Gender (POS 355, SOC 204, CJ 360, PSY 491, HIS 295, or any WGS course)
_____ _____ _____

Human Biology (BIO 310 or HS 300)
_____ _____ _____

Southwest Populations (SOC 315, ANT 306, ES 160 or HIS 396)
_____ _____ _____

Social & Economic Justice (SOC 353 or ECO 285)
_____ _____ _____

GRADUATION SUMMARY

Liberal Studies	____
Behavioral Science Cognates	____
Social Work Core	____
General Electives	____
TOTAL CREDITS (120 required)	____

** PSY 101 is a prerequisite for PSY 240

MR = Met Requirements

Revised 6/2010

PRE-REQUISITES & CO-REQUISITES GUIDE for NAU BSW CORE REQUIREMENTS

PSY 240 Prerequisite: PSY 101

SW 320W Prerequisite: SW 220

SW 321 Prerequisite: SW 220, Co-Requisite for Social Work Majors: SW 355. (Offered Spring only)

SW 355 Prerequisite: SW 220 and admission to Social Work (BSW); Co-requisite: SW 321. (Offered Spring only)

SW 370 Prerequisite: CIS 120 or CIS 120H and SW 220

SW 408 Prerequisite: Admission to Social Work (BSW) and Senior Status or higher, SW 321 with grade greater than or equal to B, and a 2.25 GPA. It is recommended that students complete all course work concurrent with or prior to SW 408. It is hard to return to classes when ready to start professional career. Access Field Application due dates at: https://home.nau.edu/sociology/BSWField.asp.

SW 420 Prerequisite: SW 320W. (Offered Spring only) It is recommended that students who wish to complete SW 408 as Spring Block their senior year take SW 320W Fall semester of their junior year so they can take SW 420 spring semester of their junior year instead of spring their senior year.

SW 422 Prerequisite: SW 321 and admission to Social Work (BSW); Co-requisites: SW 423 and SW 427. (Offered Fall only)

SW 423 Prerequisite: SW 321 and admission to Social Work (BSW); Co-requisites: SW 422 and SW 427. (Offered Fall only)

SW 427 Prerequisite: Human Biology cognate: SW 310 (3 units); PSY 240, and admission to Social Work (BSW); Co-requisites: SW 422 and SW 423. (Offered Fall only) With faculty approval, a student may take the Human Biology cognate concurrently with SW 427.

SW 498C Prerequisite: Admission to Social Work (BSW) and Senior Status or higher. (Offered Spring only) It is optimal to complete all course work prior to or concurrent with this senior integrating seminar.

*The link to check on course equivalency of AZ community college courses with NAU courses is https://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG. Click on the community college and then on the course prefix (department) to find the course and identify the equivalencies.
STUDENTS: If you have taken any of the above pre-requisites at another university or community college, please request that your transcripts be sent to NAU Undergraduate Admissions as soon as possible. NAU Undergraduate Admissions, P.O. BOX 4084, Flagstaff, AZ 86011.

Social Work Major Admission Process

The Social Work Program is committed to preparing high quality professional generalist social workers. As potential majors, students admitted to NAU may enroll in lower division courses; however, formal application to the program should be made prior to enrollment in upper division professional core courses.

The admissions process to the Social Work Program serves three primary functions:

1) tracking and monitoring student involvement and progress;
2) gatekeeping to the social work profession; and,
3) professional socialization.

An application packet for the social work major is available online through a link on the NAU Social Work Program homepage: https://home.nau.edu/sociology/BSWApply.asp. Decisions regarding admission to the program are made by the Social Work Program Admissions Committee for each campus site.

Please forward all application materials to:

Mountain Campus
Social Work Admissions Committee
P. O. Box 15300
Flagstaff AZ 86011-5300

> ⇒⇒⇒ *DEADLINE for receipt of all application materials is…*
> • *October 1 for Fall semester admission* •
> •*March 1 for Spring semester admission* •

Academic Preparation and Readiness

- Completion of SW 220 (People to People) or its equivalent with a "B" or better.
- Completion of 24 college credit hours with a minimum overall GPA of 2.25 (based on 4.0 = A).

Admission Requirements

- Social Work Admission Application
- Copies of Unofficial Transcripts
- Personal Statement
- Two Letters of Recommendation (included in the packet)
- A personal interview with the Social Work Admissions Committee may be requested

Admission Procedures

- Review and discussion of Social Work Admission Application materials by the Social Work Program Admissions Committee.
- Written notification of outcome to student.
- Denial of admission can be appealed by submitting a written request to the Social Work Admissions Committee Chairperson and it will be handled by an appeals committee.

Prospective applicants, including transfer students, are encouraged to contact a Social Work Program Coordinator or faculty advisor as early in their college career as possible.

NAU SOCIAL WORK PROGRAM
Policies and Procedures

Non-Discrimination Policy

Northern Arizona University Social Work Program does not discriminate on the basis of age, race, ethnicity, religion, political belief, national origin, gender, gender identity, veteran status, sexual orientation, or physical or mental condition. Northern Arizona University and the Social Work Program deplores, condemns, and will act energetically to prevent and stop sexual harassment as a special form of abuse. Any incidents of discrimination and sexual harassment, as with all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incident(s) occur. Those who, for personal reasons, choose not to mention the incidents to the person(s) having such responsibility are urged to discuss the incident(s) with the Social Work Program Coordinator, Field Education Coordinator if the incident occurred in field placement, or the Chair of the Department of Sociology and Social Work. Northern Arizona University has formal procedures for reporting and addressing non-discrimination and sexual harassment complaints. The University policy can be accessed at http://home.nau.edu/diversity/swale.asp .

Student Rights and Responsibilities

NAU Social Work students have the right to:
- respect and affirmation of worth and dignity from all members of the learning community;
- a voice in program planning, policy development, and implementation of program policies and procedures;
- organize on own behalf;
- a learning environment that supports civil discourse, dissent, creativity, excellence, and diversity of thoughts and beliefs;
- competent, knowledgeable instruction that includes constructive feedback, evaluation, and supportive resources;
- due process;
- a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community;
- clear statements of learning and performance expectations from NAU Social Work Program; and
- the opportunity for diverse learning experiences to enable application, integration, and internalization of curriculum content.

In concert with student rights are student responsibilities. Student responsibilities are detailed in the Social Work Program Academic Performance Standards for Admission, Retention, and Graduation and include responsibilities to:
- maintain program scholastic standards;
- adhere to University and social work professional values, ethics, and policies;
- commit to process of self-reflection and self-critique, and assume full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior;

- maintain Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors that reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries;
- demonstrate critical thinking reflecting a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence; and
- demonstrate verbal, nonverbal, and written communication exchanges in accordance with professional standards.

<div align="right">Adapted from Schneck, 1994</div>

Students' rights are promoted in several ways. Social work student representatives serve on the Social Work Program Advisory Board, a policy making structure. The Social Work Student Association provides the opportunity for BSW students to organize around their needs and interests and participate in the formulation and negotiation of social work program policies and procedures.

Students are expected to demonstrate initiative and assume responsibility for their own learning. They are expected to demonstrate acceptance of social work values and ethics. Students are made aware of their academic and field requirements through this handbook and course syllabi.

Safe Working Environment/Sexual Harassment Policy

The Safe Working Environment/Sexual Harassment Policy of Northern Arizona University seeks to prevent discrimination **and** to promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of age, gender, race, color, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault, or retaliation by anyone at the university. Northern Arizona University deplores, condemns, and will act energetically to prevent and stop sexual harassment as a special form of abuse. Any incidents of sexual harassment, as with all forms of abuse, should be brought promptly to the attention of the person responsible for the event during which the incident(s) occur. Those who, for personal reasons, choose not to mention the incidents to the persons having such responsibility are urged to discuss the incidents with the Social Work Program Coordinator or the chair of the Department of Sociology and Social Work.

You may obtain a copy of this policy from Social and Behavioral Sciences Office of the Dean. If you have concerns about this policy, it is important that you contact the chair of the Department of Sociology and Social Work (928.523.2979), the dean's office (928.523.2672), the Office of Student Life (928.523.5181), the academic ombudsperson (928.523.9358), or the NAU Office of Affirmative Action (928.523.3312).

Policy on Disabilities

The social work program makes every effort to be responsive to student learning needs. Students with special needs, please discuss your needs with your instructors early in the semester.

Students who have a learning disability or physical handicap are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability or handicap. If you have questions about special provisions for students with disabilities, contact NAU Disability Resources (928.523.8773). It is the student's responsibility to register with Disability Resources. Applications for receiving services for students with disabilities should be made at least eight weeks prior to the start of a semester. If Disability Resources verifies your eligibility for special services, consult with your instructors during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to Disability Resources.

Course Waiver and Academic Credit for Life/Work Experience Policy

To ensure that students receive a consistent, comprehensive educational experience leading to competence as generalist social workers, **the program will not grant waivers for any of the professional social work core courses, including the field placement**. Course work transferred from other social work programs is evaluated on a case-by-case basis by the student's advisor to determine if content is equivalent to that required in our program. The program coordinator is available for consultation in decisions regarding acceptance of transfer credit for social work major requirements and has final authority if there are disagreements about transfer credit decisions. Under no circumstances will academic credit be granted for life experience or previous work experience.

Academic Performance Standards for Admission, Retention, and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the NAU Social Work Program fall into seven (7) categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Decision-Making Abilities, and Communication Skills.

The BSW Program's academic performance standards and examples of essential behavior for each standard are developed to ensure clarity on expectations for student behavior and achievement, and to ensure that students from our program are well-suited for the demands, roles, and responsibilities of professional social workers. Evidence of meeting academic performance standards may include, but are not limited to: reference letters from faculty, work/volunteer supervisors, and/or field instructors; feedback from faculty, field instructors, students, staff/university personnel, and/or community professionals; observation of classroom, volunteer, or field behaviors; oral and written assignments, examinations; personal statements or self-assessments; interviews with faculty or other professionals; and/or taped interview situations (audio or video).

Every effort is made to be responsive to student learning needs. If a student has special needs, please discuss these needs with course instructors early in the semester. Students with a learning or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. For questions about special provisions for students with disabilities, contact the office of Disability Support Services [928-523-8773 (voice) or 928-523-6906 (TTY)]. It is the student's responsibility to register with the office of Disability Support Services. Applications for receiving services for students with disabilities should be made at least eight weeks prior to the start of the semester. If Disability Support Services verifies a student's eligibility for special services, the student is encouraged to consult with course instructors during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Support Services or the Affirmative Action Office (928-523-3312).

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the BSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

| **Scholastic Standard:** Includes overall GPA, GPA in required social work courses, and course grades. |

Essential Student Behavior:

➢ Achieve/ maintain an overall GPA of 2.25.
➢ Earn a C or better in required Social Work Core courses. Grades of a B or better are required in the introduction to social work course for admission into the social work major and a B or better is required in the SW 321, Generalist Practice I for admission into the SW 408 Field Placement course. Only one D is permitted for the Social Work Core courses. **Successfully complete SW 408 Field Placement the first time it is taken.**

| **Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations. |

Essential Student Behavior:

➢ Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
➢ Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
➢ Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Northern Arizona University Academic and Student Conduct Policies detailed in the NAU and BSW Student Handbooks.
➢ Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

| **Self-Awareness Standard:** Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior. |

Essential Student Behavior:

➢ Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.
➢ Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics.*
➢ Assesses her/his suitability for professional practice throughout the program of study.
➢ Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
➢ Advocates for himself/herself in a responsible manner.

- ➢ Prepares for supervision and other forms of professional advisement and mentorship.
- ➢ Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance his/her professional development.
- ➢ Takes an active role in the learning process.
- ➢ Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- ➢ Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- ➢ Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- ➢ Uses proper channels for conflict resolution.
- ➢ Maintains appropriate boundaries in all relevant relationships and arenas.
- ➢ Demonstrates appropriate use of self in professional roles and responsibilities.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- ➢ Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- ➢ Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- ➢ Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- ➢ Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- ➢ Refrains from illegal drug use and demonstrates behavior that is consistent with NAU's Alcohol and Drug policies as outlined in the NAU Student Handbook.
- ➢ Passes drug screens, as may be required by the program or field placement agency.
- ➢ Qualifies for an Arizona Fingerprint card.
- ➢ Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- ➢ Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- ➢ Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- ➢ Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

➢ Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
➢ Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
➢ Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

➢ Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
➢ Shows skill in building rapport and engagement, applying principles of sound communication.
➢ Demonstrates empathic and attending skills in interactions.
➢ Demonstrates mastery of the English language in written form in keeping with University proficiency requirements.
➢ Prepares written products that reflect mastery of the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
➢ Follows agency guidelines for recordkeeping.

