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This student handbook has been prepared to assist your understanding of the Social Work Program at the University of Wisconsin-River Falls. We expect that you will read the handbook carefully and continually refer to it to answer questions you might have. Additional information may be found in the university catalog and on the Social Work Program’s website at www.uwrf.edu/socialwork. Please feel free to discuss additional questions or concerns with your faculty advisor or the director of the Program.

Ogden Rogers, Ph.D., LCSW(Wi), ACSW
Director, Social Work Program
University of Wisconsin-River Falls
INTRODUCTION

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

(Preamble, NASW Code of Ethics, 2008)

What Is the Purpose of Social Work?

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.

(The Education Policy and Accreditation Standards, C.S.W.E., 2008)
Who Are Social Workers?

Social workers are generally people who:

- have the knowledge about human behavior, social welfare issues and services, about the impact of social policy on people and communities, and about problem solving methods to enhance human functioning.

- value the dignity and worth of every human being, advocate for social justice for all people, respect individual differences, possess personal integrity and commitment to service;

- possess the skills to help people develop their potential for effective living and also help improve the quality of human life.

What Type of Person Is Interested in Social Work?

In general if you...

- have motivation to reduce human suffering;
- have convictions about human values in a free society;
- have the ability to face and challenge some of the harsh realities of life such as poverty, racism and sexism that deny the right to equality;
- believe that society has an obligation to all people: the welfare recipient, the abusing parent, the chemically dependent, etc.;
- have the courage to allow people the right to determine their own destiny.

Then you...

- may find challenge and satisfaction through a professional role in social work practice.
What Do Social Workers Do?

Social work is an active, “doing,” profession that empowers people to bring about positive change in problem situations through problem solving or prevention. Therefore, social workers are actively involved in wide-ranging tasks. Some of the more important roles played by social workers under different job titles (such as caseworker, counselor, probation officer, intake worker, community organizer, group worker) are: outreach workers, broker, advocate, evaluator, mobilizer, teacher, behavior changer, consultant, community planner, data manager, administrator, and caregiver. Social workers are employed in a wide variety of settings in both the private and public sector. They work in nursing homes, hospitals, schools, residential treatment centers, correctional institutions, community centers, homeless shelters, human service agencies, juvenile courts, employee assistance programs, mental health centers, etc.

What Is the BSW?

The Social Work Program offers students a Bachelor of Social Work degree (a major in social work) as professional preparation for social work employment. On the undergraduate level, a social work degree prepares you for competent beginning professional social work practice. Based on a broad liberal arts foundation, the social work major is a combination of academic and experiential courses leading to the bachelor’s degree in social work - BSW. Recognition is given by employers to students holding a BSW from an accredited program and advanced standing is offered by many MSW programs. This Social Work Program was accredited by the Council on Social Work Education in January, 1993, retroactive to May, 1991.

The Council on Social Work Education is an organization that was created by a group of social work professionals who were concerned that institutions of higher education which trained social workers adhered to standards of excellence. The major purpose of CSWE is to develop standards for the education of social work practitioners, and monitor and assure that the standards are upheld.

Through academic courses you will be given the tools you will need to help people and systems resolve their problems. You will be prepared to work in a wide variety of settings, population groups, and problem areas. You will have your assumptions about helping people challenged as you are invited to evaluate the many causes of social problems and commit yourself to work to increase social and economic justice for all people. A BSW prepares you to provide leadership in the development of just and effective service delivery systems. It also prepares you to be a life-long learner who will contribute to the knowledge base of your profession.

Through the field placement program you will be able to personally test your developing helping skills. In the field you will also confront many of the professional value issues discussed in the classroom. When you complete your undergraduate degree requirements with a major in Social Work, you will be ready to assume full responsibility for entry level professional employment.
The primary mission of the Department of Social Work at UW-River Falls is to prepare undergraduate students for ethical and competent generalist social work practice with individuals, families, groups, organizations, and communities. As graduates, students are expected to be enlightened as citizens, appreciative of diversity, committed to human rights, social justice, and prepared to be life-long-learners who will contribute to the knowledge base of their profession. The Department commits itself to being an active, contributing part of the university community, the world, and the region within which the campus is located.

Social Work Program Goals and Objectives/Competencies*

Goal 1. To graduate students prepared for and committed to lifelong learning based on the integration of the skills of critical thinking, a foundation of liberal arts education and the knowledge base of generalist social work education. Graduates will:

2.1.3 Apply critical thinking to inform and communicate professional judgments
2.1.7 Apply knowledge of human behavior and the social environment
2.1.6 Engage in research-informed practice and practice-informed research
2.1.9 Respond to contexts that shape practice

Goal 2. To graduate students who are prepared for entry level generalist practice using social work professional foundation knowledge, values, ethics and skills with client systems of various sizes and in different practice settings. Graduates will:

2.1.1 Identify as a professional social worker and conducts self accordingly
2.1.2 Apply Social Work Ethical Principles to guide professional practice
2.1.6 Engage in research-informed practice and practice-informed research
2.1.9 Respond to contexts that shape practice
2.1.10a-d Engage, Assess, intervene and evaluate with individuals, families, groups organizations and communities.

Goal 3. To graduate students who are committed to and prepared to be leaders in seeking social justice for all people, particularly those experiencing poverty, discrimination and/or oppression. Graduates will:

2.1.4 Engage diversity and difference in practice
2.1.5 Advance Human rights and social and economic justice

Goal 4. The Social Work Program will be involved in outreach activities that enrich both the quality of the Program and the well-being in the region around the University. Graduates will:

2.1.6 Engage in research-informed practice and practice-informed research
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
2.1.9 Respond to contexts that shape practice
2.1.10a-d Engage, assess, intervene, and evaluate with individuals, families, groups organizations and communities.

* Objective/Competencies are based upon the Goals of the program, and derived from the CSWE EPAS.
University General Education and Liberal Arts Plan

All undergraduate students must complete General Education Program requirements comprising slightly less than one-third of the total credits needed to earn a degree. The General Education Program is designed to develop essential academic skills, to acquaint students with their cultural heritage, and to provide them with a broad base of liberal studies in the humanities, mathematics, and in the social and physical sciences. This program will serve as a foundation for study in a major. Further, it will develop breadth of knowledge and will cultivate the critical judgment necessary for mature and responsible lives in work, in leisure and as citizens of the nation and the world.

UWRF General Education Mission Statement:

The purpose of the UWRF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; to demonstrate knowledge of past and present human endeavor; apply scientific principles to the human and natural world; engage in multidisciplinary inquiry; and to evaluate individual responsibility to self, society, and the world.

To accomplish this mission there are five goals with one to three designators to each of the goals, with a certain number of credits attached. The goals are outlined below with the approved courses.

Courses in bold are best oriented to the 4-year suggested plan in social work

GOAL ONE: COMMUNICATE EFFECTIVELY: Students will demonstrate the ability to read, write, speak, and listen effectively.

CW (Communication – Reading and Writing) – select one course
ENGL 100-Academic Reading and Writing (3)
ENGL 101-Freshman English for International Students I (3)

CS (Communication – Speaking and Listening) – select one course
CHIN 101-Beginning Chinese I (4)
FREN 101-Beginning French I (4)
GERM 101-Beginning German I (4)
JAPN 101-Beginning Japanese I (4)
SPAN 101-Beginning Spanish I (4)
COMS 101-Fundamentals of Oral Communication (3)
COMS 116-Business and Professional Communication (3)

CA (Advanced Communication) – select one course
ENGL 200-Investigating Ideas: Reading, Writing, & the Disciplines (3)
ENGL 201-Freshman English for International Students II (3)
GOAL TWO: DEMONSTRATE KNOWLEDGE OF PAST AND PRESENT HUMAN ENDEAVOR:
Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.

