

BRESCIA UNIVERSITY SOCIAL WORK STUDENT HANDBOOK

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In accordance with Titles VI and IX, the rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990, Brescia University will not discriminate against any student, employee, or applicant to become such, on the basis of race, color, religion, gender, national origin, age or disability. With respect to religion, as permitted by law, the university reserves the right to employ those persons who are committed to the values and mission of the university and its religious heritage.

THE UNIVERSITY

HISTORY

Brescia University originated in 1925 with the Mount Saint Joseph Junior college for Women in Maple Mount, Kentucky. Between 1925 and 1950 coeducational extension courses offered in Owensboro by the Ursuline Sisters of Mount Saint Joseph led to the creation of a second campus. After 1949, the two campuses were consolidated at the present site of Brescia University. In 1951 the newly founded Brescia College began operating as a four-year college and, in 1998, became Brescia University, an independently supported Catholic coeducational institution offering both undergraduate and graduate coursework.

MISSION

Brescia University is a **Catholic, liberal arts** institution founded in the Ursuline tradition of personal and social transformation through education. Directed to academic and moral excellence in a student- centered environment, Brescia offers undergraduate and graduate programs that serve students who seek success through rewarding **careers and service to others.**

PHILOSOPHY

Faithful first to the needs of our students, and in affirmation of the principle of academic freedom and with respect for individual conscience and religious liberty, we welcome students, faculty, and staff of all faiths to share in the Brescia Difference in the pursuit of the vision and mission of our University. With firm conviction in the power of education to shape lives and communities, we identify the key concepts of Brescia University's educational philosophy in the following manner.

1) **Catholic.** As a Catholic institution, Brescia University shares the contemporary church mission to proclaim the gospel, uphold human dignity, participate in God’s ongoing creation, and serve others. In fulfilling this ecclesial mission, the University seeks to preserve and enrich the Catholic tradition of dialogue between faith and reason in the pursuit of truth in a manner that is open to and respectful of all faith traditions; to promote **Respect for the Sacred**, especially in human beings; and to promote **Growth in Moral Virtue**. As an Ursuline institution, Brescia University embodies the Ursuline core values of community, leadership, justice, and service and seeks to instill these values in its students. Brescia University provides its students with

- a faith community on campus, including Ursuline Sisters, which serves as a basis for pastoral care;
- courses in theology, philosophy, and ministry;
- opportunities to participate in the sacramental life of the Catholic Church on campus;
- opportunities for ecumenical religious expression and growth in personal faith, regardless of denominations; and
- opportunities to prepare for ministerial service within the Catholic Church.

2) **Liberal Arts.** Faithful to the Ursuline academic tradition that promotes **Devotion to Learning**, Brescia University provides a quality liberal arts education that shapes the whole person and is characterized by the search for truth and beauty. Those educated in the Catholic intellectual tradition practiced by the followers of Saint Angela Merici aspire to an independence of spirit, a creative adaptability to change, and an openness to life-long learning. Thus, Brescia University seeks a partnership of all its members to impart to its students the knowledge, skills, and values befitting a free, educated person. As articulated in its educational outcomes, Brescia University provides its students with

- General Education Requirements that establish a strong foundation for achieving its educational outcomes;
- components in all majors that deepen and refine the achievement of these outcomes; and
- a co-curriculum that complements these liberal arts goals of the General Education Requirements and the majors.

3) **Career Preparation.** Career development at Brescia University occurs within academic programs that are in tune with the job market. In addition, academic advisors advise their majors about career opportunities in their field and help prepare them for entry into those careers.

Brescia also provides its students with

- opportunities for practica and internships;
- preparation and opportunities for graduate school;
- the Career Development Office, which assists students seeking employment or admission to graduate school; and
- ongoing development and evaluation of academic programs to correspond with employment trends.

Finally, Brescia University enhances the career preparation of its students not only by providing them with a quality liberal arts education, but also by guiding its students in ethical decision-making as expressed in the **University’s Commitment to Growth in Virtue**. As a result of a Brescia education, graduates will use values-driven critical thinking and creative problem-solving skills in their chosen careers.

4) **Service to Others.** Recognizing that education must include the development of character, Brescia University actively engages in the **Promotion of Servant Leadership**, encouraging students, staff, and faculty to serve, in imitation of Christ, within their professional, personal, and social lives. Since moving to Owensboro in the 1940's, when the Ursuline Sisters began offering coeducational classes at the request of the local community, Brescia University has established a history of serving Owensboro and the surrounding region. In keeping with the Ursuline tradition of service and with the gospel call to a life of witness and service, Brescia University provides

- clubs, class activities, and majors directed to community service;
- support for student, faculty, and staff participation in community and professional organizations;
- campus resources, including personnel and facilities, to serve the community; and
- workshops, speakers, and institutes designed to meet community needs.

ACCREDITATION AND AUTHORIZATION

Brescia University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award Associate, Baccalaureate, and Masters Degrees.