The Social Work Program Academic Performance Review Guidelines for Retention and Termination and Policy Exception Procedures can be accessed on the NAU Social Work home page http://home.nau.edu/sociology/SocialWork.asp.

Academic Performance Review Guidelines for Retention and Termination

Social work education serves the function of assuring that competent persons enter the social work profession, and NAU's Social Work Program is committed to ensuring that students from our program are well suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work major are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation,

are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. When offered admission to the Social Work major, they are provided with a copy of the NAU Social Work Program Academic Performance Standards. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and advisor as appropriate to the situation.

Below is an illustrative but not exhaustive list of conditions that might result in an Academic Performance Review, based on the program's Academic Performance Standards.

Students are seen as violating the NAU Social Work Program's Academic Performance Standards and might be subject to performance review when they

♦ fail to demonstrate professional integrity in meeting the competencies of the social work program and in fulfilling all program requirements.

♦ perform at levels of D and below in social work major course and/or field work

♦ breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. NAU's policy on academic and classroom conduct is defined in the NAU student handbook found at http://home.nau.edu/studentlife/handbook.asp, and course syllabi.

♦ are consistently unable to meet classroom and program requirements; for example, they are involved in a high frequency of tardiness and absences in classes, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.

♦ do not meet the grade-point requirements that have been established at different points in the program or earn a failing grade in the SW 408 course.

Students are required to have a minimum 2.25 overall GPA and a B or better in the introduction to social work course for admission to the major and maintain a 2.25 overall GPA for retention in the major. Students are allowed only one D in the Social Work Core courses. A grade of B or better is required in SW 321 Generalist Practice I to be eligible for enrollment in SW 408 Field Placement. Students are expected to pass field placement (SW 408) the first time enrolled.

♦ reject social work values as they proceed through the program or do not comply with the *NASW Code of Ethics*.

♦ fail to engage in ethical behavior in the community commensurate with professional practice.

♦ are found to be in serious violation of NAU Academic and Student Conduct policies, as determined by the NAU System.

♦ are convicted of a violent crime or other felony during enrollment as a social work student.

♦ are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW *Code of Ethics.*

♦ are unable to pass a drug screen, as required by the program or the field placement agency.

♦ behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or NAU and Social Work Program policies.

♦ are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW *Code of Ethics.*

♦ interact inappropriately with faculty, staff, peers, field instructors, or in other collegial relationships.

Composition of the Committee

The Performance Review Committee will be a committee of the whole (including all full time social work faculty) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The Social Work Program Coordinator will serve as chair of the committee.

Responsibility of the Committee

The Performance Review Committee will review and make decisions about academic performance standard violation allegations as presented in writing to the Social Work Program Coordinator. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing (email or hard copy) that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the academic performance under review.

Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the Social Work Program Coordinator who chairs the committee. A student who has a concern about another student's compliance with the Social Work Program Academic Performance Standards may present the concern in writing to the Social Work Program Coordinator. If the Social Work Program Coordinator initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and

recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The faculty operates under the professional concept of a **"circle of confidentiality,"** which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and competencies, the performance status of a student in the program, and the safety and well-being of any NAU personnel, other students, or field agency personnel and populations served.

Procedures and Process

A review meeting will be scheduled as soon as possible following the emergence of a concern or complaint. The chair shall notify the student, the complainant, and the committee of the meeting time and place, as well as the nature of the academic performance issue(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows.

1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in his/her absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm his/her intent to attend the meeting. The student (and silent observer if one is present) may remain in the meeting until the point at which the committee begins its deliberations.

2) The student may invite a support adult to attend, as a silent observer, the Performance Review Committee meeting. It is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.

3) Other persons who have significant knowledge of the issue or of the student's academic performance also may be invited by either the student or the committee chair. The chair may invite additional administrative resources from within the institution, as appropriate.

4) The chair has the authority to limit the number of people who will be attending the review.

In all cases, the program shall follow procedures insuring student due process which requires the following:

1) The student shall be advised of the time and place of the hearing.
2) The student shall be advised of the breach of regulations of which she/he is charged.
3) The student shall be advised of the following rights:
    a. The right to present his or her case.
    b. The right to be accompanied by an adult silent observer.
    c. The right to call witnesses in his or her behalf.
    d. The right to confront witnesses against him or her.
4) The student shall be advised of the method of appeal.

Meeting Agenda

1) Fact Finding
    a. Presentation of facts leading to the performance review (chair)
    b. Presentation of additional facts or clarification of facts related to investigation (student; witnesses or others called to the meeting)
    c. Summation of Facts (chair)

2) Deliberation and Recommendation—Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. *See "Possible Outcomes of Performance Review," below, for illustrative recommendations.*

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained by the Social Work Program.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program
- Mandated sobriety while completing all degree requirements and drug/alcohol testing while in the program
- Authorization to release all information and records related to treatment, including test results of blood/urine samples for alcohol and drugs
- Responsibility for payment of any required alcohol and drug screens
- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A program probationary period during which specified criteria must be met
- Referral to a university disciplinary committee
- Suspension or expulsion from the social work major

Appeal

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Sociology and Social Work and then to the Dean, College of Social and Behavioral Sciences.

Fingerprint Policy

Students pursuing a Bachelor of Social Work Degree at Northern Arizona University are required to obtain a fingerprint clearance card after they are offered, and accept admission into the program. Many social service agencies require that students have obtained a fingerprint card in order to engage in work at that agency. According to Arizona State Law, a fingerprint clearance card is required to work and care

for children, the elderly, and vulnerable adults. All Department of Economic Security (DES) employees are required to obtain a fingerprint card. Fingerprint clearance is also required at the time of application for AZ Social Work Licensure.

Felony/ Misdemeanor Convictions

Students who have previous convictions for misdemeanors or felonies may find it difficult to obtain a field placement and /or future employment or licensure in social work depending on the conviction. It is not the intent of the Social Work Program to automatically exclude persons who have been convicted of a crime. We strongly believe that people can turn their lives about and become valuable members of the profession. However past criminal convictions may limit the types and kinds of placements available to the student.

Students should be prepared to disclose to potential field placement sites any criminal background that may appear through fingerprint or background checks. Students should be prepared to discuss their background in the context of how they have grown and changed. Students are encouraged to discuss these matters with the Field Coordinator and /or faculty advisor prior to placement so that they may be referred to agencies more likely to accept them, and may receive guidance in discussing their backgrounds with potential internship sites.

Procedures:

Upon being offered admission to the Social Work Program, students will be advised of the fingerprint requirement, and the program will provide an Arizona Fingerprint Clearance application form. All fees associated with obtaining the fingerprint clearance card are the responsibility of the student. When completing the application it is **important to note that you must check a box indicating a "why you are applying for a fingerprint clearance card".** According to the Department of Public Safety (DPS) you may choose a box that best fits the area of practice in which you will likely seek work or volunteer experience. The employer information should be left blank, unless you are also concurrently applying for work with an employer listed on the application. In that case your fees may be covered by the agency.

Fingerprint Clearance Cards must be applied for within the semester of acceptance, and obtained prior to applying for Social Work Field Placement (SW 408). A copy of the Fingerprint Clearance Card, front and back must be submitted with your Application for Field Placement. Please be further advised that depending upon your practicum setting, there may be additional requirements such as immunizations, background checks, polygraphs, and drug testing.

*Out of state students are required to obtain an Arizona fingerprint clearance card at their expense FOR COMPLETING service learning assignments INCLUDING field placement in the State of Arizona. If the student plans to complete field placement or service learning assignments in a state other than Arizona, the student is expected to know the fingerprint requirements in that state and comply accordingly

Fingerprint Clearance Card Frequently Asked Questions

Where can I obtain fingerprints?
Most law enforcement agencies take applicant fingerprints.
You may also contact a private fingerprinting service

NAU Campus Police
Phone # 523-3611
Cost: $5.00
Call ahead to confirm times available for fingerprinting

Flagstaff Police Dept.

911 E Sawmill Rd
Flagstaff AZ 86004
Phone 928- 214-2530 Cost $5.00
Seven days a week 7am to 7pm

Yuma Police Dept
1500 South 1st Avenue.
Tuesday through Thursday
From 9 to 11am
Please call ahead as hours of operation may vary
Phone #928-373-4700
Service is free of charge.

Hopi BIA Law Enforcement Services
P.O. Box 10
Keams Canyon, AZ 86034
Phone: (928)738-2235
Please call ahead for hours

*Students outside of these areas should check with their local law enforcement office to see where they may obtain prints.

What is the fee?
Effective January 1, 2009 the fee for volunteers is $65
All fees are subject to change.

What forms of payment are accepted?
DPS accepts cashier's checks or money orders. Cash and personal checks
will not be accepted. All forms of payment should be made
payable to "DPS".

How long will it take to get my Fingerprint Clearance Card?
For persons with no state or federal criminal record, the processing time is approximately 3 to 5 weeks
from the date DPS receives the completed application packet. For those persons who have criminal
records, the process may take 4 to 6 weeks.

For how long is my fingerprint card valid?
Cards issued on or after October 2003 are valid for 6 years

For what will my fingerprints be used?
Your fingerprints will be used to obtain both state and federal; criminal records check.

Where can I find out what would preclude me from obtaining a clearance card?
Precluding offenses may be found in A.R.S 412-1758.03 subsections B and C, which is available at the
following website: www.azleg.state.az.us
What if I have been denied a fingerprint card in the past? How can I appeal this denial?
Arizona has a "Good Cause Exception Process", that allows individuals to appeal their denial or
suspension. Information and application packets can be obtained at this website
www.azbof.gov/applying/fcc.htm.

Who can I call to obtain more information or get my general questions answered.
Contact the Arizona Department of Public Safety/AZ Board of Fingerprinting at (602-223-2279).

Policy Exception Procedures

The NAU Social Work Program recognizes there may be exceptional circumstances that impact a student's ability to meet a program policy. This policy outlines the process and procedures to be used by a student requesting an exception to a Social Work Program policy.

Initiating a Policy Exception Review

Any student who has a special circumstance that prevents compliance with a Social Work Program Policy may bring the exception before the Policy Committee. The student submits an electronic statement with supporting documentation to the Social Work Program Coordinator. Supporting documentation that is not electronic will be submitted to the Department of Sociology and Social Work office for distribution to the Social Work Program Coordinator.

The statement must clearly identify the policy being appealed and why the appeal is being filed. Supporting documentation includes **statements by relevant parties in support of the appeal** and/or **documents that verify circumstances** cited in the appeal as reasons for the waiver.

Responsibility of the Committee

The Policy Committee will be concerned with consideration of the circumstances for the exception and responsible for determination of the status of the request. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Composition of the Committee

The Social Work Program Policy Committee will be a committee of the whole (including all full time social work faculty and student representatives) with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. The Social Work Program Coordinator will serve as chair of the committee.

Roles of Committee Chair

The committee chair is responsible for convening the committee, collecting information, recording the review process, and communicating information to the student regarding committee action and decisions.

Student Privacy and Confidentiality

All procedures relating to the exception review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

Procedures and Process

Policy exception statements and documentation are due September 30 for the October and February 28 for the March review meetings.

Actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. The Committee evaluates each appeal based upon the written record provided. Personal appearances are not permitted.
The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained in the Sociology and Social Work Department.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder.

Appeal

The student has the right to appeal the committee's decision. Since a Policy Review is <u>not</u> a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Sociology and Social Work and then to the Dean, College of Social and Behavioral Sciences.