SB (Social and Behavioral Sciences) – select two courses (Courses taken under both SB and HF designators must be from different disciplinary prefixes) The 3 bold courses below are required as part of the Social Work Foundation

ANTH 100-Introduction to Anthropology (3)
ECON 100-Modern Economics (3)
ECON 150-International Economics Issues (3)
ESM 107-Planning for a Sustainable Society (3)
GEOG 120-Human Geography (3)
HIST 100-Defining Theses in U.S. History (3)
HIST 101-Origins of Civilization (3)
HIST 102-History of the Modern World, 1500-Present (3)
HIST 201-Introduction to Asian Civilization (3)
HIST 333-Silk, Spices, and Silver: The Making of the Global Exchange System to 1700 (g) (3)
MNGT 250-Global Business & Society (3)
POLS 110-Controversies in Politics (3)
POLS 114-American Government and Politics (3)
POLS/JOUR 220-Introduction to Public Opinion and Political Behavior (3)
POLS 245-Introduction to Comparative Politics (3)
POLS 260-Introduction to International Relations (3)
PSYC 101-General Psychology (3)
SOCI 100-Introduction to Sociology (3)

HF (Humanities and Fine Arts) – select two courses (Courses taken under both SB and HF designators must be from different disciplinary prefixes)

ART 100-Introduction to Art (3)
ENGL 105-Literature and Human Experience (3)
ENGL 106-Literature: Introduction to Fiction, Poetry, and Drama (3)
ENGL 107-Heroes in Literature (3)
DANC 100-History/Appreciation of Dance (3)
HUM 311-Arts & Ideas I (3)
HUM 312-Arts & Ideas II (3)
MUS 100-Understanding Music (3)
MUS 234-Music History and Literature I (4)
PHIL 151-Living Issues in Philosophy (3)
PHIL 201-Human Nature, Ethics and the Natural World (3)
PHIL 221-Ancient Philosophy (3)
PHIL 240-Social Ethics (3)
PHIL/ART 310-Philosophy and History of Visual Art (3)
PHIL 323-Science & the Philosophers of the Age of the Enlightenment (3)
POLS 230-Introduction to Political Philosophy and Ideology (3)
POLS/PHIL 318-Religion and Politics (3)
THEA 105-Introduction to Theater and Drama (3)
DFT/FILM 200-Introduction to Film Studies (3)
GOAL THREE: APPLY SCIENTIFIC PRINCIPLES TO THE NATURAL WORLD: Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning.

M (Mathematics) – select one course

- MATH 126 - Activities in Math (3)
- MATH 146 - College Algebra (3)
- MATH 147 - Algebra and Trigonometry (3)
- MATH 149 - Pre-Calculus (4)
- MATH 156 - Calculus for Business (3)
- MATH 166 - Calculus for Science and Math (4)
- MATH 216 - Elementary Statistical Concepts (3)
- MATH 226 - Fundamentals of Statistics (3)
- MATH 246 - Math for Elementary Teachers I (4)

**PSYC 201 - Behavioral Statistics (4)**
TID 323 - Content and Techniques of K-3 Mathematics I (3)

SL (Scientific Investigation) – select one course (but can take two courses and skip S) (The courses taken under the SL and S designators must be from different disciplinary prefixes)

- BIOL 100 - Introduction to Biology (3)
- BIOL 150 - General Biology (3)
- CHEM 101 - Elementary Principles of Chemistry (3)
- CHEM 120 - Introduction to General Chemistry (6)
- CHEM 121 - General Chemistry I (5)
- CHEM 130 - Introduction to Organic Chemistry (5)
- GEOL 102* - Intro to Geology, Laboratory (1)
- GEOL 202 - Oceanography (3)
- PHYS 166* - General Physics Laboratory I (1)
- PHYS 151 - General Physics I (4)

*these classes must be taken with the corresponding lecture class and change the designator from S to SL

S (Sciences) – select at least one course (if only taking one SL course) (The courses taken under the SL and S designators must be from different disciplinary prefixes)

- BIOL 101 - Concepts in Biology (3) (if another lab science other than BIOL was taken above)
- CHEM 100 - Modern Alchemy (3)
- FDSC 110 - The Science of Food (3)
- **GEOG 110 - Physical Environment: Patterns and Systems (3)**
- GEOL 101 - Introduction to Geology (3)
- PHYS 114 - Basic Physics (3)
- PHYS 117 - Astronomy (3)
- PHYS 151 - General Physics I (4)
- PHYS 161 - General Physics I (4)
GOAL FOUR: ENGAGE IN MULTIDISCIPLINARY INQUIRY: Students will analyze questions and issues from multidisciplinary perspectives.

MD (Multidisciplinary Inquiry) – select one course

- AFES 492 - Experiential Learning in Agriculture (3)
- ART 392 - Pre-Columbian Art of Mesopotamia (3)
- BIOL 308 - HIV/AIDS: Science and Society (g) (3)
- ENGL/HIST/GEOG 385 - Interdisciplinary Seminar on the American Frontier (3)
- ENGL/FILM/WMST 300 - Women in Film and Society (3)
- ENGL 306 - Postcolonial Literature and Film (g) (3)
- ENGL/FILM 307 - Ethnic Film, Literature, and Culture (d) (3)
- ENGL 308 - Russian Literature: Society and Culture through the Eyes of 19th and 20th Century Writers (g) (3)
- ENGL/FILM 317 - Modern East Asian Literature and Cinema (g) (3)
- ESM/BIOL/GEOG 300 - Environmental Education (3)
- FILM/HIST 402 - History in Film (3)
- GEOG 324 - Historical Geography of the United States (3)
- GEOG/POLS 428 - Political Geography (3)
- GEOL 350 - Geological Destinies of Nations (g) (3)
- HIST 382 - Italy: Art and Culture (g) (3)
- HIST 333 - Silk, Spices, and Silver: The Making of the Global Exchange System to 1700 (g) (3)
- HUM 300 - Multidisciplinary Human Perspectives (3)
- HUM 311 - Arts & Ideas I (3)
- HUM 312 - Arts & Ideas II (3)
- INTS 365 - Contemporary Europe (g) (3)
- INTS 377 - Semester Abroad Europe (g) (6)
- MDIS 496 - Social Science Perspectives (3)
- PHIL 301 - Environmental Ethics, Liberalism, and Capitalism (3)
- PHIL/ART 310 - Philosophy and History of Visual Art (3)
- PHIL 323 - Science & the Philosophers of the Age of the Enlightenment (3)
- PHIL 345 - God, Religion, and Science (3)
- PHYS 350 - Science and Art (3)
- POLS 359 - Criminal Justice Policy (3)
- SOCI 328 - Perspectives on Race Relation (3)
- SOCI 341 - Sociology of Later Life (3)
- SOCI/ANTH 395 - Belize Study Tour (3)
- TED 327 - Australia: An Integrated Cultural Study (g) (3)
- WGST 320 - Gender Issues in Science (3)
- WGST 350 - Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies (3)
- WIS 310 - Scotland: Heritage and Culture (3)
GOAL FIVE: EVALUATE INDIVIDUAL RESPONSIBILITY TO SELF, SOCIETY, AND THE WORLD:
Students will make and defend judgments with respect to individual conduct and well being,
citizenship, and stewardship of the environment.