Brescia University's Social Work Program is accredited by the Council on Social Work Education.

Brescia University Social Work Program Mission Statement

Reflecting both the mission of Brescia University and the purpose of the social work profession, the mission of the Social Work Program is to promote the well-being of the citizens of Owensboro/Daviess County, the Commonwealth of Kentucky and beyond -- by creating awareness of social problems and injustices, and through educating students in ethical social work practice. Guided by a curriculum in the liberal arts, we transfer knowledge based on scientific inquiry within the person in environment construct. We emphasize the beauty of human diversity while addressing issues that limit human rights locally and around the world. Specific attention is placed on empowering individuals and groups that are denied social and economic justice and enhancing quality of life for all persons.

Program Goals:

1. To prepare competent and ethical generalist social workers ready for agency-based practice.
2. To prepare social work graduates to continue their formal education in a graduate program of study.
3. To build and maintain collaborative community partnerships that further the mission of social work and address issues of social justice.

Program Objectives

Our goals are operationalized in the following objectives. They correspond to the Educational Policy Standards of the Council on Social Work Education:

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

- a. Advocate for client access to the services of social work.
- b. Practice personal reflection and self-correction to assure continual professional development.
- c. Attend to professional roles and boundaries.
- d. Demonstrate professional demeanor in behavior, appearance, and communication.
- e. Engage in career-long learning.
- f. Use supervision and consultation.

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

- a. Recognize and manage personal values in a way that allows professional values to guide practice.
- b. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Assoc. of Schools of Social Work Ethics in Social Work, Statement of Principles.
- c. Tolerate ambiguity in resolving ethical conflicts.
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

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

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- b. Analyze models of assessment, prevention, intervention, and evaluation.
- c. 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.

- a. Recognize the extent to which culture's structures and values may oppress, marginalize, alienate, or create privilege and power.
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- d. 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.

- a. Understand the forms and mechanisms of oppression and discrimination.
- b. Advocate for human rights and social and economic justice
- c. Engage in practices that advance social and economic justice.

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

- a. Use practice experience to inform scientific inquiry.
- b. Use research evidence to inform practice.

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

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- b. 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.

- a. Analyze, formulate, and advocate for policies that advance social well-being.
- b. Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

- a. Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- b. 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.

Educational Policy 2.1.10(a)—Engagement

- a(1). Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- a(2). Use empathy and other interpersonal skills.
- a(3). Develop mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

- b(1). Collect, organize, and interpret client data.
- b(2). Assess client strengths and limitations.
- b(3). Develop mutually agreed-on intervention goals and objectives.
- b(4). Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

- c(1). Initiate actions to achieve organizational goals.
- c(2). Implement prevention interventions that enhance client capacities.
- c(3). Help clients resolve problems.
- c(4). Negotiate, mediate, and advocate for clients.
- c(5). Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

d(1). Critically analyze, monitor, and evaluate interventions.

Program Definition of Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person in 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 outlined by the CSWE EPAS 2008.

Collaborative Partnerships

The following local agencies currently welcome students into service for completion of the requirements for Field Practicum I or Field Practicum II. Although students are not placed in every agency each semester, students have been placed in these agencies in the past, and each is on the list of approved Field Placement Agencies. Online students secure agencies for field placements in their local communities.

*Online field placements must be approved by the Field Director and meet **all** criteria for supervision.

Boulware Center

Crownpoint General Hospital, Indian Health Services Facility

Daniel Pitino Shelter

Daviess County Public Schools, Family Resource Centers

Department of Community Based Services

Department for Public Advocacy

Department of Juvenile Justice

Girls Incorporated

Green River Area Development District

Green River District Health Department

H. L. Neblett Community Center

Hospice Association

Housing Authority of Owensboro

Kentucky Department for the Blind

Learning Villa

Mary Kendall Home

Ohio County Together We Care

Owensboro Area Shelter and Information Service

Owensboro Health Regional Hospital

Owensboro Independent Schools, Family Resource Centers
RiverValley Behavioral Health
Wendell Foster's Campus for Developmental Disabilities

DEGREE REQUIREMENTS FOR THE BACHELOR'S DEGREE

Candidates for the bachelor's degree must:

1. earn 128 credit hours, of which at least 42 credit hours are in upper division courses; that is, more advanced courses bearing a 300 or 400 number;
2. complete 57 credit hours of general education courses, as described below;
3. complete a major program of study, with a 2.5 grade point average (a "C" or better in all upper division courses in major and minor);
4. achieve a cumulative grade point average of 2.0 on a 4.0 scale; and
5. apply for the degree three (3) months to one (1) year prior to graduation.

In order for a student to participate in the spring commencement, the student must have completed requirements or have a maximum of 9 hours to complete. A plan must be filed with the Academic Dean and Registrar detailing how those hours will be completed by the end of summer school. The student must be preregistered for summer school.

GENERAL EDUCATION REQUIREMENT

The purpose of the college general education requirements is to help the student develop the values, knowledge, and skills characteristic of an educated person and articulated in the Brescia University Educational Outcomes.