Student Grievance/Appeal Policy and Procedures

While the university and social work program endeavor to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, they recognize that from time to time misunderstandings and disagreements may arise during the course of a student's enrollment. On occasion, social work students may disagree with faculty decisions about credit received for assignments, grades given, decisions regarding their acceptance or rejection to the program, or other program policies and procedures. The following procedures are a guide for resolving such disagreements. Students are encouraged to discuss their complaint with their social work instructor or advisor before taking formal action, especially if the disagreement is about admission or retention. The advisor may choose to become an advocate for the student. Issues related to the social work program are specified below. Issues that are extra-social work program related are discussed in the <u>NAU Student Handbook</u>.

    A. GRIEVANCE INVOLVING ONE INSTRUCTOR

        STEP I.   Students first attempt to resolve the issue informally through discussion with the instructor. They should be prepared to present copies of their assignments, tests, and other course materials with the grades or credit they received for them. Students also should keep a record of the dates and content of email communications and meeting(s) with the instructor.

        STEP II.   If the issue remains unsettled, students may appeal within five class days to the program coordinator or his/her designee (NOTE: if the instructor involved is the program coordinator, the appeal may be made directly to the chair of the

department).   Within 10 class days of receipt of the student's request, the program coordinator will meet with the student(s) and the instructor involved in an attempt to resolve the differences. In the event that the issue remains unresolved, students may proceed immediately to the steps listed in Section B, below.

B. GRIEVANCE REGARDING ADMISSION OR RETENTION or CONTINUATION OF APPEALS PROCESS REGARDING ONE INSTRUCTOR

STEP I.   Within five (5) class days of receipt of the decision, the grievance may be forwarded in writing to the program coordinator or his/her designee. The written statement should indicate that the student(s) is (are) proceeding with a grievance, include an outline of the grievance itself (documenting, if applicable, past efforts to resolve it) and the resolution requested. Within ten (10) class days of receipt of this material, the program coordinator or his/her   designee will convene a meeting of the faculty not included in the grievance to review the appeal. The student(s) will be notified in writing of the date and time of the meeting and may choose to attend. The student(s) is (are) entitled to an advocate to attend as a silent observer or who may be called to provide information on behalf of the student. Since this review is an internal procedure and not a formal legal one, legal representation is not permitted. The decision of the appeals committee will be provided to the student(s) in writing within ten (10) class days of the review.

STEP II.   If the student(s) believes that the faculty decision was made in an arbitrary or capricious manner, she/he (they) have a right to bring the grievance first to the department chair then to the dean of the college for review.

STEP III.   If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance can be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook accessed through http://home.nau.edu/studentlife/handbook/appendix_e.asp .

•STUDENT RESOURCES•

STUDENT ORGANIZATIONS

National Association of Social Workers (NASW)

The NASW is the social work professional organization that has as a purpose the promotion of "a unified profession while serving the members' diverse requirements and operating according to professional standards" (Battle, 1986, p 336). Join as a student and get the *Social Work Journal*, substantial savings on books and monographs, reduced insurance rates, and most importantly, membership in your professional organization. Membership packets are available from any social work faculty member. Student membership is approximately $40 per year compared to $160 for regular membership and, if you join while a student, you only pay one-half of the regular member dues for two years following your graduation --- a **BARGAIN!** Contact www.naswaz.com, see www.naswdc.org, email membership@nasw.org, or call 1.800.742.4089.

NASW has created the Academy of Certified Baccalaureate Social Workers (ACBSW) credential as a mechanism for national professional recognition of BSWs. The ACBSW requires "…at least two years of post-BSW supervised social work experience in an agency or organizational setting" (ACBSW Brochure).

Social Work Student Association

The NAU Student Social Work Association (SWSA), more commonly known as the *Social Work Club*, offers students the opportunity to serve the social work program, campus and community through public service projects. Student representatives serving on the Social Work Program Committee and the Social Work Program Advisory Board are selected through participation in the Social Work Student Association. Each year, SWSA participates in a variety of activities and projects in the community providing services with diverse vulnerable populations (including elderly, homeless, children and families, disabled, chronically mentally ill) of the community.

This is a growing service organization that has a goal to serve the campus and community while providing hands on experience and an opportunity for personal growth to its members. Students are encouraged to attend and participate in club activities.

Battle, M. (1986). Professional associations: National association of social workers. In A. Minahan (Ed.), Encyclopedia of Social Work (18th ed.) (pp. 330 – 341), Silver Spring, Maryland: National Association of Social Workers.

STATE of ARIZONA CREDENTIALING

The State of Arizona licenses baccalaureate social workers through the Board of Behavioral Health Examiners. The Board of Behavioral Health Examiners, established in 1989, has the mission of protecting "the public by maintaining and enforcing certification standards for behavioral health professional in the fields of social work, counseling, marriage and family therapy, and substance abuse counseling" (State of Arizona, 1993). To be licensed by the Arizona Board of Behavioral Health Examiners, the BSW must satisfy the following requirements:

- furnish evidence satisfactory to the social work credentialing committee that the person has earned a baccalaureate degree in social work from a regionally accredited college or university in a program accredited by the Council on Social Work Education (CSWE);
- pass an examination approved by the social work credentialing committee;
- complete an application for membership;
- pay the prescribed fee;
- see http://www.bbhe.state.az.us

STUDY ABROAD

Social Work majors are encouraged to explore study abroad opportunities as part of their educational experience. The Center for International Education (http://international.nau.edu/about_cie/index.html) has various study abroad information sessions throughout the semester or they have study abroad advisors available (928-523-2409) to help with the entire process of studying abroad, from application procedures, paying fees, recommending courses, helping with housing abroad, obtaining a passport, transferring the courses back to NAU, and many others! The study abroad advisors will help with the entire process, from the day a student walks into the Center for international Education office (located in Blome Hall, Room 200) to the day of return from the study abroad experience.. No appointment is needed. Applications for a Global Leadership Program and Student Exchange Program with Far East University, Eumsung, Chungbuk, Korea are included in Appendix 3.

For social work majors, if is very important to discuss study abroad interest with a social work advisor as soon in your academic career as possible to ensure that the experience does not interfere with progression through the social work curriculum. The best timing for social work majors to study abroad is before the Spring semester, Junior Year.

WESTERN UNDERGRADUATE EXCHANGE (WUE) PROGRAM

Our Social Work Pre Major and Major are identified as part of the Western Undergraduate Exchange (WUE) Program that offers reduced tuition for new students who are residents of 14 western states, and who enroll on the Flagstaff or Yuma campuses.

To qualify for the reduced WUE tuition, students must meet the NAU admission criteria and be a resident of: Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, or Wyoming. The reduced tuition for this program is 1.5 times the Arizona in-state rate. That is approximately $8,900 less than out-of-state tuition! Priority application dates for admission to the university are March 1st for fall semester and December 1st for spring semester.

Admission requirements for the Social Work Major are outlined in this Handbook under the heading

Social Work Major Admission Process.
SCHOLARSHIPS/FINANCIAL AID

Scholarships

NAU distributes a booklet entitled "Scholarships" each calendar year. This booklet is designed to familiarize students with many potential scholarships and other resources for financial aid. See http://www.nau.edu/sbs/scholarships.htm for information on all scholarships with Social and Behavioral Sciences. The following scholarships are available for social work majors.

•*Louise Child Spence Memorial Scholarship*

This scholarship honors the memory of Louise Child Spence, an educator, enabler and advocate of social work. She was a pioneer in school social work, an initiator of baccalaureate social work education, and a social work emissary both nationally and internationally. To honor her, the Louise Child Spence Scholarship has been established in the Social Work Program to assist deserving Native American students enter into the profession of social work. A scholarship of at least five hundred dollars ($500) will be awarded. Applicants for this scholarship should fulfill the following basic requirements:

1. Native American Social Work student.

2. A GPA of 2.25 or better and at least 60 hours completed.

3. Demonstrated need for financial aid.

Applicants should prepare an essay consisting of two or three paragraphs in which they discuss their future plans in the field of social work and how they intend to utilize the scholarship. This essay must accompany a completed University Scholarship application form (available from the Sociology and Social Work Department Office - SBS 330) and current transcripts. The packet must be returned to the department office no later than March 1st.

Selection of the recipient will be made by a committee composed of the social work faculty. The announcement of award will be made by mail and recognition of the recipient will be made at the Annual Spring Honors Convocation of the College of Social and Behavioral Science.

•*Vicki K. Brown-Carpenter Memorial Scholarship*

This scholarship honors the memory of Vicki Brown-Carpenter, a social worker committed to quality service provision to the people of Northern Arizona. She was a graduate of our sociology-corrections emphasis in the late 70's and had completed a MSW from Arizona State University. She had extensive involvement in social services in Northern Arizona including membership on several community service boards, coordinator and developer of the human service program at Northland Pioneer College, and service as a child protective services worker with the Department of Economic Security.

The essence of Vicki Brown-Carpenter was described in her eulogy:

> *"Vicki lived her life with great energy and
> courage and had an intense desire to assist
> others in need."*

The award of this scholarship will seek to pay tribute to these qualities in Vicki.

Two scholarships of at least five hundred dollars ($500) each will be awarded to meritorious departmental students to assist them in their university education. Applicants for this scholarship should fulfill the following basic requirements:

1. Major Field of Study: social work or sociology.

2. Classification: juniors, seniors, or graduate students.

3. A GPA of 3.00 or better and at least 60 hours completed.

4. Demonstrated need for financial aid.

5. Preference will be given to a transfer student from an Arizona community college.

Applicants should prepare an essay consisting of two or three paragraphs in which they discuss their goals and objectives in their career choice and how they intend to utilize the scholarship funds. This essay must accompany a completed University Scholarship application form (available from the Sociology and Social Work Departmental Office) and current transcripts. The packet must be returned to the department office no later than March 1st.

Selection of recipients will be done by a committee composed of department faculty. The announcement of awards will be made by mail and recognition of recipients will be made at the Annual Spring Honors Convocation of the College of Social and Behavioral Sciences.

• *Marie Adell Monbleau Memorial Scholarship*

This annual scholarship of approximately $500 is available to any undergraduate social work major. Applicants for this scholarship should fulfill the following basic requirements:

1. Social Work Major.

2. A GPA of 3.0 or better and at least 60 hours completed.

3. Demonstrated need for financial aid.

4. Minority applicants meeting other minimum criteria for the scholarship will be given preference.

Applicants should prepare an essay consisting of two or three paragraphs in which they discuss their future plans in the field. This essay must accompany a completed University Scholarship application form (available from the Sociology and Social Work Departmental Office) and current transcripts. The packet must be returned to the department office no later than March 1st.

Selection of the recipient will be made by a committee composed of the social work faculty. The announcement of award will be made by mail and recognition of the recipient will be made at the Annual Spring Honors Convocation of the College of Social and Behavioral Science.

• *Janie Biddle-Chick Memorial Scholarship*

A scholarship award will be made for the academic year. The amount of the award may vary from year to year. In the past, it has been about $700. Applicants must meet the following criteria:

1. Psychology, Sociology, Social Work, or Criminal Justice major.

2. A GPA of at least 3.0.

3. Demonstrated need of financial assistance in order to continue education.

This scholarship is renewable if the student re-applies and selection criteria are met.

Applicants should obtain the Janie Biddle-Chick Memorial Scholarship application directly from the Assistant Director, Scholarship Program, in the NAU Financial Aid Office. Complete the application and include a current transcript. In addition, the applicant must prepare a one-page essay describing educational objectives and goals, and how these goals will be used to benefit the applicant and other persons.   The completed application materials must be submitted with a completed University Scholarship application to the Sociology and Social Work Department Office (SBS 330) by March 1st.

A University Scholarship application must also be submitted directly to the NAU Office of Financial Aid. It must be hand-carried to the office or postmarked by March 1st. These applications are available in the Sociology and Social Work Departmental Office.

Final selection of the recipient will be made by a committee of faculty from psychology, sociology & social work, and criminal justice departments, and the Biddle family. The announcement of the award will be made by mail, and the recipient will be recognized at the Annual Spring Honors Convocation of the College of Social and Behavioral Sciences.