HW (Personal Health and Wellness) – select 3 courses

   P ED 108-Health and Fitness for Life (required) (1)
   PE-2 activity courses (select two activity courses) (.5 credit)

EC (Ethical Citizenship) – select one course

   ANSC 115-Animal Welfare (3)
   CROP 120-Plants and Society (3)
   CSIS 120-Technology and Cyberspace: Ethics and Issues (3)
   ENGL 205-Literature of War:Culture and Ethics (3)
   ENGL 226-Detective Fiction (3)
   ENGL 228-Literature of Environmental Justice (3)
   ENGL 230-International Short Story (3)
   ENGL 310-U.S. Environmental Literature (3)
   ENGL 374-Cyberliteracy and Writing on the Web (3)
   ESM 105-Introduction to Environmental Studies (3)
   FINC 210-Personal Finance (3)
   GEOL 269-Environmental Geology (3)
   JOUR 101-Introduction to Mass Communication (3)
   MNGT 250-Global Business & Society (3)
   PHIL 201-Human Nature, Ethics and the Natural World (3)
   PHIL 224-Existentialism (3)
   PHIL 304-Business Ethics (3)
   POLS 114 - American Government and Politics (3)
   POLS 230-Introduction to Political Philosophy and Ideology (3)
   SOWK 150-Introduction to Social Work (3)
   TED 326-Place-Based Science for Early Childhood Educators (3)
CURRICULUM DESIGN

A minimum of 54 semester hours in social work courses, including a 2 semester field placement (12 credits) is required for a BSW degree. In addition, 11 semester hours of supporting courses, a minimum of 42 hours of general education, a minimum of 10 credits of liberal arts, plus 6 credits of electives (1 guided) to total 120 semester hours is required:

Course Requirements

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credits</th>
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<tr>
<td>A. Communication</td>
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<tr>
<td>B. Humanities and Fine Arts</td>
<td>9</td>
</tr>
<tr>
<td>C. Social &amp; behavioral Sciences (Econ. 100, Poli Sci. 114, Psych 100)</td>
<td>9</td>
</tr>
<tr>
<td>D. Sciences (including Biology 100)</td>
<td>9</td>
</tr>
<tr>
<td>E. Senior Level Interdisciplinary Capstone</td>
<td>2</td>
</tr>
<tr>
<td>F. Physical Education</td>
<td>2</td>
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<td><strong>Total</strong></td>
<td><strong>40</strong></td>
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II. Liberal Arts (including Biology 253, Humanities 3cr, Mod Lang,3-4 cr) | Total 10-12 |

III. Required Social Work Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Swk 150</td>
<td>Intro to Social Work Services</td>
<td>3</td>
</tr>
<tr>
<td>Swk 205</td>
<td>Intro to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>Swk 215</td>
<td>Human Behavior in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>Swk 250</td>
<td>Use, Abuse, and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>Swk 300</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Swk 260</td>
<td>Practice with Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>Swk 324</td>
<td>Theory and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>Swk 325</td>
<td>Theory and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>Swk 350</td>
<td>Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>Swk 389</td>
<td>Special Topics in Social Work (2)</td>
<td>6</td>
</tr>
<tr>
<td>Swk 424</td>
<td>Advanced interviewing and Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Swk 426</td>
<td>Theory and Practice III</td>
<td>3</td>
</tr>
<tr>
<td>Swk 472</td>
<td>Social Work Field Placement (2 semesters)</td>
<td>12</td>
</tr>
<tr>
<td>Swk 480</td>
<td>Senior Integrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Swk 481</td>
<td>Integrating Policy and Research</td>
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<tr>
<td><strong>Total</strong></td>
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IV. Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>Soc 100</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>Psych 201</td>
<td>Statistics</td>
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<td><strong>Total</strong></td>
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V. Elective

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Guided Elective (Selected from Program approved list)</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<td><strong>Total</strong></td>
<td><strong>8-10</strong></td>
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**Total Credits Required for Graduation:** 120
## Suggested Course Sequence

### "Declaration" of Social Work as Major

<table>
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<th>Freshman</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>Communication-Reading/Writing-CW</td>
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<td>Communication-Speaking/Listening-CS</td>
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### Sophomore

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Description of Social Work Courses

150 Introduction to Social Work Services
3 cr. hrs.
This course is designed to provide an introduction to social work services. It will include an examination of required skills, settings for practice, client populations, special issues, history of social work services, current social service programs and policies, and how social work differs from other professions. It will also provide an opportunity to examine the values/ethics integral to social work practice and begin to explore the compatibility of personal value systems with those of the profession. (F, Sp)

205 Introduction to Social Work and Social Welfare
3 cr. hrs.
This is a “writing intensive” course. This course is designed to provide an introductory knowledge of social welfare and social work, the philosophy of the methods of social work practice and human behavior in macro systems, the current issues in social welfare, the three major perspectives of social welfare/social work and the professionalization of social work. An integral part of the course is the analysis of personal values and ethics in conjunction with an understanding of social work values and ethics. Also included is a beginning understanding of the systems perspective and generalist social work practice. Prerequisite: Soc. 100, SWK 150 or consent of instructor. (F)

215 Human Behavior in the Social Environment
3 cr. hrs.
This course will describe and explain intra- and inter-individual human behavior over the life span, the consequences of those behaviors in interactions with systems in the social environment and the implications of both for social work practice. Special attention will be paid to helping students understand not only the typical processes of development, but also to appreciate the individuality which each person brings to that process. (Sp)

250 Use, Abuse and Addiction
3 cr. hrs.
This course will introduce students to theory and research relevant to understanding the process of addiction. It will include information on problem identification as well as strategies and skills necessary for entry level work with persons who are addicted. It will also include content on prevention. Although the major focus of this course will be on chemical dependency, content will be included on other addictions including eating disorders and gambling. This course will emphasize the impact of addiction on the family and other social systems. It will be taught from a social work perspective; however, it will be useful for any student planning on becoming a helping professional. (F)

260 Practice with Diverse Populations
3 cr. hrs.
Students in this course will learn the theoretical frameworks, knowledge and skills necessary for working with minority populations as helping professionals. It will include specific content appropriate for practice with Native American, African American, Hispanic and Hmong persons as well as content on other minority populations including women; people who are gay, lesbian, or bisexual, as well as persons with disabilities. Although this course is taught from a social work perspective, it is appropriate for all students considering helping professions. (Sp)

300 Research Methods
3 cr. hrs.
This is a “writing intensive” course designed to enable students to learn the value of research for understanding human behavior and improving social work practice decisions. The emphasis is on basic concepts, the research process, research designs (particularly single subject designs), evaluation research, collecting and analyzing data, qualitative research, writing reports and ethical issues. Prerequisite: Psych. 201 or Math 226.
Basic Helping Processes will help students integrate social work values and ethics as well as teach students the problem solving process integral to social work practice with individuals, families, groups, organizations and communities. It will provide the students with an introduction to basic communication skills needed at all levels of generalist social work practice and with a beginning opportunity to practice those skills at the individual system level. Prerequisites: SWK 215 and admission to major. (F)