BRESCIA UNIVERSITY EDUCATIONAL OUTCOMES

Saint Angela Merici, the founder of the Ursuline Order, envisioned an education that embraces individual differences and promotes development of a whole person. In keeping with this vision and Brescia's mission, all courses in the curriculum and all facets of the co-curriculum together support the following educational outcomes.

Brescia graduates will be **skilled** in

1. **Thinking.** They should be able to apply logic to everyday life; to reason from hypothesis to conclusion; to interpret data; to identify core issues; to evaluate judgments. (BUEO 1)
2. **Research.** They should be able to find, observe, and investigate information; to utilize appropriate technology in processing and analyzing information; to synthesize information from disparate sources and disciplines.(BUEO 2)
3. **Communication.** They should be able to produce organized, purposeful writing in an appropriate style; to speak articulately; to listen effectively; to read with discernment; to constructively interact with others.(BUEO 1)
4. **Creativity.** They should be able to recognize and analyze aesthetic impact; to perceive the world from different perspectives; to apply innovative approaches to solving problems; to explore avenues of creativity for their own enrichment and the good of others. (BUEO 3)

Brescia graduates will **value**

1. **Global welfare.** They should value creation and recognize its wonder; understand the environment and our impact upon it; serve as stewards of the earth.(BUEO 4)
2. **Human welfare.** They should promote justice; cultivate leadership for the service of others; respect individual differences; build community; appreciate diversity of culture.(BUEO 4)
3. **Personal welfare.** They should care for their health; continue intellectual development; seek spiritual growth.(BUEO 4)

Brescia graduates will possess **knowledge** of

1. **Religion and Philosophy.** They will acquire knowledge derived from the ideal and the abstract; that is, they will know religious and spiritual traditions; will appreciate the dialogue between reason and faith; will apprehend the nature of reality and truth. Areas of study, which support this outcome include ethics, philosophy, theology, and world religions.(BUEO 3)
2. **Culture and Communication.** They will acquire knowledge arising from society and reactions to society; that is, they will know the major persons, events, and forces which shape human lives; will be aware of the heritage of human expression; will comprehend differing traditions of various peoples. Areas of study, which support this outcome, include literature, languages, history, social sciences, visual and performing arts, economics, and business.(BUEO 1, 3)
3. **Science and human behavior.** They will acquire knowledge based on observation, investigation, and analysis; that is, they will understand theories of human development and interaction; patterns of mathematical reason; principles governing the behavior of the natural world; advances in technology. Areas of study, which support this outcome, include the natural sciences, mathematics, computer science, and behavioral sciences.(BUEO 1)

STUDENT FINANCIAL AID

The Financial Aid Office helps students gain access to monetary resources to assist with college costs. These resources include federal, state, and college programs. The university catalog contains a complete list of scholarships and grants. Financial aid packages may include loans, scholarships, grants, and on-campus work. Each package is tailored to an individual's talents and financial needs. Financial aid requirements are complicated and ever-changing. Students should keep in close contact with the Financial Aid Office and respond to applications and deadlines in an accurate and timely manner.

ADMISSION PROCEDURES FOR SOCIAL WORK

The Social Work Program admission procedure is designed to screen and attract those students who have the knowledge base, attitudes, and values to become effective social workers.

APPLICATION PROCEDURE

The following courses must be completed prior to making formal application for admission to the program.

Social Work	280
Sociology	204

Psychology	105
Biology	100
Math	111
Social Work	301 (in progress)

After completing the prerequisites, students make a formal application to the program. Applications are available at <http://www.brescia.edu/uploads/Application-Admission-Procedures.pdf>. Students should electronically submit their application materials to the Program Director. The application materials must include the following items:

1. An application form. (Appendix A)
2. A copy of a photo identification card.
3. A 5-minute autobiographical video. (See Video Instructions, Appendix B)
4. A written essay, not to exceed 5 pages, addressing appreciation for diversity, macro social work, and awareness of social work ethics. (See Essay Instructions, Appendix C)
5. A recommendation form from a social work instructor who has taught the student (See Form, Appendix D)
6. A GPA of 2.5 or higher.

* The Program reserves the right to require an interview of any applicant.

** A non-expired photo ID (a copy, do not send original) is required to confirm the identity of each applicant. If you do not have access to a photo ID, please contact the BSW Program Director at todd.palmer@brescia.edu to discuss alternatives.

APPLICATION DEADLINE: To be set every semester by the Program Director.

Applicants may be contacted to schedule an interview. Interviews will be conducted in person for campus students and electronically for distance students. Students are interviewed by social work faculty. An advisory board member may also participate in the process. Students are evaluated on academics, recommendation form, admission essay, video, and interview.