•*Virginia Rae Kurner Memorial Scholarship*

A scholarship of $350-$500 will be awarded. Students must fulfill the following criteria:

1. Social Work Major.

2. Junior or senior class standing.

3. Sincere intention to work in the social work field following graduation.

Applications should prepare a personal statement. This statement must accompany a completed University Scholarship application form available from the Sociology and Social Work Department Office (SBS 330), one letter of reference, and current transcripts. Return your materials to the department office no later than March 1st.

Final selection for the award will be made by the social work faculty in late March. Notification will first be made by mail. The student will then be formally recognized at the Annual Spring Honors Convocation of the College of Social and Behavioral Sciences.

Financial Aid

The Office of Student Financial Aid is a support service available to social work students. For a complete description of the financial aid programs, application procedures, and a copy of the Financial Aid

brochure contact the Office of Student Financial Aid, Gammage Building or for Yuma Campus students, NAU Yuma Branch Campus Coordinator. Social work students are encouraged to contact them as well as other resources such as tribal scholarship offices, federal loans, and private scholarships. You may discuss your specific financial aid situations with your social work advisor for more information and ideas to meet your individual situation. For example, there are specific scholarships available to single heads of households and you may be eligible to receive these special scholarships. For more information see www4.nau.edu/finaid.

NAU STUDENT RESOURCES

NAU, Mountain Campus, and NAU Yuma Campus have a number of resources and services available to our students.

For more information about **NAU services and resources,** see **http://home.nau.edu/studentaffairs/ and http://home.nau.edu/currentstudents.asp.**

For more information about **Student Support Services,** see **http://home.nau.edu/edsup/sss/.**

Form more information about **Study Skills Resources**, see http://home.nau.edu/edsup/lac/study_skills_tips.asp#3.

For more information about **NAU Learning Assistance Centers** see **http://home.nau.edu/edsup/lac/.**

For more information about **NAU Writing Centers** see http://www.cal.nau.edu/english/writing_center.asp.

For more information about **NAU Yuma Campus services and resources,** see **http://www.yuma.nau.edu/services/index.aspx.**

APA CITATION FORMAT

NAU Social Work Program requires the use of the APA citation format for all papers and assignments in which resources and references are cited. For more detailed information refer to the American Psychological Association (See http://www.apastyle.org/index.html); for examples of electronic media citations (See http://www.apastyle.org/elecref.html).

The following are a few examples of APA citation styles for your reference:

APA STYLE: TEXT BODY; DIRECT SHORT QUOTE

In the more traditional Native American communities, everyone is expected to attend important religious and cultural ceremonies, even if they have to return home for these events (McNamara, 1984). Individuals care for, aid, and share their personal resources freely with other members of the community. McDonald (1978) noted: "In many cases, the principle of higher education is hard to incorporate into the sharing concept because it is seen as individual and personal gain, with little applicability to other people" (p. 83).

APA STYLE: TEXT BODY; DIRECT LONG QUOTE

LaFromboise (1979) contended that the social, psychological, and academic adjustment problems of Native American university students are compounded by what she defined as culture shock, especially for those Native American students who come from a reservation:

> Culture shock is defined as a disoriented, helpless feeling
> that occurs with direct exposure to an alien society. The
> outstanding features of culture shock include an inability
> to make sense out of the behaviors of others; an inability to
> predict what other people will say and do; and an inability to
> use customary categories of experience or habitual actions,
> for they elicit seemingly bizarre responses (p. 4).

APA STYLE: TEXT BODY; REFERENCE FORMAT

BOOK	Addams, J. (1910). <u>Twenty years at hull-house</u>. New York, NY: Signet Classic.
	Longres, J.F. (2000). <u>Human behavior in the social environment</u> (3rd ed.). Itasca, IL.: F.E. Peacock Publishers, Inc.
TWO AUTHORS	Raffoul, P.R., & McNeece, C.A.. (1996). <u>Future issues for social work practice.</u> Boston, MA.: Allyn and Bacon.
ARTICLE WITHIN EDITED BOOK	Delaney, A. J. (1981). The theoretical framework. In E. Mizio & A. J. Delaney (Eds.), <u>Training for Service Delivery to Minority Clients</u> (pp. 42-52). New York: Family Service Association of America.
	Dieppa, I. (1984). Trends in social work education for minorities. In B. W. White (Ed.), <u>Color in a white society</u> (pp. 10-21). New York: National Association of Social Workers.

CHAPTER　　　Goodluck, C. (1998). Necessary social work roles and knowledge with
WITHIN　　　　　Native Americans: Indian child welfare act. In McAdoo, H.P. (Ed),
EDITED　　　　　Family Ethnicity: Strength in Diversity (pp. 293-300). Thousand Oaks:
BOOK　　　　　Sage Publications.

JOURNAL　　　de Anda, D. (1984). Bicultural socialization: Factors affecting
ARTICLE　　　　the minority experience. Social Work, 29(2), 101-107.

　　　　　　　　Farris, C. F. (1975). The American Indian: Social work education's
　　　　　　　　　neglected minority. Journal of Education for Social Work, 11,
　　　　　　　　　37-43.

　　　　　　　　Germain, C. B. (1973). An ecological perspective in casework practice. Social
　　　　　　　　　Casework, 54, 323-330.

　　　　　　　　Guiterrez, L.M. (1990). Working with women of color: An empowerment perspective.
　　　　　　　　　Social Work, 35, 259-153

MULTIPLE　　　Hoyos, G., Hoyos, A., & Anderson, C. (1986). Sociocultrual disloca-
AUTHORS　　　　tion: Beyond the dual perspective. Social Work, 31, 61-67.

DOCTORAL　　　Goodluck, C. (1998). Understanding Navajo ethnic identity: Weaving
DISSERTATION　　the meaning through the voices of young girls. Unpublished dissertation,
　　　　　　　　　University of Denver, Denver, Colorado.

　　　　　　　　Lawrence, D. L. (1974). A study of the variable related to satisfaction of North
　　　　　　　　　Dakota American Indian students in higher education. Doctoral dissertation,
　　　　　　　　　University of North Dakota, Grand Forks.

PAPER　　　　Jensen, A. (1969). How much can we boost IQ and school achievement?
PRESENTATION　　Harvard Educational Review, 39, 1-123.

　　　　　　　　LaFromboise, T. D. (1979, October). Culture shock experienced by
　　　　　　　　　Native Americans in higher education. Paper presented to the
　　　　　　　　　Society of Ethnic and Special Studies Seventh Annual National
　　　　　　　　　Conference, Los Angeles.

MONOGRAPH　　Lockart, B. L. (1978). Culture conflict: The Indian child in the
　　　　　　　　　non-Indian classroom. Washington, D.C.: U.S. Department of
　　　　　　　　　Health, Education, and Welfare, National Institute of Education.

RESUMÉ DEVELOPMENT

Preparation of a Professional Social Work Resumé

1. **OVERVIEW OF RESUMÉ WRITING**

    What is a resumé? A resumé is a short, concise summary of your past educational, work and professional history. It is not an autobiography. Its purpose is to get you in the employer's office for an interview. Rarely does it and it alone get you the job. With this in mind, what should be included in your resumé?

    First of all, there is no one right way to write a resumé. The resumé should be tailored to meet the needs and qualifications required by the job you are seeking. In short, highlighting those experiences in your educational, work, and professional history for which the employer is looking.

2. **ESSENTIAL COMPONENTS OF A RESUMÉ**

    a. *Personal information*
        name, address, phone number, email address

    b. *Education*
        date graduated, degree, institution

    c. *Work Experience*
        paid, volunteer, and in home

    d. *Community/University Service*
        agency board or service club memberships, etc. (Be sure to identify any offices held.)

    e. *Special Skills*
        in areas where you provide leadership (second language, art, recreation, and/or speaking abilities)

    f. *Honors, Scholarships, Awards*

    g. *Professional Memberships*
        such as NASW, CSWE

    h. *Miscellaneous*
        travel, military, public presentations

    i. *References*
        provided upon request

For assistance with resume and career development, consult the NAU Career Services with the Gateway Student Success Center: http://www4.nau.edu/gateway/index.htm, phone: 928.523.4772, email: Gateway@nau.edu.

Jonathan S. Kehret   12345 Anywhere St.
                                                                 Anytown, Anystate 98765
                                                                        (111) 222-3333

EDUCATION   Northern Arizona University, Flagstaff, Arizona
                       Bachelor of Social Work (BSW), May 1997

EXPERIENCE   **Big Brothers/Big Sisters,** Flagstaff, Arizona
                       September, 1996 - Present
                       Intern/Caseworker: Initial introduction of matches, match tracking
                       and follow-up, problem solving, interviewing (parent and child).

                       Flagstaff Family Food Center, Flagstaff, Arizona
                       October, 1994 - May, 1996
                       Volunteer/Supervisor: Serve food, wash dishes, organize and train
                       volunteers.

                       Pacific Gateway Theaters, La Palma, California
                       June 1993
                       Usher, ticket sales, food sales.

                       AMOR Ministries, San Diego, California
                       July - August, 1992
                       March, 1993
                       Intern: Supervision, training ages high school through adult in house
                               construction, cross - cultural interaction with lower - class
                               community (Mexico).

COMMUNITY   **Calvary Bible Church**
INVOLVEMENT   Puppet Ministry
                       Fall, 1994 - Fall, 1996
                       Puppeteer: Performances and assistance in training beginning
                       puppeteers.
                       AWANA Clubs
                       September, 1993 - May, 1997
                       Leader: Assist in games and singing, teach Bible principles.

HONORS &   National Association of Social Workers, 1995 - Present
MEMBERSHIPS   NAU Social Work Student Association, 1994 - 1997
                       Secretary, 1996
                       NAU Dean's List, 1992 - 1996
                       Kappa Kappa Psi National Honorary Band Service Fraternity
                       1992 - Present
                       Chapter Vice President, 1995 - 1997
                       Chapter President, 1993 - 1995
                       Western District Secretary/Treasurer, 1993 - 1994
                       Chapter Secretary, 1992 – 1993

                       References Available Upon Request

Kaarin J. Kupka

Northern Arizona University
PO Box 1234
Flagstaff, Arizona 86011
(111) 222-333

Education

August 1993-May 1997	Northern Arizona University
	Flagstaff, Arizona
	Bachelor of Social Work

Community and University Involvement

January 1994-May 1997	Member of the Social Work Student Association.
October 1995-May 1997	Student Representative for the NAU Social Work Advisory Board.
October 1995-May 1997	Student Representative for the NAU Field Placement Advisory Committee.
January 1996-May 1996	Volunteer at Lutheran Campus Ministry.
January 1996-May 1996	President of the Social Work Student Association of NAU.
August 1995-May 1996	Member of the Residence Life Diversity Committee of NAU which is responsible for promoting diversity within Residence Life.
January 1995-December 1995	Community Service Representative of the Social Work Student Association of Northern Arizona University.
January 1994-May 1995	Volunteer at Catholic Social Services.

Work Experience

August 1995-	*Resident Assistant* for Allen Hall, located on the Northern Arizona University Campus. Job responsibilities include: arranging and providing programs that include academic achievement, diversity, personal development, community building, and life skills; emergency and on-call responsibilities; peer counseling and support of 44 residents; enforcement of Residence Hall policies; general maintenance requests; and Residence Hall check-in/out procedures.
August 1995-May 1997	*Desk Assistant* for Allen Hall of Northern Arizona University. Responsible for phone calls, residents questions, equipment reserving, and in-hall paper work.
September 1996 April 1997	*Internship* at Arizona's Department of Economic Security's Division of Developmental Disabilities. Job responsibilities included the case management of children and adults which encompassed advocacy, facilitation of meetings, encouragement client independence and interdependence at the foster care and group home levels, and the network of services in Northern Arizona. Fulfilled the Field Placement requirements for a Bachelor of Social Work degree.
May 1996-August 1996	*Employee* for Talent Tree Temporary Service. Worked at PCS Health Systems in their Card Production Department, processing and shipping cards, in Scottsdale, Arizona.
May 1995-August 1995 May 1994-August 1994	*Sales Associate* at Montgomery Ward in the Small Electronics Department in Paradise Valley.

Professional Memberships

January 1996-Present	Member of the National Association of Social Work.