325 Theory and Practice of Social Work II  (“Mezzo”)  3 cr. hrs.
This course will assist the student to apply the basic helping process skills learned in SWK 324 by focusing on skill development beyond the individual system to family and small group systems. A specific transition from individual systems to the use of family and small group systems examples will be utilized. Further skills in group process, family dynamics, communication and problem solving with small group systems will be developed. Prerequisite: SWK 324. (Sp)

350 Social Welfare Policy  3 cr. hrs.
This course is designed to acquaint the student with social welfare policy and social justice in the United States, the impact of that policy on program development and the manner, therefore, in which needs of society are met or left unmet. It is further designed to help the student realize and practice the influence with which social workers are capable, and the steps necessary to implement such a change effort in policy/practice situations Prerequisite: SWK 205, or consent of Social Work Program Director. (F)

389 Special Topics in Social Work  3 cr. hrs.
These courses offer an in-depth study of selected topics in social work/social welfare. The course may be repeated for credit when a different topic is covered, no more than nine credits of Special Topics may count toward the major. (Offered each semester.)

389 Special Topics in SW: Child Welfare  3 cr. hrs.
This course provides students with entry level knowledge and skills appropriate for working in the diverse areas identified as child welfare including: physical/sexual abuse, neglect, adoption, foster/institutional care, juvenile court/corrections, as well as children who are “at risk” because of chemical abuse/dependency, poverty, divorce, discrimination, etc. It also covers many of the philosophical, political and ethical issues which are a challenge in child welfare policy and program development today. (Offered on a bi-yearly basis.)

389 Special Topics in SW: Family Based Social Work Practice  3 cr. hrs.
This course is designed to train the social work student to work with families with a focus on the family as a system. The problem solving model with a strengths perspective will be the means utilized. Family systems theory will form the theoretical base for the course. Diversity will include ethnic differences and lifestyle differences. (Offered on a bi-yearly basis.)

389 Special Topics in SW: Mental Health Systems  3 cr. hrs.
This course focuses on mental health systems in Wisconsin and Minnesota as well as the role of the federal government. The mental health laws of the two states, the delivery of services, the role of mental health professionals (including social workers), the role of managed care, private and public collaboration, advocacy groups, research organizations (NIMH) etc. will be addressed. The systems perspective will be the theoretical base. The course will review the medical model, the strengths perspective and issues within the mental health "community". (Offered on a bi-yearly basis.)

389 Special Topics in SW: Suicide, Euthanasia and Client Self Determination  3 cr. hrs.
This course focuses on the issues of suicide and euthanasia in the United States as well as utilizing a more global perspective with a comparison with other countries as appropriate. Life crisis, stress, perfectionism, role loss, physical loss, mental loss, etc will be important components of the class. Both suicide and euthanasia will be studied with an emphasis on adolescents, elderly, race and ethnicity.
Prevention, intervention, and follow-up services will be addressed. The role of the social worker will be explored and the systems perspective will be the theoretical base. (Offered on a bi-yearly basis.)

389 Special Topics in SW: Human Rights Law 3 cr. hrs.
This course takes a primary documents approach to the exploration of Human Rights, and the international instruments that have been created to enumerate these rights. The course explores the purposes and mechanisms of Law, International Law, and a number of the major documents that constitute International Human Rights law and International Humanitarian Law. Social Work has foundational values in the dignity of the Individual and the promotion of social and economic justice. (Offered winter and summer)

424 Advanced Interviewing & Crisis Intervention 3 cr. hrs.
This is a senior level practice course designed to explore and develop the knowledge and skills used by social workers in acute human helping contexts. The major focus of this course is on the skill development of “use-of-self” in interviewing and problem solving in difficult psychosocial contexts, including individual, family, and mass crisis. Prerequisite: SWK 325, concurrent registration with SWK 472. (Sp)

Designed to continue the students understanding and utilization of a systems perspective, this course helps the student develop a conceptual understanding of the macro systems (organizations, communities and society) as well as of applying this knowledge to professional practice. Prerequisite: SWK 325, concurrent registration with SWK 472. (F)

472 Social Work Field Instruction (x2) 6 cr. hrs.
Students are given direct practice experience in a community agency to gain an in-depth understanding of the activities and programs of an agency, and, most important, to begin integrating social work knowledge, skills, values and ethics in a practice setting. The student spends 225 hours both fall and spring semesters at a social work agency for six credits each semester. Students are also required to attend weekly meetings with the Faculty Liaison and register concurrently for SWK 480 and 424 (fall semester) and SWK 481 and 426 (spring semester). Prerequisites: SWK 300, 325, 350, and admission to Field Placement Program. (F, SP)

480 Senior Integrative Seminar 3 cr. hrs.
This course is designed to be taken concurrently with field instruction. The student will engage in a semester long process of exploring the integration of social work/social welfare practice knowledge, skills, values and ethics with organizational tasks, responsibilities and policies preparatory to their entering the field of generalist practice. Prerequisite: concurrent registration in SWK 472. (F)

481 Integrating Practice and Research 3 cr. hrs.
An integrative course exploring advanced social work practice issues as they are influenced by social welfare research. Taken concurrently with Social Work 472, students are assisted in evaluating and utilizing their own skills within an agency setting in signal subject design, survey research, program evaluation, etc. Prerequisites: SWK 380 and concurrent registration in SWK 472. (Sp)

490 Readings in Social Work 1-3 cr. hrs.
The course is designed for social work majors. Students must complete an application and receive department approval before registering. Students are limited to two credits per semester and a total of four credits. Prerequisite: SWK 215. (F, SP)

499 Independent Study 1-3 cr. hrs.
The course is designed for social work majors. Students must complete an application and receive department approval before registering. Students are limited to two credits per semester and a total of four credits. Prerequisite: SWK 215. (F, SP)
Definition of Generalist Practice

In order to understand the above Goals and competencies and the Program Mission Statement it is necessary to understand the term "generalist practice." This definition derives from the Educational Policy statement of the Council on Social Work Education (2008, Revised 2010)

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.”

The basic principle of generalist social work practice is that the social worker must be able to utilize a problem solving/helping process informed by a strengths based perspective to engage, assess, intervene, and evaluate practice effectively with various size systems including individuals, families, groups, organizations, and communities. Generalist practitioners identify with the values and ethics of the Social work profession. They are informed with knowledge and theory about human behavior in the social environment. They value diversity, human rights, social and economic justice in their practice. The have developed an ability to apply critical thinking in practice and engage in research informed practice and practice informed research. They are informed and engage in policy practice to advance social and economic well-being, and are sensitive to and responsive to the contexts that shape their practice. The expectation is that the social worker will play a variety of roles, many of them simultaneously.

The knowledge and skills of the generalist are transferable from one setting to another, one population to another, as well as from one problem-area to another. The effective generalist practitioner must be able understand and demonstrate how Social Work Knowledge, Values, Skills, and Research inform each other, and the professional.

Social Work Writing Policy

The UW-RF Social Work Program is strongly committed to ensuring that graduates receiving the BSW degree possess competent writing skills. To that end, it is the Program policy that:

1. All social work courses will contain assignments requiring students to engage in writing. This may include research papers, term papers, article reviews, essay test questions or any other assignments which allow the student to demonstrate an appropriate level of writing skill.