DECISION:

One of three decisions may be made after the student has been evaluated: Denial to the program, Acceptance to the program, or Conditional Acceptance. Students who are initially denied admission to the program have the right to reapply for admission in future semesters. However, reapplication does not guarantee acceptance in to the program. Students who achieve conditional acceptance will be reviewed in the following semester. The Social Work Program Director and social work faculty will make a decision to grant full acceptance into the program or deny the student.

ACCEPTANCE NOTIFICATION:

Students will be notified via US Postal Service regarding acceptance to the program.

ADMISSION AND RETENTION COMMITTEE

The committee is composed of members of the Social Work faculty and may include at least one member of the Social Work Advisory Board. The committee reviews student issues once

students are admitted to the program and/or field practicum. Faculty having a serious issue with student performance are instructed to complete a Social Work Student Performance Evaluation form. The committee meets to discuss the issue and may ask for additional information from the student in question. Students are informed in writing of the committee's decision to resolve the issue or terminate the student from the Social Work program.

TERMINATION FROM THE SOCIAL WORK PROGRAM/APPEAL PROCESS

Students may be terminated from Brescia University's Social Work Program if, in the professional judgment of the social work faculty, violations of professional and /or ethical codes have occurred. These may include but are not limited to:

Academic Reasons for Termination

- *Failure to maintain academic GPA requirements as established by Brescia University and the Social Work Program.
- *Academic dishonesty in the form of cheating, lying, or plagiarism.
- *Poor performance in Field Practicum.

Non-Academic Reasons for Termination

Students may be terminated from the Social Work Program for nonacademic reasons any time after admission. The decision to terminate a student from the program is a serious one made by the Social Work Admissions and Retention Committee.

This termination process may be sudden, depending on the seriousness of the violation, or, it may be gradual. If gradual termination is the case, the student is placed on probation for non-academic reasons, and the student and academic advisor will meet regularly in an attempt to alleviate the issue. A contract of change is written by the student and monitored by the faculty advisor. Students alleviating the issue (completing their contract) remain in the program and are removed from probation. Those students not completing their contract are terminated from the program. The student is notified by the Program Director in writing of the decision, giving specific reasons for the action. Also, the Program Director will provide the student information regarding avenues of appeal/grievance, as noted in the Brescia University Student Handbook.

Students may be denied admission or terminated from the Social Work Program for any of the following non-academic reasons which may be personal or professional:

1. Overtly expressed attitudes and values in opposition to those found in the NASW Code of Ethics.
2. Evidence that substance use/abuse is impairing performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.
3. Evidence that mental/emotional difficulties are impairing performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
5. Unresolved personal issues, which impair performance, interactions, relationships with classmates, faculty, agency staff, and/or clients.
6. Personal goals inconsistent with social work goals.

When questions of conduct or performance arise either before or after the student is admitted to the program, the Social Work Student Performance Evaluation (Appendix E) may be used to identify/address the issue(s). This form may be completed by any social work faculty member or field supervisor. Students may also be asked to evaluate their own performance when issues arise.

Termination Process

Prior to termination, the student will be provided with verbal and written notification of impending probation and/or termination. The Social Work Program Director will call a meeting of the Admissions and Retention Committee to review the issue(s). A meeting with the student may be necessary to gather information, discuss the issue, and review alternate options to termination, if possible. If a viable option exists, the student and the committee negotiate a probationary contract specifying steps to be taken toward resolution. The student's advisor oversees the completion of the contract. A final interview with the committee will be scheduled to determine if the contract has been successfully completed. If the committee decides to terminate the student from the program, the student will be notified in writing within 5 working days. Decisions made by the committee can be appealed by the student filing an appeal or grievance. This grievance procedure is found in the Brescia University Student Handbook.

Grievance Procedure

Every precaution will be taken to protect the student's rights. If the student does not concur with the recommendations of the Social Work Admission and Retention Committee, appeal may be made through Brescia's channels of appeal consistent with the University's grievance procedures.

TRANSFER POLICY

Each social work course will be reviewed on a case by case basis for transfer of credit. Review of possible transfer of credit is the responsibility of program director, academic dean, and registrar. No more than 9 credit hours in Social Work will transfer. All practice, research and field practicum courses must be taken at Brescia University. The institutional transfer policy may be found in the Brescia Catalog.

NON-CREDIT FOR LIFE EXPERIENCE

The Social Work Program does not grant credit for life experience as substituting for the Social Work Program course requirements.

BACHELOR OF SOCIAL WORK DEGREE (BSW)

Required to Graduate: 128 hours

General Education Requirement: 57 hours

Major Subject Requirement: 42 credit hours

SW 280 Introduction to Social Work	3 credits
301 Human Behavior in the Social Environment I	3 credits
302 Human Behavior in the Social Environment II	3 credits
304 Social Work Practice I	3 credits
305 Field Practicum I/Seminar	3 credits
306 Social Work Practice II	3 credits
308 Social Work Practice III	3 credits
310 Social Issues in Diversity	3 credits
401 Social Welfare Policy	3 credits
405 Research Methods	3 credits
410 Research and Statistics	3 credits
406 Field Practicum II/Seminar	6 credits

Major Subject Electives: 6 credit hours

Selected Topics in Social Work may include SW309 Social Work in Criminal Justice, SW312 Death and Dying, SW313 Social Work and Aging, SW326 Women at Risk, SW381 Ethical Considerations in Social Work Practice, SW400 Child Abuse and Neglect, and SW 403 Child Abuse Interventions. All courses are 3 credit hours each. Only selected topics classes above are offered in the online format.