Awards Received

August 1993-May 1997	Northern Arizona University Dean's List

JEFF STONE
130 W. Anystreet #123
Anytown, US 98765
(111) 222-3333

EDUCATION

Northern Arizona University, Flagstaff, Arizona
Bachelor of Social Work (BSW) December, 1988

EXPERIENCE

Feb., 1988   **Hozhoni Foundation for the Handicapped,** Flagstaff, AZ
Dec, 1988   Home manager: Provided counseling, supervision and guidance for
                  developmentally disabled adults in a residential treatment setting.
                  Participated in the development and implementation of residents
                  individual program plan (IPP).

Summer, 1988   **Senior Companion Program,** Flagstaff, AZ
                  Intern: Provided inservice training to volunteers of the agency;
                  planned and coordinated fund-raising events; assisted with the
                  implementation of the Flagstaff Senior Olympics; and assisted in the
                  development of the agency's budget.

Oct, 1987   **Victim/Witness Services for Coconino County** Flagstaff, AZ
Jan, 1988   Volunteer: Upon completion of a 36 hour training course, served as
                  volunteer advocate for people in crisis and victims of crime.

Jan, 1987   **Cottowood Village Retirement Center,** Cottonwood, AZ
Aug, 1987   Waiter/Security Guard: Demonstrated effective rapport with elderly
                  customers and supervised elderly residents.

Oct, 1987   **Burgandy Place Retirement Center,** Tulsa, OK
Dec, 1987   Waiter: Demonstrated effective rapport with elderly customers.

Summer, 1985   **Grand Canyon Helicopters,** Tusayan, AZ
                  Cashier: Responsible for money management.

Sept, 1985   **Coconino Community Guidence Center,** Flagstaff, AZ
May 1986   Volunteer: Provided counseling and referral services on a Crisis Intervention
                  phone hotline for people with problems ranging from family violence, suicide,
                  homelessness, rape and substance abuse.

MEMBERSHIP

                  National Association of Social Workers
                  Social Work Club: Treasurer, 1987-88
                  Gerontology Club: Member, 1987-88

•FIELD EDUCATION•

PURPOSE OF FIELD EDUCATION

The purpose of field placement is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their competencies as generalist social workers. Field Education is the component of the Social Work Curriculum designed to make real the behavioral incorporation of knowledge, values, and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement makes learning direct, immediate, and personal. Students' learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. With this field placement experience, students grow in self-awareness and develop a sense of professional identity and competence.

FIELD LEARNING OUTCOMES

The learning outcomes are written within the framework of the goals outlined above and the understanding that generalist social work includes foundation knowledge, internalization of professional values, and the application of these areas into practice. For each outcome, students are expected to demonstrate behavior that reflects their mastery of this content as measured by the Agency Report, journals, process recordings, assessment assignment, Student Self-Evaluation, and the designated evaluation of student performance in field placement. Individualized strategies for meeting the learning outcomes will be determined contractually between the student, the Faculty Field Liaison, and the Field Instructor at the onset of the semester of the field placement.

1. utilize strengths and ecosystems perspectives in applying planned change processes of issue identification, information gathering, assessment, planning, implementation, and evaluation of change activities with diverse client systems. **(SW Program Competencies: I.I, I.3, I.4,I.5, & III.2) (FPPAI: 39, 44, 46, 47)**

2. apply professional social work roles of broker, teacher, enabler/facilitator, mediator, and advocate in the field setting **(SW Program Competencies: I.4, I.8, & III.2) (FPPAI: 5, 13, 28, 31, 32, 33, 46, 47, 50, 53)**

3. apply knowledge of human behavior and the social environment to the assessment and planned change of systems **(SW Program Competencies: I.4, I.6, & III.2) (FPPAI: 19, 39, 40, 48, 49, 51 52, 54, 55)**

4. utilize generalist practice skills such as relationship building and maintenance; interviewing and communication (both written and oral); assessment, intervention, and evaluation of planned change processes across client systems. **(SW Program Competencies: I.I, I.4, I.6, I.7. I.8, I.10, & III.2) (FPPAI: 8, 9, 10, 11, 12, 13, 15, 17, 19, 23, 27, 28, 31, 32, 33, 36, 38, 41, 43, 46, 50, 52)**

5. select and apply appropriate intervention strategies across client systems **(SW Program Competencies: I.I, I.4, I.7, & III.2) (FPPAI: 6, 15, 20, 26, 27, 31, 32, 33, 37, 40, 41, 42, 46, 50, 52)**

6. utilize both informal and formal community resources available to client systems **(SW Program Competencies: I.3, II.1, & III.2) (FPPAI: 5, 10, 20, 28, 31, 32, 33, 41, 46, 52)**

7. identify various strategies for policy change within agencies **(SW Program Competencies: I.3, I.9, I.10, & III.2) (FPPAI: 6, 16, 20, 30, 31, 35, 40, 52, 53, 54, 56)**

8. involve one's self in the professional social work supervision process **(SW Program Competencies: II.2, II.3 & III.2) (FPPAI: 1, 2, 12, 22)**

9. actively seek feedback about one's practice through formal and empirical as well as informal evaluation mechanisms **(SW Program Competencies: I.I0, II.3,& III.2) (FPPAI: 1, 2, 17, 21, 22, 23, 36, 43)**

10. demonstrate an openness to development of self-awareness and the application of this self-knowledge in professional use of self **(SW Program Competencies: II.2, II.3, & III.2) (FPPAI: 1, 4, 16, 17, 21, 22, 23, 43)**

11. recognize the behaviors and processes of institutional discrimination in practice settings **(SW Program Competencies: I.3, I.6, I.8, I.9, I.10, III.I & III.2) (FPPAI: 19, 24, 27, 29, 30, 34, 35, 48, 53, 56)**

12. apply social work values and ethics in the field setting **(SW Program Competencies: I.2& III.2) (FPPAI: 2, 14, 15, 16, 17, 25, 26 27, 28, 29)**

13. apply knowledge of the unique socially and culturally diverse and rural populations of the region as they pertain to one's practice experience in the agency setting **(SW Program Competencies: I.I, I.2, I.3, I. 6, & III.2) (FPPAI: 10, 24, 25, 26, 27, 28, 31, 34, 39)**

14. integrate scientific inquiry and professional literature to provide an empirical base to practice and enhance knowledge in substantive topical areas **(SW Program Competencies: I.I, I.10, & III.2) (FPPAI: 19, 29, 30, 34, 40, 42, 45, 48, 49, 51, 52, 53, 54, 55, 56)**

15. utilize information technology and research processes to assist in agency functioning, program planning, and evaluation **(SW Program Competencies: I.I, I.2, I.II, & III.2) (FPPAI: 7, 8, 9, 10, 11, 12, 19, 33, 36, 37, 38, 40, 42, 52, 53, 54)**

FIELD PLACEMENT MODELS

The Social Work Program, in recognition of varying student interests and geographical location considerations, offers two types of field placement models. Students may select either of the field placement models in consultation with their faculty advisor and the Field Education Coordinator.

Concurrent Field Placement

Social work students selecting this model participate in an agency at the same time they are taking course work on campus. Students are in their agency settings three days a week (Monday, Wednesday, and Friday) for a minimum of 240 clock hours per semester for which they earn 6 credit hours per semester. They are in class the other two days. Typically, concurrent placements occur in the Fall and Spring semesters of the senior year.

Block Field Placement

This model is available for students who have completed all Social Work cognate, major, and requisite courses and wish to enroll in field placement for an entire semester. The advantage of the block model is that it frees students from formal course work in order to participate full-time in an agency setting. This not only provides for a very intense field learning experience, but it also allows for field placements outside the immediate areas surrounding the Mountain and Yuma campuses.

In electing the block placement model, students commit themselves to an agency for a minimum of 40 hours per week for twelve weeks for which the students are granted 12 credits for the minimum of 480 clock hours of field placement.

Students may select either of the field placement models in consultation with their faculty advisor and the Field Education Coordinator.

RANGE OF FIELD PLACEMENTS

The cultural diversity of the state and southwestern region offer an exciting context for field placements and provide sites for federal, state, tribal, county, municipal, voluntary, and private placement settings. Many of our students want to be placed in agency settings in remote rural and/or tribal settings. The Social Work Field Education Program is committed to utilizing these agencies to provide diverse and quality experiences for our students.

A listing of approved field placement agencies is maintained by the Field Education Coordinator. The student may select from these agencies or consult with the Field Coordinator about alternative settings. One of the responsibilities of the Field Education Coordinator is to continually develop new field sites and resources for our students.

FIELD PLACEMENT REQUIREMENTS

The Social Work Field Placement is seen as the bridge between students' college careers and their social work professional careers. This is a period of application, experimentation, learning, unlearning and relearning before beginning professional generalist social work practice. Therefore, before a social work student can be approved for field placement, the following conditions must be met:

1. The student must have formally applied and been accepted as a Social Work Major.

2. The student must have an overall GPA of 2.25.

3. The student will have attained senior status and have completed SW 321 with a grade of **B** or better. In addition, for block placement, the student will have completed all required cognate, requisite, and major courses.

4. The student will attend a Field Placement Application orientation and follow the procedures for applying for field placement.

5. The student must agree to adhere to the agency rules and regulations as they apply to the field placement.

6. The student will not be placed in an agency of current employment without prior approval of the Field Education Coordinator. The following criteria are used to determine the appropriateness of a student placement with an agency in which currently employed:

    a. Field instruction is provided by a person with the BSW or MSW degree.
    b. The tasks and activities associated with the student's field placement are clearly separated and differentiated from the tasks and activities of the student's current employment and are documented in the Field Placement Learning Contract.
    c. The tasks and activities available to the student must meet the field placement requirement of engagement in planned change activities with diverse populations across system levels.
    d. The agency administration agrees to the arrangement with a statement of acknowledging the role differences between employee and field placement student, and an understanding that the purpose of field placement is for student learning, development, and mastery of generalist social work competencies while engaging in tasks and activities designed to meet the Social Work Program Field Education Learning Outcomes.

7. The student will participate in the Field Seminar offered concurrently with field placement.

8. **No academic credit will be given to social work students for life or work experiences.**

9. Students are required to complete a minimum of 480 clock hours in a field placement setting. The student may register for as few as 6 credits or as many as 12 credits of SW 408 in any given semester, with a total of 12 credit hours required. The approximate breakdown of agency hours to credit equivalence is as follows:

Credits	Total Clock Hrs/Semester
6	240 minimum
12	480 minimum

POLICIES AND PROCEDURES

Application Procedures for Field Placement

A. Social Work students must fulfill the following before enrolling in SW 408 Field Placement:

1. Check with their advisor for specific requirements and assessment of preparedness for field placement. The requirements for field placement outlined above must be met.

2. Attend a Field Placement Application orientation.

3. Complete an **Application for Social Work Field Placement** form (see time deadlines below). The student is expected to discuss and review the completed field application with her/his academic advisor before submitting the application to the Field Education Coordinator. The Field Education Coordinator will not accept applications that have not been signed by the student's advisor.

4. Schedule an appointment to meet with the Field Education Coordinator to review the completed Application for Social Work Field Placement and discuss placement preferences prior to being matched with a recommended placement agency and Field Instructor. Students may provide the Field Education Coordinator with a list of potential field placement settings not currently identified as an approved field placement agency. **All contacts with potential field placement settings will be initiated by the Field Education Coordinator.**

5. The Field Education Coordinator will match student preference with the availability of approved field placement resources and notify the student and agency of the recommended match. Included in the notification of the recommended placement to the agency will be a copy of the student's resume and the student's responses to questions 1-4 on the application form.

6. Upon receiving notification of the recommended placement, the student will initiate contact with the recommended field placement agency to schedule an interview with the Field Instructor and other agency representatives as required by the agency. For the student and agency, this step is considered as similar to an employment interview.   The Field Instructor or designated agency representative will notify the Field Education Coordinator of the outcome of this interview.