2. Some of the criteria used for grading all writing assignments within the social work courses will be correct grammar, punctuation and spelling as well as appropriate organization and clarity of content.

Academic Credit for Life and Work Experience

The University of Wisconsin-River Falls does not allow credit for life experience and/or previous work experience, in whole or in part, in lieu of field placement or academic course work.
Non-Discrimination and Diversity

The Social Work Program of the University of Wisconsin-River Falls is committed to a policy of providing equal opportunity for all qualified individuals regardless of race, religion, creed, color, sex, national origin, ethnicity, ancestry, age, disability, marital status, pregnancy, sexual orientation, gender identity/expression, political affiliation, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin.

ADMISSION

The completion of a BSW at UW-RF requires the student to proceed through three stages of admission. The first stage involves securing admission to UW-RF and declaring social work as a major. The second is applying for formal admission to the major itself. The last step is the application for admission to field placement.

Admission to the Social Work Program

Students wishing to major in social work may either declare social work as a major when entering the university or complete an official university Change of Major Form. The student will then be assigned a social work advisor and be permitted to enroll in the first three social work courses: Intro to Social Work Services (SWK 150), Introduction to Social Work and Social Welfare (SWK 205) and Use, Abuse, & Addiction (SWK 250).

The second step identified above, applying for admission to the social work program, is designed to accomplish two goals. First, it is based on the need to maintain a program of excellence in the classroom and to assure the availability of quality field experience placements by limiting the number of students admitted to the program. Second, it is intended to identify and admit to the program those students who may reasonably be expected to complete the program academically, to be accepted by agencies for field placement and to perform competently as professionals upon graduation.

All students who meet the minimum requirements for the Social Work Program are invited to apply. No student will be denied admission on the basis of race, religion, creed, color, sex, national origin, ethnicity, ancestry, age, disability, marital status, pregnancy, sexual orientation, gender identity/expression, political affiliation, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin. This program is committed to having a diverse student body. Students should be aware however, that meeting the minimum standards does not guarantee admission to the program. The program reserves the right to limit the number of students admitted to the program each semester. Students have the right to appeal a denial of admission to the program by following the procedures outlined later in this Student Handbook.
Requirements

1. Completion of 36 semester credit hours prior to admission.

2. Attainment of a minimum cumulative grade point average of 2.25 on a 4.0 scale at the time of application.*

3. Attainment of a minimum cumulative grade point average of 2.5 at the time of application in all social work prefix (Swk) courses including a “C” or better in all social work courses.*

*Grades for course work accepted at UW-River Falls as transfer credit will be included in the computation of both cumulative and social work course G.P.A.


5. Completion of 30 hours of certified, post-high school volunteer service in community agencies. (Verification and evaluation of this experience is submitted to SWK 150 instructor by the student prior to the completion of that course. This document is placed in the student’s application file by the Program Assistant.)

6. Submission of a writing sample as specified by the faculty member teaching SWK 205.


8. Approval by the social work faculty: Approval is based upon an assessment of the criteria listed below. Sources of information by which to evaluate students include the evaluations completed by social work faculty at the conclusion of each social work course, the evaluation completed by volunteer work supervisors and from any other information presented by social work and/or other faculty members who have had personal contact with the student. Factors included in the assessment include:
   a. class attendance.
   b. appropriate participation in classroom activities.
   c. ability to meet deadlines.
   d. ethical conduct.
   e. ability to maintain positive relationships with faculty and other students as well as clients and supervisors in volunteer placements
   f. willingness and beginning ability to examine own values and biases as they relate to social work practice.
   g. ability to communicate effectively both in written and oral form.
   h. maintenance of at least one year in recovery if student has history of chemical dependency.
   i. reasonable emotional stability and maturity (serious questions raised by social work faculty in this areas will result in a requirement that student complete a psychological/psychiatric assessment by a professional agency approved by the student’s advisor at the student’s expense.)
   j. presence of any criminal record which would indicate a history of physical violence, sexual misconduct or any other offense which would make the student unemployable as a social work professional.

9. Any student who withdraws from the social work program or does not take classes at UW-RF for three or more sequential semesters must reapply for admission into the program.
Transfer Students

10. A student accepted into the University as a transfer student, who has not been turned down for admission to another accredited Social Work Program, must complete a minimum of one semester of courses at UW-RF, including at least one social work course, prior to admission to the Social Work Program. Such a student may be provisionally admitted to the program for a semester, pending review by the social work faculty upon completion of the required semester. **This admission may be denied due to space availability within the program.**

11. A student accepted into the University as a transfer student, who has been refused admission to another Social Work Program, will be asked to sign a release of information allowing the UW-RF Social Work Program Director to communicate with the faculty at the previous Social Work Program. Whether the students will be accepted or not will depend upon the number of students already admitted to the program, the reason for the student not being admitted from the previous program, and the results of an interview with the Program Director.
Procedure

Students seeking admission to the social work major will do the following:


2. Submit the following required materials to the secretary for the Social Work Program, Deans’ Office College of Education Building, by the first Monday in December.
   b. Current DARS.
   c. Designated writing sample.

Upon receipt of all required admission materials, the Social Work Program faculty will:

1. Review the application materials.
2. Require an interview with the faculty if deemed necessary or appropriate.
3. Notify applicants in writing within forty five (45) days of the decision regarding admission to the major.

Students transferring into the UW-RF Social Work Program from another accredited social work program/department who have not been denied admission to that program will:

1. Complete the above described process.
2. Provide verification of a minimum of 30 hours of social work relevant volunteer work with supervisory evaluation, completed while enrolled at previous university/college, or complete 30 hours of social work relevant volunteer work during first semester enrolled at UW-RF and again providing verification and evaluation from supervisor.
3. Be granted provisional status (if designated as a part of the accepted pool of students) for one semester.
4. Complete one semester, taking at least one social work prefix course, before the provisional status will be reviewed by the social work faculty. Acceptance will either be confirmed or denied at that point.

Students transferring into the UW-RF Social Work Program from another accredited social work program/department who have been denied admission to that program will:

1. Complete the above described process.
2. Be asked to discuss the reason for denial of admission with the Program Director. Student will also be asked to allow the advisor to communicate with the prior social work program/department regarding the reason for the denial of admission.
3. Complete one semester, taking at least one social work prefix course, before being considered for admission to the major.

Students have the right to appeal a denial of admission to the social work major according to the procedures outlined in this handbook.
Admission to Field Placement

The completion of a BSW at UW-RF requires the student to proceed through three stages of admission. The first stage involves securing admission to UW-RF and declaring social work as a major. The second is applying for formal admission to the major itself. The last step is the application for admission to field placement, which is a requirement for graduation with a BSW degree. Because students will be working directly with individuals in a helping relationship, it is necessary that they meet certain standards for admission to field placement.

Requirements

1. Admission to the social work major at UW-RF.
2. Completion of the following courses: SWK 300, SWK 325, and SWK 350.
3. Attainment of a minimum cumulative grade point average of 2.25 overall on a 4.0 scale at the time of application.
4. Attainment of a minimum cumulative social work (all social work courses) grade point average of 2.50 on a 4.0 scale at the time of application (including a grade of “C” or better in all social work courses).
5. Grades for course work accepted at UW-River Falls as transfer credit will be included in the computation of both cumulative and social work course G.P.A.
6. Completion of the on-line Application for Field Placement.
7. Agreement to take SWK 480 and 424 concurrently with field placement in the fall semester as well as SWK 426 and 481 concurrently with field placement in the spring semester.
8. Valid driver’s license
9. Agreement to adhere to the NASW Code of Ethics.
10. Approval of the social work faculty.