Related Subject Requirement: 15 credit hours

Psy 105 Introduction to Psych	3 credits
Soc 204 Principles of Sociology	3 credits
Bio 100 Introduction to Biology	3 credits
Pls 201 American Government	3 credits
Pls 250 Law and Social Issues	3 credits

Computer Competency: Three credit hours in computer science is recommended. Online students must take Idc100 Information Resources or transfer in a three credit hour computer course.

Electives: To total 128 credit hours

Any student receiving a “D” or lower in a social work course is mandated to repeat that course before taking additional foundation courses in social work.

Social Work 4 Year Plan Campus Students

Year 1	Fall SW 280 Intro to SW ENG 101 BIO 100 Math CS 107, 109, IDC 100 (15 hours)	Spring SOC 204 Principles of Soc ENG 102 PSY 105 Intro to Psy Theology Fine Art (15 hours)
Year 2	Fall SW 301HBSE I ENG 204 Intro to Lit SPH 110 Public Speaking Modern Language Global History Fine Art (18 hours)	Spring SW 302 HBSE II SW 304 Practice I Mod Lang or UD Lit SW topics PLS 201 Am. Gov't Elective (3) (18hours)
Year 3	Fall SW 306 Practice II SW 308 Practice III PLS250 Law and Social Issues SW topics Theology Elective (1) (16 hours)	Spring SW 310 Soc. Iss. Div. SW 401 Soc. Wel. Policy Philosophy Elective (3) Elective (3) Elective (1) (16 hours)
Year 4	Fall SW 305 Field I SW 405 Research Methods Fine Art Elective (3) Elective (3) (15 hours)	Spring SW 406 Field II (6) SW 410 Research & Stats Elective (3) Elective (3) (15 hours)

Online Sequencing of Courses

(Tentative Course Plan)

Most online students transfer in many electives and some GER's. They also take their Social Work courses in the last two years, if they go full-time. So the last two years could look like this for Social Work classes:

Year 3

Fall online

SW301 HBSE I
SW302 HBSE II
SW topics (like Aging or Ethics)
PLS250 Law and Social Issues
Electives or GER

Spring online

SW304 Practice I
SW401 Social Welfare Policy
PLS201 American Gov't

Summer online

SW310 Social Issues in Diversity
SW topics
GER

Year 4

Fall online

SW305 Field I (3 credit hours)
SW306 Practice II
SW308 Practice III
SW405 Research Methods

Spring online

SW406 Field II (6 credit hours)
SW410 Research and Stats
Electives or GER

GER = General Education Requirement

This is just a sample/guide and shows the placement of online social work classes.

Field Practicum courses are offered both fall and spring. Whether a student begins a field placement in fall or spring, students must take these courses concurrently:

SW305 Field I
SW306 Practice II
SW308 Practice III
SW405 Research Methods

Then the following semester, students take these courses concurrently:

SW406 Field II (6 credit hours)
SW410 Research Stats (3 credit hours)

COURSE DESCRIPTIONS

SW 280 Introduction to Social Work

3 credit hours

Introduces the student to the social work profession and its value, skill, and knowledge bases.

SW 301 Human Behavior in the Social Environment I

3 credit hours

Presents a social systems framework with a focus on individual and family systems.

Emphasizes integration of social and behavioral theories.

Prerequisites: SW 280, *Psy 105, *Soc 204, *Bio 100.

*One of three may be taken as a co-requisite with advisor permission.

SW 302 Human Behavior in the Social Environment II

3 credit hours

A continuation of SW 301. Focus is on human behavior in the social environment with an emphasis on groups, organizations, and communities from a social systems perspective.

Prerequisite: SW 301

SW 304 Social Work Practice I

3 credit hours

Introduction to knowledge, principles, values, and skills for generalist social work practice.

Prerequisite: Admission to Program, SW 301

SW 305 Field Practicum I/Seminar

3 credit hours

A generalist base for social work practice which involves on-site field agency practicum, and a weekly seminar which focuses on continuing skill building for generalist social work practice.

Integrates classroom learning with learning taking place during the field practicum.

Prerequisites: Admission to Program, SW 304, Senior Status

SW 306 Social Work Practice II

3 credit hours

Practice II continues the development of knowledge, values, and skills for generalist social work practice, with the focus at the group level.

Prerequisite: SW 304

SW 308 Social Work Practice III

3 credit hours

This course continues the development of knowledge, values, and skills for generalist social work practice. The focus, however, is on generalist practice at organizational and community levels using a social systems approach.