7.   The student will receive confirmation of the agency placement by the Field Education Coordinator.

B. Time deadlines for the above procedure are as follows:

Student Applications Due
    For a placement starting Spring semester   April 15
    For a placement starting Summer semester   November 15
    For a placement starting Fall semester   February 15

Criteria for Selection of Field Placement Agencies

Before a field agency and agency field instructor are appointed, the BSW program shall complete an assessment of the agency and the prospective Field Instructor. The agency assessment should be conducted with the agency executive director or his/her delegated representative. The agency assessment addresses the following:

1. compatibility of the agency's philosophy of service with the BSW Program educational goals and competencies;

2. evidence of adherence to social work values and ethics, and to non-discriminatory personnel and service policies;

3. size and scope of service programs providing breadth, diversity and depth in learning opportunities; if the range of learning experiences as required by the curriculum is not available, supplemental experiences within another setting should be planned in order to fulfill the educational goals and competencies;

4. evidence of acceptance of, respect for, and commitment to the goals and educational focus of the BSW Field Education Program by:

   a. providing a qualified field instructor with knowledge of the roles and responsibilities associated with the function; or, consenting to a qualified field instructor from outside of the agency sanctioned to carry out field instruction functions;

   b. ensuring time and workload availability on the part of the designated Field Instructor for effective supervision and professional learning, including participation in Social Work Field Education orientations, briefings and developmental experiences. It is expected that a minimum of one hour a week of formal student supervision will be provided;

   c. providing the Field Instructor with appropriate tasks, client systems and other learning opportunities for assignment to the student;

   d. granting appropriate autonomy to enable the student in accomplishing tasks;

   e. making available to the student information necessary to achieve learning objectives and carry out field placement responsibilities;

   f. engaging the student in staff and committee meetings;

5. acceptance of students without discrimination as to ethnic origin, race, age, gender, gender identity, sexual orientation, political belief, physical disability, and/or religion;

6. providing adequate physical facilities for effective student learning - desk space, telephone access, computer access, office support, reimbursement for on-the-job costs consistent with staff privileges and budgetary provisions, and appropriate meeting facilities for the delivery of professional services;

7. availability as a resource for student placements on a continuing or as needed basis.

Criteria for Selection of Field Instructors

Capacity for field instruction requires the ability to adapt social work practice knowledge, values, and skills to teaching.   The prospective field instructor will submit a current resumé to the Field Education Program.   The following criteria shall be used in selecting the social worker who will assume the responsibilities of a field instructor:

1. a BSW or MSW degree. If an equivalent instructor is appointed, ongoing responsible contact with a professional Social Worker must be maintained and made available to the student for the purpose of providing professional role identification and connections to social work knowledge, values and skills. Provisions for exceptions to the Social Work degree are based upon the recognition that in many underserved, reservation, and rural areas, degreed social workers are not always available. In order to fulfill the program's purpose of serving the northern and southwestern regions of Arizona by providing social work professionals to work in the area, it is often necessary to place a student in a community or locality in which there are no degreed social workers. Our experience has been that when students are placed in distant rural communities for their field work, they are more likely to stay in the community for employment. The primary thrust of field placement is toward quality learning and competent generalist social work practice.   While field instruction by qualified MSW or BSW persons is desired, practice innovations may entail opportunities in settings and localities where neither an MSW nor a BSW is available, particularly in rural areas. When this occurs, the Field Instructor is required to have a minimum of a Master's degree in a closely related field such as counseling or psychology and the Faculty Field Liaison assumes responsibility for ensuring the reinforcement of social work knowledge, values, and skills. This is accomplished through contacts by the Faculty Field Liaison with the student in addition to the routine field liaison visits with the student and agency based instructor.

2. demonstrated capacity to assume responsibility for the teaching of students as evidenced by professional competence in social work practice; identification with the profession; effectiveness in the creative use of agency function and structure;

3. motivation for field instruction as demonstrated by the desire to participate in the instruction of students in accordance with the philosophy and educational goals and competencies of the curriculum of the NAU Social Work Program;

4. ability to conceptualize, illustrate, and communicate concepts, theories, principles, and processes of generalist social work practice;

5. evidence of ability to work with a variety of students regardless of age, religion, gender, gender identity, race and ethnic background, sexual orientation, and/or physical condition;

6. time available to students and the Social Work Program for the purpose of carrying out the responsibilities of field instruction which includes educational assessment and performance evaluation, planning of learning experiences and the scheduling of ongoing educational supervisory conferences;

7. participate in BSW Field Education Program orientation and training programs to become familiar with the Social Work Program and Field Placement educational outcomes and requirements and the process of teaching social work students in field placement.

Out-of-region Placements

This policy has been developed to standardize field placements outside our campus regions and ensure that students who are placed in agencies out-of-region receive an educationally directed, coordinated and monitored field placement equivalent to in-state placements. The following criteria must be met in order for a student and agency to qualify for an out-of-region placement:

1. All placement agencies must meet the criteria for selection of field placement agencies outlined above.

2. The Field Instructor must have a MSW, a generalist social work perspective, and meet the criteria for selection of field instructors outlined above.

3. The student seeking an out-of-region placement must have an academic standing of 3.0 or above in social work major requirements and requisites.

4. There must be documentation of agreement and understanding between the agency and NAU Social Work Program of the resources available (time, financial, technical, personnel, etc.) for providing an educationally directed experience and monitoring the placement process.

In exceptional circumstances in which the student has demonstrated solid capacity to be self initiating and directed, and has extensive volunteer experience in social service settings, the criteria of a minimum 3.0 GPA in major requirements may be negotiated.

Agency Criteria for Placement Students

Many field placement agencies, especially those that work with children and vulnerable populations, require employees and students to meet background and health criteria. Students may be required by the agency to be fingerprinted for the purposes of a background check, to be tested for tuberculosis, and submit to drug testing. Agencies reserve the right to not accept students who do not meet their background, health, or drug free criteria. Please refer to the Social Work Program Fingerprint policy included in this handbook (pp. 35 – 36). Students who anticipate concerns or challenges with this policy are encouraged, early in their social work academic career, to discuss their concerns with their advisor and the Field Education Coordinator so arrangements for placement in a setting that does not require background or health checks.

Professional Behavior

In accordance with the Academic Performance Standards for Admission, Retention, and Graduation, the student is expected to demonstrate initiative and assume responsibility for her or his own learning and practice. In field placement, students are expected to behave in ways that reflect their accountability to their client systems, the field placement agency, and the community. The student is expected, at all times, to demonstrate acceptance of social work values and ethics, and exhibit professional behavior in interactions and activities with client systems and in meeting field placement requirements such as hours of work, keeping appointments, maintaining appropriate records, reporting on work activities, participating in meetings, dressing appropriately, and respecting privacy and observing confidentiality.

Respect of privacy and the principle of confidentiality require that no information about client systems is discussed with anyone except field placement personnel, other persons who have a professional responsibility for the information, or for whom consent is provided by the client system. Permission of the agency is required before agency material is used for class or field seminar purposes. When specific client system information is discussed in class or field seminar, names and other identifying information

will be disguised. Full names are not to be used; use of an arbitrary initial or pseudonym is recommended.

Liability Insurance

All students whose field placement is necessary in order to meet degree requirements, including all social work students enrolled in SW 408, are covered by liability insurance carried by Northern Arizona University as long as they are performing within the course and scope of their responsibilities as authorized.   An agency may request the University provide proof of insurance (Certificate of Insurance). To make such a request, the agency must provide a letter specifying its insurance requirements including type and dollar amount of coverage.

Should a field placement agency be unwilling to grant students approval to practice within that agency without additional insurance, coverage is available to the student through the NASW Student Professional Liability Insurance Program for a fee. Agencies requiring additional coverage should be aware that students often are without financial resources and may need help with the costs associated with securing additional insurance.

Procedures for Termination of a Student from Field Placement

A request for the termination field placement may be initiated by the student, the Field Instructor, an agency executive, or the Faculty Field Liaison.

•At the Request of the Field Instructor, an agency executive, or the Faculty Field Liaison

In the event the request is made by the Field Instructor, Task Instructor, or the agency representative, the following steps are to be followed as a means for decision making:

1. The Field Instructor, during the course of the field placement, communicates with the student, her/his concerns as to the unsatisfactory nature of the student's performance or work.

2. The Field Instructor communicates his/her concern regarding the student to the NAU Faculty Field Liaison and those persons within the agency who are involved in the placement and work activities of students, e.g. agency executive and/or Task Instructor. The Faculty Field Liaison alerts the Field Education Coordinator (or the Social Work Program Coordinator if the Field Education Coordinator is the Faculty Field Liaison) of the presenting concerns. Concurrent with this step, the Faculty Field Liaison solicits feedback from the student's advisor.

3. A meeting will be held with the student, the Field Instructor, the Faculty Field Liaison, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain the facts and afford the opportunity for all parties involved to raise their concerns, and to explore additional options for resolution of the situation.

4. In the event the situation is not resolved the matter will be referred to the Field Education Coordinator or the Social Work Program Coordinator if the Field Education Coordinator is serving in the role as Faculty Field Liaison.

5. The student, field agency, Faculty Field Liaison or Field Education Coordinator, at any point, may ask the Social Work Program Coordinator to assist in the review process.

6. Steps "b" to "f" are to be completed in a period not to exceed three weeks.

7. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the removal of the student from the original field placement agency and the availability of field placement options. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the Social Work Program Academic Performance Review: Guidelines for Retention and Termination.

• At the Request of the Student

In the event the request is made by the student, the following steps will be taken as a means for decision making:

1. The student initially discusses the situation with the Field Instructor.

2. Following the discussion with the Field Instructor with the issue not being resolved, the student consults with the Faculty Field Liaison regarding the issues involved, and the rationale for the decision to be placed elsewhere. The Field Education Coordinator (or Social Work Program Coordinator if the Field Education Coordinator is the Faculty Field Liaison) is alerted as to the impending situation.

4. If after such consultation the matter is not resolved, the Faculty Field Liaison convenes a meeting of the student, the Field Instructor, and others deemed advisable (student's advisor, Task Instructor and/or agency executive). The purpose of this meeting is to ascertain all the facts, to afford the opportunity for all parties involved to voice their concerns, and to serve as a basis for decision making.

5. If the concern has not been resolved to this point, the Field Education Coordinator, in consultation with the student and Faculty Field Liaison or Social Work Program Coordinator, will proceed with making a decision in the matter.

6. The student, Field Instructor, Faculty Field Liaison, or Field Education Coordinator, at any point, may ask for the Social Work Program Coordinator to assist in the review process.

7. Steps "b" to "e" are to be completed in a period not to exceed three weeks.

8. Replacement of the student in an alternative field agency will be determined by the nature of the concerns that led to the student's request for removal from the original field placement agency and availability of field placement opportunities. If the concerns are related to student performance, the student may be subject to Academic Performance Review. Procedures for this process are outlined in the Social Work Program Academic Performance Review: Guidelines for Retention and Termination.

• Appeal:
The student has the right to appeal the decision made as a result of this process being followed. Since a Policy Review is <u>not</u> a student disciplinary hearing, the level of appeal shall be to the Chair, Department of Sociology and Social Work and then to the Dean, College of Social and Behavioral Sciences. If the student has pursued all of these channels and the issue remains unresolved, a formal appeal of the grievance may be made to the Associated Students Executive Board of Grievances as described in the <u>NAU Student Handbook</u>.

Appendix 1

Educational Policy and Accreditation Standards

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice. These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission. 3

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of

characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

• advocate for client access to the services of social work;

• practice personal reflection and self-correction to assure continual professional development;

• attend to professional roles and boundaries;

• demonstrate professional demeanor in behavior, appearance, and communication;

• engage in career-long learning; and

• use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;3

• tolerate ambiguity in resolving ethical conflicts; and

• apply strategies of ethical reasoning to arrive at principled decisions.

 National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

 International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

• analyze models of assessment, prevention, intervention, and evaluation; and

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple 5

factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

• recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

• recognize and communicate their understanding of the importance of difference in shaping life experiences; and

• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

• understand the forms and mechanisms of oppression and discrimination;

• advocate for human rights and social and economic justice; and

• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—**Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

• use practice experience to inform scientific inquiry and

• use research evidence to inform practice.