Procedure

Students seeking admission to social work field placement must do the following:

1. Secure a copy of the Social Work Field Manual at www.uwrf.edu/sowk
2. By the second Monday in February, the following must be submitted via the on-line Application for Field Placement located on the programs website.
   a. Completed Application for Field Placement form which includes:
      - Current unofficial transcript
      - Updated professional resume
      - Copy of valid driver’s license
      - Proof of current automobile insurance coverage

Upon receipt of all required admission materials, the social work faculty will:

1. Review the application materials.
2. Require additional information or an interview with the social work faculty if deemed necessary or appropriate.
3. Notify applicants in writing within sixty (60) days of the decision regarding admission to the field placement program. (Responsibility of Field Placement Coordinator)

Students have the right to appeal a denial of admission to social work field placement according to the procedures outlined in the Student Handbook at http://www.uwrf.edu/sowk
Securing the Field Placement

At the end of the Fall Semester, the Field Placement Coordinator meets with the juniors to provide an orientation to the process for applying for and securing a field placement. Students will be given directions on how to complete the on-line Application for Field Placement, an explanation of the process of securing a placement and information about potential agency settings with due dates for all material. Once the student is accepted into field, per the process described above, the Field Placement Coordinator will begin the process of coordinating field placements. The Field Coordinator will contact current Field Supervisors and identify and meet with additional potential supervisors in order to match agencies with students.

The Coordinator will contact the appropriate Field Supervisor giving that person the name and student’s application to the field. Once the agency has indicated that they would be interested in offering a placement opportunity, the student is responsible for making an appointment with the potential Field Supervisor, making available a current resume and whatever else is required for application to that particular agency. The Field Supervisor will interview the student and together they will determine whether this is an appropriate placement. Both the Field Supervisor and student will let the Field Placement Coordinator know if this placement is a good match. If both the student and Field Supervisor are in agreement, then the placement will be confirmed via an email by the Field Placement Coordinator.

If a student is not offered the placement after the interview she/he will meet with the Field Coordinator to talk about another possibility. If a student interviews in three agencies and is not successful in securing a placement, the Field Coordinator may choose not to offer any further placements. (Placements that do not work out because of factors not related to the student’s interview do not count toward the three.) Next, the student would need to meet with the faculty as a whole to talk about how to proceed. The options would be for the Field Coordinator to continue seeking further interviews; for the Program to require further coursework on the part of the student or for the student to be discontinued as a social work major. The student has the right to appeal any such decision per the appeal process described in the Social Work Student Handbook.

Process is as follows:

1. Student receives approval of admission to field.
2. Field Coordinator offers student a potential placement with contact information.
3. Student informs the Field Coordinator, via email, whether or not he/she wishes to interview with this placement. If not interested, the student and Field Coordinator will continue a conversation about alternative placements.
4. Student arranges interview with potential Field Supervisor and completes interview.
5. Student notifies Field Coordinator as to whether he/she wants this placement or not.
6. Student writes thank you note to interviewer(s).
7. If student wants placement, she/he informs Field Supervisor of that fact if that wasn’t made clear at interview.
8. Field Coordinator makes contact with interviewer to find out whether or not student is accepted.
9. If student does not want or get placement, he/she will communicate with the Field Coordinator who will secure another interview.
10. When student’s placement is finalized, Field Coordinator will send a written confirmation to the Field Supervisor with a copy to the student.

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TERMINATION

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. The criteria established for this decision will include one or more of the following:

1. **Inadequate Academic Performance.** Students who fall below the 2.25 overall grade point average requirements, below 2.5 for social work prefix course or who receive less than a “C” in a social work course may be subject to termination from the Social Work Program.

2. **Lack of Adaptation to the Goals of the Social Work Program.** A student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and this is understandable as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to reject social work values or does not comply with the NASW Code of Ethics will be encouraged to select another major and may be terminated from the Social Work Program.

3. **Inadequate Interpersonal Relationship Skills.** Social work requires the ability to relate to others non-judgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills is in relationship to clients, faulty relationships with faculty and peers may raise serious questions about the student's ability to perform effectively in a helping relationship.

4. **Personal Problems.** A student may have personal problems which are so overwhelming that they prevent the development of self-awareness and skills necessary for social work practice. Such students will be referred for appropriate help.

5. **Violation of Ethical Standards.** A student may also be terminated from the social work program if a violation of ethical codes has occurred. A violation may include, but is not limited to:
   a. behavior judged to be in violation of the N.A.S.W. Code of Ethics.
   b. academic cheating, lying, or plagiarizing.
   c. documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the program and became known after admission.
   d. misrepresentation on Application for Admission to the Social Work Program or on the Application for Admission to Field Placement.

No student will be denied the opportunity to major in social work without diligent efforts first being made to accommodate the student. However, the social work profession is not for everyone who wants to pursue it, and the program has an obligation to discourage and deter those few individuals who may be better suited for a different career. This may happen in one or two ways. First, the student and faculty liaison may reach an informal agreement that withdrawal from the program is appropriate. Second, a formal termination process may be initiated as described below.
Procedure

Students who have been identified by faculty as not meeting suitability requirements in either the academic or behavioral areas are referred to the Director of the Social Work Program. The Director will establish a termination committee consisting of two faculty, and one member of the Social Work Program Advisory Board with the Program Director serving as an ex officio member. Students are advised of the fact that they are being referred to the committee, the purpose of the committee, and their rights and the possible recommendations and actions that could occur.

The student appears before the committee to present the situation which will be reviewed thoroughly by the committee. At this point in the process, the Director does not participate as a member of the committee. The committee then makes one of the following recommendations to the Director: (1) Permit the student to continue in the program under specified conditions that must be met within a stated time period. However, there must be evidence that the student has the potential and motivation to correct or make satisfactory improvement; or (2) not allow the student to continue in the social work program. The committee would then recommend that the student receive appropriate counseling to make a different career choice.

After the committee's recommendation is forwarded to the Director, the Director in the capacity of ex officio member of the committee meets with the committee to reach a final decision. Once a final decision is made, the committee prepares a written report which is submitted to the student, and a copy of the report is placed in the student's file.

Students who are not in agreement with the committee's decision can utilize the program's grievance mechanisms to voice their appeal.
ADVISING

Each student declaring a major in social work (including those not yet formally admitted to the major) is assigned a social work advisor. As majors and as developing practitioners, students require and benefit from the assistance and counsel of program faculty. Advisement is both academic and professional. The goals of advisement include, but are not necessarily limited to:

A. Providing role modeling in the areas of social work values and professionalism.

B. Assisting students in assessing their aptitude and motivation for a career in social work.

C. Providing academic guidance in the areas of course choice consistent with the objective of preparation for practice and related to student interests.

D. Providing for regular review of the student's educational performance in all facets of the social work program.

E. Being available to discuss personal/academic concerns of students and serving as a broker to link students to needed services.