Prerequisite: SW 304

SW310 Social Issues in Diversity

3 credit hours

This course makes an in-depth study of several groups with minority status in the U.S.: Native Americans, African-Americans, Hispanic and Caribbean Americans, women as a minority group, religious minorities, and the gay and lesbian population. Students are introduced to patterns, which emerge as individuals and members of groups interact. Students gain knowledge of social work practice with diverse populations.

Selected Topics in Social Work

3 credit hours

These courses permit in-depth examination of selected topics in social work.

SW 401 Social Welfare Policy

3 credit hours

Includes current issues and problems of social welfare policy and programs within a historical context.

Prerequisites: SW 280, *Pls 201,

*May be co-requisite with advisor permission.

SW 405 Research Methods

3 credit hours

Emphasis will be placed on the role of research in the profession, the logic of research, the stages of the research process, the major strategies and techniques available to gather information, and approaches to data analysis.

Prerequisites: College Algebra

SW 406 Field Practicum II/Seminar

6 credit hours

On-site field agency practicum integrating generalist social work knowledge, values, and skills. Classroom seminar provides an opportunity for all seminar practicum students to integrate learning with practice experience.

Prerequisites: SW 305, Senior Status

SW410 Research and Statistics

3 credit hours

In this course, the student will learn to analyze, understand, and present data using the Statistical Program for the Social Sciences (SPSS). The basics of statistical analysis will be introduced.

Students will become informed consumers of published social work research and will develop competence in conducting basic research analysis.

Prerequisites: Senior Status and concurrent with SW406

Field Instruction Component

Overview

The importance of the field instruction component in the undergraduate social work curriculum is reflected in the Council of Social Work Education Curriculum Policy Statement. The field component is experiential in nature and focus. The field component provides practical

experience in the application of theory and skills. The core principles unifying the curriculum include preparing students for generalist practice and ensuring a special commitment to oppressed and diverse groups in society. The complexity of human and social problems requires that social work practitioners be prepared to respond with a variety of roles and intervention strategies to produce social change. The field component provides an opportunity for students to apply conceptual material to practice situations. The field component is taken in the senior year with the expectation that students will integrate knowledge from previous and concurrent classroom courses. Field instruction allows the student to integrate the knowing and doing of professional practice. The field experiences of a student in an agency are expected to be inclusive of the curriculum foundation areas. The field placement of a student in an agency is a broad-based learning experience, and the agency instructor is a key person in promoting this essential integration. Social work students spend a minimum of 450 hours in a social service agency as part of the major degree requirements. The mission of field education is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker. Additionally, field education seeks to further a commitment on the part of students to continuing education and growth, as well as fostering a sense of inquiry about professional practice.

Sequencing

The student completes a total of 450 clock hours in the field education component of the Social Work Program. Social Work 305 requires the completion of 170 clock hours; Social Work 406 requires the completion of 280 clock hours. Both courses also require the student to attend a weekly field seminar concurrent with the field practicas. The field seminars focus on building and integrating the skills and experiences gained in practicum (SW 305 & 406). The seminars provide a setting where students discuss ideas, professional concerns, seek information from peers and program faculty, provide a forum for class-field learning integration, and offer the opportunity to process the frustrations, questions, and challenges of daily practice. Ethical decision making is processed and discussed, and continuing education and growth is fostered by discussion and guest speakers from MSW graduate schools. Both Social Work 305 and 406 are taken during the student's senior year, upon completion of all required social work courses thus far, excluding electives.

In preparation for the field, students are to investigate social service agencies and practice in their local community. This is encouraged in the admission to the program student interview, admission to field, and throughout the advising process.

The student's field agency and Brescia University become partners in the preparation of professional generalist social work practitioners. The agency provides the student with the opportunity to apply the knowledge, test the theory, and practice the skills learned in the classroom.

The agency must have a well-established and well-organized service delivery system. Within this system, the student will be expected to fulfill responsibilities appropriate to the BSW experience. The agency must recognize the importance of the field instruction process and make arrangements for the Agency Field Instructor to provide the student with consultation. The Field Instructor meets weekly in scheduled consultation on issues related to the field practicum.

Policies/Procedures for Admittance to Field Education

The student must apply to be admitted to Field Education, the semester preceding placement. The Director of Field Instruction will inform eligible students of this requirement and deadlines

for the application. The application is found in the Field Manual on the Social Work Program web page. <http://www.brescia.edu/social-work-program>. It is the responsibility of the student to take the initiative in obtaining and submitting this form.

The Director of Field Instruction will verify eligibility for field placement. The student will be informed by the Director of Field Instruction after the Field Application is received, whether he/she meets the eligibility for field placement. Students may not enroll in Social Work 305 or 406 without senior status and completion of Social Work 280, 301, 302 & 304.