Educational Policy 2.1.7—**Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

• analyze, formulate, and advocate for policies that advance social well-being; and

• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—**Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes7

identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
Educational Policy 2.1.10(a)—Engagement

Social workers

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

• use empathy and other interpersonal skills; and

• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

• collect, organize, and interpret client data;

• assess client strengths and limitations;

• develop mutually agreed-on intervention goals and objectives; and

• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

• initiate actions to achieve organizational goals;

• implement prevention interventions that enhance client capacities;

• help clients resolve problems;

• negotiate, mediate, and advocate for clients; and

• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.4 In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

 Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)]. 9

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

M2.0.6 *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*

B2.1.2 *Provides generalist practice opportunities for students to demonstrate the core competencies.*

M2.1.2 *Provides advanced practice opportunities for students to demonstrate the program's competencies.*

2.1.3 *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*

2.1.4 *Admits only those students who have met the program's specified criteria for field education.*

2.1.5 *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*10

2.1.6 *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a*

CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

__2.1.7__ Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

__2.1.8__ Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.[5]

Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

__3.1.1__ The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

__3.1.2__ The program describes how its learning environment models affirmation and respect for diversity and difference.

***3.1.3** The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

***B3.2.1** The program identifies the criteria it uses for admission.*

***M3.2.1** The program identifies the criteria it uses for admission. The criteria for admission*

to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

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

***M3.2.3** BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

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

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

Advisement, retention, and termination

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

***3.2.7** The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

***3.2.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

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

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant

creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

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

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

3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

M3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

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*M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*15

3.4.5 The program identifies the field education director.

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

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

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

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

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix 2

Code of Ethics
of the
NATIONAL ASSOCIATION OF SOCIAL WORKERS

http://www.naswdc.org

Code of Ethics

of the National Association of Social Workers

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

Preamble

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

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

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

- service

- social justice

- dignity and worth of the person

- importance of human relationships

- integrity

- competence.

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or 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 of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to con-tribute 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.

Ethics in Social Work, Statement of Principles

International Federation of Social Workers (IFSW)
International Association of Schools of Social Work (IASSW)

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.

- The fact that social workers function as both helpers and controllers.

- The conflicts between the duty of social workers to protect the interests of the people. with whom they work and societal demands for efficiency and utility.

- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW
and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights

- The International Covenant on Civil and Political Rights

- The International Covenant on Economic Social and Cultural Rights

- The Convention on the Elimination of all Forms of Racial Discrimination

- The Convention on the Elimination of All Forms of Discrimination against Women

- The Convention on the Rights of the Child

- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination - Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.

2. Promoting the right to participation - Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.

3. Treating each person as a whole - Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.

4. Identifying and developing strengths – Social workers should focus on the strengths of all

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* - Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

In some countries the term "discrimination" would be used instead of "negative discrimination". The word negative is used here because in some countries the term "positive discrimination" is also used. Positive discrimination is also known as "affirmative action". Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.

3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.

4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity - Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.

2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.

3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.

4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.

6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.

7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).

8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.

9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge

10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.

11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.

12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document "Ethics in Social Work, Statement of Principles" was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004

L'Ethica del Trabajo Social Principios y Criterios

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1. ANTECEDENTES

Una conciencia ética es parte necesaria de la práctica profesional de todo trabajador social. Su capacidad de actuar según unos principios éticos es un aspecto fundamental de la calidad del servicio que ofrece.

El objetivo del trabajo de la FITS sobre la ética es promover una reflexión y un debate en las asociaciones y colegios profesionales miembros de la Federación y entre los trabajadores sociales de los países miembros.

Las bases para el posterior desarrollo del trabajo de la FITS sobre la ética se encuentran en "La Etica del Trabajo Social - Principios y Criterios" que consta de dos documentos: "Declaración Internacional sobre los Principios Eticos del Trabajo Social" y "Criterios Eticos Internacionales para los Trabajadores Sociales". Estos documentos exponen los principios éticos básicos de la profesión de trabajo social, recomiendan procedimientos en los casos de dilemas éticos, y tratan de la relación de la profesión y de los trabajadores sociales individuales con los clientes y usuarios, colegas y otras personas relacionadas con este campo. Estos documentos son parte de un proceso continuo de puesta en práctica y revisión.

2. DECLARACION INTERNACIONAL DE PRINCIPIOS ÉTICOS DEL TRABAJO SOCIAL

2.1 Introducción

La FITS reconoce la necesidad de una declaración de principios éticos que sirva de guía en relación a los problemas éticos en el trabajo social.

Los objetivos de la Declaración Internacional de Principios Éticos son:

1. Formular un conjunto de principios básicos para el trabajo social, que pueda adaptarse a distintos ámbitos sociales y culturales.

2. Identificar áreas éticamente problemáticas en la práctica del trabajo social (a partir de ahora nos referiremos a ellas como "áreas problema").

3. Proporcionar orientación sobre los métodos a elegir para tratar y resolver cuestiones o

problemas éticos (se denominan partir de ahora "métodos para actuar en cuestiones o ante problemas éticos").

Conformidad:
La Declaración Internacional de Principios Eticos da por sentado que las asociaciones afiliadas a la FITS, así como los miembros de cada una de ellas, se adhieren a los principios formulados en ella. La FITS espera que cada asociación ayude a sus miembros a identificar y resolver las cuestiones o problemas éticos que se presenten en el ejercicio de la profesión.

Las asociaciones miembros de la FITS y sus asociados pueden informar ante el Comité Ejecutivo de la FITS acerca de aquellas asociaciones que no se adhieran a estos principios. Las Asociaciones Nacionales que experimenten dificultades para adoptar estos principios deben notificarlo al Comité Ejecutivo de la FITS. El Comité Ejecutivo podrá imponer las condiciones e intenciones de la Declaración de Principios Eticos a aquellas asociaciones que no las acaten. Si esto no fuera suficiente, el Comité Ejecutivo puede, como paso siguiente, sugerir la suspensión o expulsión de la asociación.

La Declaración Internacional de Principios Eticos se debe hacer pública. Esto permitirá a clientes y usuarios, empleadores, profesionales de otras disciplinas y público en general, saber a qué atenerse respecto a los fundamentos éticos del trabajo social.

Somos conscientes de que un conjunto detallado de criterios éticos para las asociaciones miembros sería poco realista, debido a las diferencias legales, culturales y políticas de los distintos países miembros.

2.2 Los Principios

Los trabajadores sociales contribuyen al desarrollo de los seres humanos, por medio de su aceptación de los siguientes principios básicos:

2.2.1 Todo ser humano posee un valor único, lo que justifica la consideración moral hacia cada persona.

2.2.2 Cada individuo tiene derecho a la autorealización, hasta donde no interfiera con el mismo derecho de los demás, y tiene la obligación de contribuir al bienestar de la sociedad.

2.2.3 Cada sociedad, independientemente de su organización, debe funcionar de manera que proporcione los máximos beneficios a todos sus miembros.

2.2.4 Los trabajadores sociales tienen un compromiso con los principios de la justicia social.

2.2.5 Los trabajadores sociales tienen la responsabilidad de dedicar sus conocimientos y técnicas, de forma objetiva y disciplinada, a ayudar a los individuos, grupos, comunidades y sociedades en su desarrollo y en la resolución de los conflictos personales y/o sociales y sus consecuencias.

2.2.6 Los trabajadores sociales deberán proporcionar la mejor atención posible a todos aquellos que soliciten su ayuda y asesoramiento, sin discriminaciones injustas basadas en diferencias de género, edad, discapacidad, color, clase social, raza, religión, lengua, creencias políticas o inclinación sexual.

2.2.7 Los trabajadores sociales respetan los derechos humanos fundamentales de los individuos y los grupos reconocidos en la Declaración Universal de los Derechos Humanos de las Naciones Unidas y otros acuerdos internacionales derivados de dicha Declaración.

2.2.8 Los trabajadores sociales tienen en cuenta los principios de derecho a la intimidad, confidencialidad y uso responsable de la información, en su trabajo profesional. Los trabajadores sociales respetan la confidencialidad justificada, aún en los casos en que la legislación de su país esté en conflicto con este derecho.

2.2.9 Los trabajadores sociales deben trabajar en estrecha colaboración con los clientes y usuarios, y en interés de los mismos, pero prestando el debido respeto a los intereses de las demás personas involucradas. Se debe motivar a los clientes y usuarios a que participen los más posible y deben ser informados de los riesgos y posibles ventajas de las propuestas de actuación que se les ofrezcan.

2.2.10 Los trabajadores sociales esperan, generalmente, que los clientes y usuarios se responsabilicen, en colaboración con ellos, de las actuaciones que puedan afectar a su vida. Sólo deberían adoptarse medidas coercitivas en favor de una de las partes implicadas en un conflicto, después de una cuidadosa evaluación de los argumentos de cada una de las partes en litigio. Los trabajadores sociales deben hacer el menor uso posible de medidas legales coercitivas.

2.2.11 El trabajo social es incompatible con el apoyo, directo o indirecto, a los individuos, grupos, fuerzas políticas o estructuras de poder que destruyan a otros seres humanos con el terrorismo, la tortura u otros medios violentos similares.

2.2.12 Los trabajadores sociales toman decisiones justificadas éticamente y las mantienen, teniendo en cuenta la "Declaración Internacional de Principios Eticos de la FITS" y los "Criterios Eticos Internacionales para los Trabajadores Sociales" adoptados por susasociaciones y colegios profesionales nacionales.

2.3 Areas problema

2.3.1 Las áreas problema en las que se plantean cuestiones éticas, no son necesariamente universales debido a diferencias políticas y culturales. Se anima a cada asociación nacional a promover debates y aclarar cuestiones de contenido importante y problemas especialmente relevantes para cada país. Las siguientes áreas problema son, sin embargo, ampliamente reconocidas como tales:

1) Cuando el trabajador social se encuentre ante una situación de conflicto entre los intereses de:

- Los propios trabajadores sociales y sus clientes.

- Clientes individuales y otros individuos.

- Grupos de clientes.

- Grupos de clientes y el resto de la población.

- Sistemas/instituciones y grupos de clientes.

- Sistemas/instituciones/empleadores y trabajadores sociales.

- Distintos grupos de profesionales.

2) El hecho de que el trabajador social actúa a la vez para ayudar y controlar.

La relación entre estos dos aspectos opuestos del trabajo social exige una aclaración, basada en una elección explícita de valores, para evitar que se mezclen las motivaciones, o que no estén claras, así como las actuaciones y las consecuencias de dichas actuaciones.

Cuando esté previsto que los trabajadores sociales actúen en un rol de control de los ciudadanos para la Administración, están obligados a aclarar las implicaciones éticas de este cometido y, hasta qué medida, este papel es aceptable desde el punto de vista de los principios éticos del trabajo social.

3) El deber que tiene el trabajador social de proteger los intereses del cliente puede entrar fácilmente en conflicto con demandas de eficiencia y utilidad.

La importancia de este problema aumenta cada día debido a la introducción y uso de la tecnología informática en los diversos campos del trabajo social.

2.3.2 Los principios establecidos en el apartado 2.2 deben ser siempre la base de cualquier consideración o elección hecha por los trabajadores sociales al enfrentarse con cuestiones o problemas en estas áreas.

2.4 Métodos para la resolución de cuestiones o problemas

2.4.1 Es necesario que a la hora de tratar cualquier asunto dentro de las asociaciones nacionales de trabajadores sociales, se tengan en cuenta las cuestiones o problemas éticos y se intente resolverlos en foros colectivos dentro de cada organización. Estos foros deberán posibilitar que los trabajadores sociales discutan, analicen y traten de las cuestiones o problemas éticos con sus colegas, otros grupos de expertos y con personas afectadas por los temas en discusión. Además dichos foros deberán proporcionar la posibilidad de que los trabajadores sociales reciban orientaciones de sus colegas y de otras personas. El análisis y la discusión de cuestiones de tipo ético deben ir siempre encaminados hacia la búsqueda de opciones y posibilidades.