F. Assisting students in their efforts to obtain employment upon graduation.

G. Providing information about graduate school opportunities and assisting students interested in pursuing this option.

Students may request, in writing to the Program Director, a change in advisor and whenever possible this request will be honored. Advisors will assist students in meeting all university and departmental requirements, but students are ultimately responsible for completing all requirements.
STUDENT RIGHTS AND RESPONSIBILITIES

Equal Opportunity and Affirmative Action

The University of Wisconsin-River Falls is committed to equal opportunity for all persons regardless of age, sex, race, color, sexual orientation, developmental disability, ancestry, marital status, arrest or conviction record, national origin, creed, or religious affiliation in its educational programs, activities, and employment policies. The University has an affirmative action program and plan. Direct inquiries to the Chief Diversity Officer, Office of Equity, Diversity & Inclusion, 117 North Hall.

Student Educational Files

All educational records of social work students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Transcripts are maintained by the University Registrar’s Office. Students' folders are available in the office of the student's advisor for review by the student and by faculty. Student major admission files are kept in the Office of the Program Director.

Student Academic Grievance Procedures

The University of Wisconsin-River Falls has established an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. This information is contained in the UW-RF New Student & Family Handbook:

http://www.uwrf.edu/NewStudentAndFamilyPrograms/upload/NSFP_HandbookLoRes.pdf

Student's Right to Evaluate Their Educational Experience

Students have the right and the opportunity to participate in the evaluation of their educational experience. The Social Work program operationalizes this opportunity through a variety of mechanisms. Students have the opportunity to provide feedback to the Department on the instruction they receive in every course.

Appeal Procedures for Student Denied Admission to the Program, Terminated from the Program or Field Placement

A student who has been denied admission to or removed from the Social Work major or field placement experience may appeal that decision to the Director of the Social Work Program or his/her designee.

Such a request shall be in writing, and must be received within fourteen (14) calendar days of the decision to deny the student's application or of the decision to remove the student from the social Work major or the student's field placement experience.

Within fourteen (14) calendar days of receipt of the student's appeal, the Director shall convene a three-person panel appointed for that purpose. Panel members shall be the Director of the Social Work Program or his/her designee, a member of the Social Work Program Advisory Committee, and a non-social work faculty member from the College of Education and Professional Studies who will be appointed by the Dean of that college. The Director of the Social Work Program or her/his designee shall serve as chairperson. The student may be assisted or represented by a person of his/her choice, at his/her expense.
The panel shall provide the student and his/her assistant or representative an opportunity to present his/her position in person or in writing. Among the factors enumerated without limitation that the panel may consider are: the specific statement(s), misstatement(s) or omission(s) that are at issue; the likelihood that the student's purported condition, or prior experience might adversely affect the clientele served or the student himself/herself or the participating school/agency/University. The panel may meet separately with the student and with others with whom it is consulting, and not necessarily on the same day. Unless otherwise requested by the student, the panel shall meet in closed session, except that the panel, on its own motion, may convene in closed session to deliberate and make recommendations in a case.

The panel shall submit its recommended findings and recommendations in writing to the student. The panel's findings are final except that a student may appeal the decision for good cause to the Dean of the College of Education and Professional Studies in accordance with University policy.

**Class Attendance**

Regular attendance is one way to demonstrate a commitment to preparing for a professional degree. Consequently, class attendance is not only an expectation, but also one basis for grading in social work courses. Further, attendance is one of the factors considered for admission to the social work program and to field placement. Each course syllabus will define specifically the attendance policy for that course.

**Course Expectations**

At the beginning of each semester, the student will be provided (in social work classes being taken) a course syllabus which outlines the course of study, textbooks to be used and objectives. Students will also be provided a written description of criteria by which the student will be evaluated and on which the course grade will be based, and the grading scale. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required, and a listing of appropriate dates and deadlines.

**Makeup Examinations**

Makeup examinations will be given at the discretion of the individual instructor. Legitimacy of a reason for missing a scheduled exam is to be determined by the course instructor(s), and the time, place, and nature of the makeup examination will be determined by the instructor(s) in consultation with the student.

**Incomplete Grades**

The incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control was unable to complete a course requirement such as a term paper, outside reading assignment, project, or an examination. It also indicates that the student received consent from the instructor to complete the work for which an "I" grade was given. The "I" grade is not to be used to allow a student to do additional work to raise a deficient grade or to repeat the course.

Following consultation with the student, the instructor will determine the date by which the incomplete shall be removed, at which time an incomplete grade report will be completed. The date and the requirements for removing the incomplete will be recorded on the Incomplete Grade Contract form signed by both the faculty member and student. In no case will that date exceed one calendar year or the time of graduation, whichever is earlier. After this period, the incomplete grade becomes an "F" and is recorded on the cumulative record. Incomplete grades are not removed until recorded in the Office of the Registrar. An incomplete grade will result in denial of admission to the social work major and social work field placement.
STUDENT OPPORTUNITIES

Student Social Work Association

In 1989 a student organization was established at the University open to majors and minors in Sociology and BSW candidates. In 1996, as the Social Work Program became free-standing, the Social Work Student Association was created. The club offers opportunities for students to meet socially at several events during the year. It encourages the exploration of career options by presenting speakers from different occupations relevant to social work. It also sponsors or co-sponsors events related to issues important to all students attending the university. Many of these events are also open to everyone in the area communities. The club offers students opportunities to participate in service activities sponsored by the club both at the university and community level.

The Student Social Work Association meets once or twice a month during the school year. For further information contact Dr. Ogden Rogers, Wyman Ed Building 228.

National Association of Social Workers

The National Association of Social Workers (NASW) is the professional organization for practicing social workers in the United States. It provides leadership on social issues at the national level, supports a wide variety of social legislation beneficial to social workers and their clients, publishes a monthly journal entitled Social Work, and is dedicated to encouraging high standards of social work practice. The Wisconsin Chapter of NASW has several divisions including one which covers the River Falls area. Students are strongly encouraged to join NASW and to attend local meetings. The student's advisor will have the necessary information regarding joining that organization. Applications are available in the department office.

Outstanding Social Work Student Award

As a means of recognizing academic excellence and social commitment, the social work faculty present an "Outstanding Social Work Student Award" each year to a social work major recommended by the Social Work faculty and members of the Senior Class. The criteria for the award include: 1) academic excellence and 2) valuable contributions to the social work profession, i.e., volunteer work, student representation, etc. Nominations will be requested in the early spring of the senior year.

Social Work Staff Meetings

Two social work students act as non-voting representatives of the student body at the social work staff meetings each month. Their input is a valuable part of the decision making process. Student members may be asked to absent themselves for issues of personnel and student privacy concerns.
SOCIAL WORK PROGRAM FACULTY AND STAFF

Faculty

Ogden Rogers, PhD, M.S.W., LCSW (WI), ACSW
Program Director
ogden.w.rogers@uwrf.edu
715-425-3319

Jennifer Borup, MSSW, CISW
Associate Professor
jennifer.e.borup@uwrf.edu

Jennifer Gervais, M.S.W., LICSW (MN)
Field Coordinator
jennifer.gervais@uwrf.edu
715-425-3262

Staff

Jerralyn Peterson
Program Assistant
715-425-3655
FAX 715-425-3800

Western Wisconsin Partnership Staff

Jennifer Borup, Director
715-425-3370
jennifer.e.borup@uwrf.edu

Mary Lou Bean, Training Specialist
715-425-0612
mary.lou.bean@uwrf.edu

Kellie Bowe, BSW, MBA Training Manager

Karla Hasart, BSW Training Manager

Social Work Website: www.uwrf.edu/SOWK
APPLICATION FOR ADMISSION TO SOCIAL WORK PROGRAM

Name ____________________________________________________________

Hometown Address ______________________________________________________

_____________________________________________________________________________

(city/state) ____________________ (zip code) ____________________ (phone number)

Campus Address ____________________________________________________________

_____________________________________________________________________________

(city/state) ____________________ (zip code) ____________________ (phone number)

Advisor ________________________________________________________________

Are you planning on registering for classes next semester for which admission to the program is required? [ ] Yes [ ] No

Are you planning on being a [ ] full time or [ ] part time student?