This must be followed unless special permission is given by the Director of the Social Work Program. Students receiving a “D” in any required social work course will not be allowed to enroll in the field courses until the deficiency is corrected. All students must provide verification of individual professional liability insurance coverage in effect during the time of field practice. Students must also be members of NASW in effect during the time of field practice. A student will not be allowed to begin participating in field practice at an agency until proof is submitted to the Director of Field Instruction. Application for NASW membership and professional liability insurance is available online. Students are informed of these requirements through advisement, email, and announcements in the Practice I classes.

Criminal Record Check:

Please note that students who cannot pass a criminal record check in a field practicum agency may not be able to pass the field component for the Social Work degree, and therefore will not graduate from Brescia University with a BSW. The Director of Field may not be able to secure a field practicum placement for a student with a criminal record. The Brescia University Social Work Program does not perform criminal background checks, but most field agencies do.

Students in this situation should disclose this information at admission to the program.

Students may be given information about having a criminal record expunged by the court system prior to Field Practicum, if applicable.

Insurance

Students are required to provide evidence of current professional liability insurance prior to beginning placement. Insurance coverage is obtained through the National Association of Social Workers or other provider. The student must provide evidence of current membership of NASW prior to beginning placement.

Student Accountability and Professional Behavior

Confidentiality is a special concern, especially in rural areas in which many Brescia students are placed. Confidentiality is stressed throughout the social work curriculum. It is of utmost importance that professionals respect and safeguard the right to privacy of those they serve.

Students are expected to adhere to all of the agency policies on confidentiality and standards for professional behavior. In the field, students are representatives of the agency and are expected to behave in a way that reflects accountability to the agency, community, and clients. Students are expected at all times to adhere to basic social work values and ethics. It is required that students notify their agency field supervisor if they will be absent from their placement. The student is responsible for developing a plan with their supervisor on how they will make up the missed clock hours of work.

***Credit for Experiential Learning: Students with a work history in human service agencies are NOT given credit for Field.**

BRESCIA STUDENT SOCIAL WORK ASSOCIATION (BSSWA)

The BSSWA is open to any student embracing the values of the social work profession. Offices in the club may only be held by social work majors. The BSSWA is a very active organization, participating in service projects, community development, and educational activities. Membership dues are \$5.00 per year. Dues may be waived by majority decision of the club. The club office is located in the Ramold Center. The club meets twice a month as determined by students each semester.

ACADEMIC ADVISING

Students declaring a major in Social Work will be assigned an academic advisor in the program. This assignment is made by the Social Work Program Director. A student must meet with the assigned advisor prior to pre-registration in the Fall and Spring semesters. Advising generally occurs in person or by email. Registration and schedule changes (adding, dropping, or withdrawing from a class) cannot occur without the advisor’s permission.

ACADEMIC POLICIES

CLASS ATTENDANCE: Brescia expects students to attend all classes.

Instructors may lower grades or deny course credit to students missing more than 20% of scheduled class meetings. Individual instructors may set stricter attendance standards. Students forced to miss class should notify the instructor in person or by email as soon as possible. If unable to contact the instructor directly, students may contact the office of the Academic Dean (686-4250) to notify instructors of class absence.

CLASSROOM DISRUPTION: Brescia University upholds the right-to learn for all students. The college does not tolerate behaviors in the classroom, online classroom, lab, or library that disrupts the educational process. Brescia will employ appropriate actions to protect the right-to-learn.

COURSE LOAD: Full-time students must carry a minimum of 12 credits per semester. Students wanting to take more than 18 hours should have a 3.75 cumulative GPA and permission from the Academic Dean.

DIPLOMA APPLICATION: Students expecting diplomas (AS/AA, BS/BA, graduate degrees) should file application one year before graduation to allow time to meet all graduation requirements. February 1st is the deadline to apply for May graduation.

PROBATION/SUSPENSION/DISMISSAL:

Full-time students whose grade point averages fall below 1.75 for any semester or who fail to meet the scale below will receive academic probation. For part-time students, this determination is based on the last 12 hours attempted. Students can continue on probation for no more than two semesters.

Hours Attempted Cumulative GPA

30 hours	1.5 GPA
45 hours	1.65 GPA
60 hours	1.75 GPA
75 hours	1.9 GPA

90 hours

2.0 GPA

Students who's GPA for any term drops below 1.5 may be suspended from the college. After two semesters on academic probation, students automatically are suspended. Students seeking re-admission need approval of the Academic Dean. Continued academic probation of two semesters following reinstatement will result in dismissal. Appeals of the academic probation, suspension, and dismissal policies should be directed to the Academic Dean.

ACADEMIC SUPPORT SERVICES

Brescia delegates faculty members to serve as advisors for each student. The advisor is the student's personal academic mentor. The advisor helps the student to explore realistic career options, to design a personal program of studies, and to build a workable schedule of classes each semester.

TUTORING: Student Support Services offers on campus, individual tutoring in academic subjects. Brescia urges students to make their tutoring needs known to their academic advisors or course instructors. Student Support Services offices are on the 2nd floor of the Administration Building.