2.4.2 Las asociaciones miembros tienen que elaborar y/o adaptar criterios éticos para los distintos campos de trabajo, sobre todo para aquellos en los que surgen cuestiones y problemas éticos complicados y también para aquellas áreas donde los principios éticos del trabajo social pueden entrar en conflicto con el sistema legal del país en cuestión o la política gubernamental.

2.4.3 Cuando existan unos fundamentos éticos establecidos como guía para las actuaciones en la práctica del trabajo social, el deber de las asociaciones es ayudar a los trabajadores sociales a

analizar y plantearse las cuestiones o problemas éticos sobre estas bases:

1. Los principios básicos de la Declaración (apartado 2.2).

2. El contexto ético/moral y político de las actuaciones; es decir, un análisis de los valores y fuerzas en que se encuadra la acción.

3. Los motivos de la actuación, o sea, procurar que cada trabajador social sea cada vez más consciente de cuales son sus intenciones y objetivos en cada actuación que emprende.

4. La naturaleza de la actuación, es decir, ayudar a realizar un análisis del contenido moral de la actuación, por ejemplo, casos en que hay que imponer una decisión en vez de conseguir una cooperación voluntaria.

5. Las consecuencias que una actuación puede tener sobre distintos grupos, o sea, un análisis de las consecuencias de diversas líneas de actuación sobre todas las partes implicadas, a corto y largo plazo.

2.4.4 Las asociaciones miembro tienen la responsabilidad de promover debates, formación e investigación sobre cuestiones éticas.

3. CRITERIOS ETICOS INTERNACIONALES PARA LOS TRABAJADORES SOCIALES

(Esta sección se basa en el "Código Internacional Deontológico para el Trabajador Social Profesional" adoptado por la FITS en 1976, pero no incluye los principios éticos, dado que éstos figuran actualmente en la nueva Declaración Internacional de Principios Éticos del Trabajo Social, en el apartado 2.2 del presente documento).

3.1 Preámbulo

El trabajo social tiene su origen, de una u otra forma, en filosofías e ideales humanitarios, religiosos y democráticos. Su aplicación es universal y se dirige hacia aquellas necesidades humanas que surgen de la interrelación personal-social, y también a desarrollar el potencial humano. Los trabajadores sociales profesionales se dedican a conseguir el bienestar y la autorrealización de los seres humanos; al desarrollo y utilización correcta de los conocimientos respecto al comportamiento humano y social; al desarrollo de los recursos necesarios para atender las aspiraciones y necesidades de los individuos, de los grupos, nacionales e internacionales; y a la consecución de la justicia social. Basándose en la Declaración Internacional de Principios Éticos del Trabajo Social, el trabajador social está obligado a aceptar estos criterios de conducta ética.

3.2 Criterios Generales de Conducta Etica

3.2.1 Tratar de comprender a cada cliente individual y su entorno, así como los elementos que afectan su conducta y el servicio requerido.

3.2.2 Mantener y defender los valores, conocimientos y metodología de la profesión,

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absteniéndose de cualquier comportamiento que perjudique el desarrollo de la misma.

3.2.3 Reconocer las limitaciones profesionales y personales.

3.2.4 Promover la utilización de todas las técnicas y conocimientos apropiados.

3.2.5 Aplicar métodos adecuados para el desarrollo y la validez de los conocimientos.

3.2.6 Contribuir con la experiencia profesional al desarrollo de políticas y programas que mejoren la calidad de vida en la sociedad.

3.2.7 Identificar e interpretar las necesidades sociales.

3.2.8 Identificar e interpretar los orígenes y naturaleza de los problemas sociales, a nivel, tanto individual como de grupo, comunidad, nacional e internacional.

3.2.9 Identificar e interpretar el trabajo profesional.

3.2.10 Clarificar si las declaraciones públicas o las actuaciones se hacen a nivel individual o en representación de una asociación profesional, entidad, organización, u otros grupos.

3.3 Criterios del Trabajo Social en relación con los Clientes

3.3.1 Aceptar una responsabilidad fundamental respecto a clientes o usuarios concretos, dentro de las limitaciones que marquen los derechos de los demás.

3.3.2 Salvaguardar el derecho del cliente o usuario a una relación de confianza, intimidad y confidencialidad, así como al uso responsable de la información la obtención y difusión de información o datos sólo debe realizarse en función de un servicio profesional, manteniendo al cliente informado de su necesidad y utilización. No se divulgará información sin el conocimiento y consentimiento previos del cliente o usuario, excepto si éste no es responsable o se puede perjudicar gravemente a otras personas. El cliente tiene acceso a los expedientes de trabajo social que le conciernen.

3.3.3 Reconocer y respetar los objetivos, responsabilidades y diferencias individuales de los clientes y usuarios. Dentro del ámbito de la entidad y del medio social del cliente, el servicio profesional debe ayudar a los usuarios a responsabilizarse de las actuaciones personales y atender a todos los clientes y usuarios con igual disposición. En los casos en que los servicios profesionales no puedan ofrecerse en estas condiciones, el cliente será informado para que pueda actuar libremente.

3.3.4 Ayudar al cliente o usuario - individuo, grupo, comunidad o sociedad - a conseguir su autorealización y máximo potencial dentro de los límites de los derechos respectivos de los demás. El servicio debe basarse en ayudar a los clientes y usuarios a comprender y utilizar la relación profesional para desarrollar los legítimos deseos e intereses de dichos clientes y usuarios.

3.4 Criterios del Trabajo Social en relación con las Entidades y Organizaciones

3.4.1 Trabajar y/o cooperar con las entidades y organizaciones cuyas políticas, procedimientos y operaciones van dirigidas a proporcionar servicios adecuados y promover la práctica profesional dentro del marco de los principios éticos de la FITS.

3.4.2 Cumplir responsablemente los objetivos establecidos y las funciones de la entidad u organización, contribuyendo al desarrollo de políticas, procedimientos y prácticas debidas para conseguir los mejores niveles posibles de actuación.

3.4.3 Mantener que la responsabilidad última es hacia el cliente, poniendo en marcha los necesarios cambios de políticas, procedimientos y actuaciones a través de los canales apropiados con los que cuentan entidades y organizaciones. Si se agotan estos canales sin encontrar los remedios necesarios habrá que recurrir a instancias más altas o a la más amplia comunidad de interés.

3.4.4 Garantizar eficiencia y eficacia para con el cliente o usuarios y con la comunidad, por medio de revisiones periódicas del proceso a través del cual se proporcionan los servicios.

3.4.5 Utilizar todos los medios éticos posibles para acabar con las prácticas no éticas cuando las líneas de actuación, procedimientos y prácticas están en conflicto directo con los principios éticos del trabajo social.

3.5 Criterios del Trabajo Social en relación con los Colegas

3.5.1 Reconocer la educación, formación continuada y actuación de los colegas trabajadores sociales y de los profesionales de otras disciplinas, promoviendo toda la cooperación que sea necesaria para conseguir unos servicios cada vez más efectivos.

3.5.2 Aceptar las diferencias de opinión y actuación de los colegas trabajadores sociales u otros profesionales, expresando las críticas a través de los canales adecuados, de forma responsable.

3.5.3 Promover y compartir las oportunidades de conocimientos, experiencia e ideas con todos los colegas, profesionales de otras disciplinas y voluntarios, con el propósito de beneficiarse mutuamente.

3.5.4 Llamar la atención de los organismos adecuados, dentro y fuera de la profesión, en los casos de violación de los principios y criterios éticos profesionales, asegurándose de que los clientes afectados sean adecuadamente involucrados.

3.5.5 Defender a los colegas contra actuaciones injustas.

3.6 Criterios relativos a la Profesión

3.6.1 Mantener los valores, principios éticos, conocimientos y metodología de la profesión y contribuir a su clarificación y mejora.

3.6.2 Mantener los niveles profesionales de práctica y actuar para conseguir que mejoren.

3.6.3 Defender a la profesión contra las críticas injustas, y trabajar para aumentar la confianza en la necesidad de la práctica profesional.

3.6.4 Presentar críticas constructivas de la profesión, y de sus teorías, métodos y prácticas.

3.6.5 Promover nuevos enfoques y metodologías útiles para responder a las necesidades nuevas, así como a las ya existentes.

APPENDIX 3

FAR EAST UNIVERSITY

Eumsung, Chungbuk
Republic of Korea

STUDY ABROAD PROGRAM - STUDENT EXCHANGE PROGRAM
APPLICATION FORM

◦ **Personal Information**

Date of Application: _____

Name of Applicant	Last(Family)Name	First name	Middle name	Attach Photo (Recent in 3 month)
Nationality		**Gender**	□Male □Female	
Marital Status	□Never Married □Married □Divorced/Widowed			
Passport Number				
Permanent Address				
Current Address				
E-mail				
Contact number	Telephone Number			
	Mobile Number			
	FAX			
Parents or Guardians	Name of Parents Father: Mother:			
	Contact Number			
	Name of Guardian:			
	Contact number			

◦ **Academic Information**

Home Institution	Name:_____ Address:

	Academic Major:_____ Minor:_____ Class standing : □Freshman □Sophomore □Junior □Senior □Graduate
Overseas Experience **(List the name of countries you have lived, worked, or studied and how long)**	**Name of Country**　　　　**Duration**　　　　**Reason of Stay** 1) 2) 3)
Check all subjects desired	**Which program/semester you are interested in (check all that apply)** : 　_Global Leadership Development Program : June 21-July 16, 2010 　_Global Leadership Development Program : July 19-August 14, 2010 　_Fall semester : August 30-December 10, 2010 　_Global Leadership Development Program : January 3-29, 2011 **What subject would you like to study while attending Far East University?** 　_Intensive Korean Language (12 hours or more/week) 　_Intensive English Language Institute (12 hours or more/week) 　_Korean Language (4-6hours/week) 　_Chinese Languages (3-9 hours/week) 　_Japanese Languages (3-9 hours/week) 　_Korean Society – History, Peoples, and Culture 　_Business and Management – Several courses 　_Hotel, Tourism, and Hospitality – three or more courses 　_Social Welfare – two or more courses 　_Computer Science – two or more courses 　_Health Sciences – several basic courses 　_Basic Science – a few basic courses 　_Art and Design – a few courses 　_Information Technology 　_Special Education 　_Others, Specify :

* Attach a copy of your academic transcript and letter of recommendation from your department head and/or your professor

◈ Write a short essay (attach about one page) stating why you would like to come and study at Far East University as an exchange student (include any efforts you have made in order for you to be prepared):

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Applicant name : _____ Signature_____

Far East University
Eumsung, Chungbuk, Korea

Global Leadership Development Program
Check for One: ___ Fellowship,   ___ Tutorship,   ___ Participant

Application Form
1) Date of Application
2) Name of Applicant:_____
3) Sex
4) Date of Birth
5) Current Address
6) Permanent Address
7) Telephone contact numbers:
8) E-mail address:
9) Country of Citizenship
10) Name of University/College currently Attending or planning to attend
11) Location of the university
12) Academic Major   Minor
13) Class Standing/Year of Study
14) Grade Point Average_____
15) Name, Location, and Year of High School Graduated: Name _____
    Location_____ Year _____
16) Health Condition: ___ Excellent   ___ Good   Physical and other Health problems, please
    descrive_____
17) Mother Tongue
18) Names of Parents
19) Parents Contact Telephone Numbers   E-mails
20) Two references: Names and Contact Telephone Numbers and E-mail addresses
    (Please request your referees to write recommendation letters directly to: yunkim@feu.ac.kr

Qualifications Required:
1) College/University undergraduate or graduate students in good standing
2) High GPA. 3.0 out of 4.0 or higher
3) Good Moral character
4) Interested in learning and working with peoples of different background
5) Aspiring to be a Global leader

Fellowship Details
1) Roundtrip airfare from the airport nearest to your residence to Inchon, Korea (economy class)
2) Full Room and board (three meals per day) during the GLDP of eight weeks
3) Free tuition and GLDP activity participation costs including cultural and education tours as well as
   enrichment seminars
4) Fixed amount of stipend for Teaching Fellows (Korean Won 4,000,000) and Tutors (Koran Won
   1,000,000)

I certify that all information presented above is true and correct.

Signature _____

Date of Application _____