Are you a member of the Student Social Work Association? [ ] Yes [ ] No

Total credit hours earned to date __________________

Overall grade point average __________________

"C" or better in all social work classes [ ] Yes [ ] No

DARS attached [ ] Yes [ ] No

Verification of volunteer work attached [ ] Yes [ ] No

Writing sample attached [ ] Yes [ ] No

1. Have you ever been admitted to, then withdrawn from or been asked to withdraw from an accredited social work program. Yes [ ] No [ ]

If yes, explain.
2. Have you ever been charged with, convicted of, pled guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, excluding only minor traffic violations? Yes [ ]  No [ ] If yes, explain.

3. Have you ever been suspended, expelled, placed on probation or otherwise disciplined by any college or university or from any program of a college or university other than for academic reasons? Yes [ ]  No [ ] If yes, explain.

4. Are there any reasonable accommodations which you believe the Program needs to make for you because of a physical or mental disability? Yes [ ]  No [ ] If yes, please indicate what they are.

I ____________________________ hereby apply for admission to the Social Work Program as a major in Social Work. I have read all of the information pertaining to this process, understand it, and believe that I meet the qualifications as presented in this application. I understand that my admission requires that I meet the requirements as established by the Social Work Program.

I understand that falsification or omission of information relevant to the application may constitute grounds for denying me admission or terminating my admission if falsification or admission is discovered after admission. I agree to inform the Program Director if circumstances occur which would change my responses.

I also recognize that an affirmative response to any question does not necessarily mean that I will be denied admission. I realize information will be considered only as it substantially relates to the duties and responsibilities of professional social work practice. I understand that I will be contacted to explain any affirmative response and that additional information may be requested with my consent if necessary.

__________________________________________  _______________
(Applicant)  (Date)
SOCIAL WORK PROGRAM
University of Wisconsin-River Falls

ADMISSIONS DECISION REGARDING
APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM

Name: __________________________________________

This student has completed the admissions process, and following action has been taken:

[ ] Approved as a social work major
[ ] Disapproved as a social work major
[ ] Approved on condition (to be specified in writing)
[ ] Decision deferred for further consideration.

Conditions:

Reasons for deferral:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Program Director ____________________________ Date ____________________________

c/ student's departmental file
### VOLUNTEER WORK EVALUATION

**Student’s Name _________________________________ Date __________________**

**Agency Name ____________________________________________**

**Supervisor______________________________________ Phone ____________________**

*Please indicate the extent to which the student demonstrated the following during his/her volunteer experience by checking the appropriate box*

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<th></th>
<th>Consistently</th>
<th>Most of the Time</th>
<th>Seldom</th>
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<td>1. Student demonstrated the ability to maintain positive relationships with peers, supervisors, and clients (respectful, honest, courteous, and fair).</td>
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<td>2. Student demonstrated responsibility for volunteer work schedule, including working consistently, calling when sick, basic accountability.</td>
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<td>3. Student was aware of basic issues concerning the client population and problems dealt with by the agency.</td>
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<td>4. Student demonstrated a beginning understanding of beginning, maintaining, and ending helping relationships.</td>
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<td>5. Student adhered to the values and ethics of social work including confidentiality</td>
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Comments:

I verify that the above student served _____ hours in volunteer work activities during this semester.

________________________________________________________  
Signature of Supervisor
As a means of recognizing both academic excellence and social commitment, the social work faculty will present an "Outstanding Social Work Student Award" each year to a social work major. The criteria for the award include academic excellence as well as community and/or university service.

Students who wish to nominate themselves or another student may do so by filling out this application form themselves or by giving the form to the student whom they wish to nominate to fill out. The completed form must be returned to the Social Work Program Assistant in room 210, Wyman Education Building by 4:30 P.M., the first Monday of March. The social work faculty will determine who will receive the award.

Students being nominated must meet the following criteria:

1. Senior status (90 credit hours) by March 1, this academic year. (This may include students who have graduated during this academic year.)

2. Minimum of an overall and major grade point average of 3.0 as of the last grading period.

3. Volunteer (non-paid) services to the community and/or university.

In order to apply for the award, the following information must be completed.

Name ____________________________________________________________

Address ____________________________________________________________ (local)

Phone ____________________________

Number of credit hours completed as of end of last grading period _______.

Grade point average as of the last grading period _______.

Attach a list of all volunteer services while attending the University. This may include services provided while at another college or university if you are a transfer student. Include: 1) the name of the agency or organization; 2) address of the agency or organization; 3) supervisor(s); 4) dates during which the service was provided; and 5) the type of volunteer service provided.
APPENDIX B
Code of Ethics of the NATIONAL ASSOCIATION OF SOCIAL WORKERS
As adopted by the Delegate Assembly of August 1996 and revised by 2008 Delegate Assembly

(The following is not the entire Code of Ethics. It does not include the “Preamble” nor the “Statement of Purpose.”)

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, gender identity or expression, age, marital status, political belief, religion, immigration status, 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 individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing 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 wellbeing 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 wellbeing.

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 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, gender identity or expression, age,
marital status, political belief, religion, immigration status, or mental or physical disability.
4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional
responsibilities.
4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems,
substance abuse, or mental health difficulties to interfere with their professional judgment and performance
or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or
mental health difficulties interfere with their professional judgment and performance should immediately
seek consultation and take appropriate remedial action by seeking professional help, making adjustments
in workload, terminating practice, or taking any other steps necessary to protect clients and others.
4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a
private individual and as a representative of the social work profession, a professional social work
organization, or the social worker’s employing agency.
(b) Social workers who speak on behalf of professional social work organizations should accurately
represent the official and authorized positions of the organizations.
(c) Social workers should ensure that their representations to clients, agencies, and the public of
professional qualifications, credentials, education, competence, affiliations, services provided, or results to
be achieved are accurate. Social workers should claim only those relevant professional credentials they
actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by
others.
4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their
circumstances, are vulnerable to undue influence, manipulation, or coercion.
(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

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

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ wellbeing, 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, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
APPENDIX C
**Council on Social Work Education**  **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.

**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.

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 Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

**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 includes 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 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. 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.

**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).
Accreditation Standard 2.0.3—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)].

Accreditation Standard 2.0.4—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).

Accreditation Standard 2.0.5—Describes and explains how its curriculum content (knowledge, 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

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

Accreditation Standard 2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

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

Accreditation Standard 2.1.4 Admits only those students who have met the program’s specified criteria for field education.

Accreditation Standard 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.

Accreditation Standard 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.

Accreditation Standard 2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

Accreditation Standard 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.

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.
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.
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 13 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.

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.

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 postbaccalaureate 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.

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;).

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.