HONORS

Students achieving a grade point average of 3.5 while taking at least 15 credits merit standing on the Dean's List. The bachelor's degree with scholarly honors is awarded to students for academic excellence in completing degree requirements: CUM LAUDE for a cumulative GPA of 3.4, MAGNA CUM LAUDE for 3.65, and SUMMA CUM LAUDE for 3.9. A minimum of 64 credits must be earned at Brescia to qualify for graduation honors.

HONORS PROGRAM

Brescia's Honors Program recognizes highly talented, motivated students and challenges them to experience the great ideas and the great works of humankind, to anchor their lives in the context of these concepts, and to develop leadership skills. The college invites to the Honors Program fulltime students scoring above 25 on the ACT. The Brescia catalog provides a complete description of the honors program.

RESIDENCY

For the Bachelor's degree, the final third of the major requirements and the final 30 credit hours {minimum total of 42 credit hours} must be earned at Brescia. For the Associate's degree, the final third of the courses in the area of specialization and the final 15 credits {minimum total of 21 credit hours} must be earned at Brescia.

SATISFACTORY PROGRESS

Good Standing means maintaining at least a "C" average. A 2.5 in the major with a cumulative 2.1 is required for graduation. A "C" or better must be earned in all upper division courses in the major and minor fields. **A cumulative 2.0 is required for students to hold an office in any campus organization or to compete on any intercollegiate team.**

Satisfactory progress is measured by cumulative GPA and by credit hours earned in relation to hours attempted. The Financial Aid Office details specific standards of progress that students must maintain to remain eligible to receive financial aid.

Students who lose financial aid may regain the aid in subsequent semesters by achieving the progress standard required by the college. Financial Aid is not retroactive for the period a student is endeavoring to regain satisfactory progress.

Based on litigating circumstances, such as a personal hardship or a change in academic objectives, students may appeal to the Academic Dean for an exception to this policy.

STUDENT CLASSIFICATION

Senior 90 or more credit hours

Junior 60 – 89 credit hours

Sophomore 30 – 59 credit hours

Freshman 0 – 29 credit hours

TRANSCRIPTS

The transcript is a student's official record of all college courses attempted and grades received. Transcripts and grade reports are issued only after all financial obligations to the university have been met. Requests for transcripts must be made to the Registrar directly by the student either in person or online.

CAMPUS SUPPORT SYSTEMS

CAMPUS MINISTRY

Campus Ministry embodies the public presence and purposeful action of the Catholic Church on campus. All people at Brescia share responsibility for the common good and for keeping the dignity and worth of human beings at the center of the university's planning and decision-making. To support this effort, Brescia employs a Campus Minister on the Student Development Staff.

To promote religious worship and encourage prayer as a normal, integral part of a student's life, Campus Ministry coordinates liturgies, prayer services, and Bible study programs. Campus Ministry offers periodic retreats and other programs to heighten students' awareness of social justice and community responsibility. Campus Ministry coordinates Brescia's service learning and voluntary action programs.

CAREER PLANNING

Career planning is a life-long process. It involves seriously assessing one's interests, skills, abilities, and lifestyle preferences in relation to career choice. Open discussion with academic advisors, faculty members, and friends can guide thoughtful career development. Career preparation is a major component of Brescia's mission.

Brescia's Career Development Program assists with job placement or acceptance to graduate school after graduation. Consult the CDP Director for details.

COMPUTER SERVICES

Brescia maintains three, full-service computer labs for student use. They are located on the 1st floor of the Science Building, 3rd floor of the Administration Building, and in the Fr. Leonard Alvey Library.

The University provides on-campus direct access to the Internet to all students. The University also provides email accounts for all students. Current campus Library databases can be accessed from any campus computer. Passcodes are provided for off campus access.

COUNSELING SERVICES

University life brings stress. Brescia's supportive community of faculty and staff is sensitive to the personal traumas of campus life. Whether you are just out of high school or a student returning to a university, support and guidance in dealing with the problems of life and school await you at the Counseling Center on the main floor of the Science Building. Professional staff are available during the class day and by appointment on evenings and weekends. Do not downplay your concerns. If they are serious to you, they are serious to us. Counseling services are also available to online students.

ACCESSIBILITY

Brescia University pledges to work toward an **accessible** campus, where students with documented needs/challenges can be comfortable, productive, and independent. Student Support Services are available for accessibility issues, housing or food service concerns, classroom needs such as note-taking or special testing arrangements, and all general concerns regarding difficulties experienced by challenged students.

DUPLICATING SERVICES

Student organizations may use duplicating services in the mailroom on the 1st floor of the Administration Building. Clubs pay the cost of materials. Photocopy services and computer printers are available for students in the Library.

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote,

restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.1 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.)

1.2 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.

1.3 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.

1.4 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.

1.5 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.

1.6 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.

1.7 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.

1.8 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.

1.9 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

2.1 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 well-being of clients.

2.2 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.

2.3 Interdisciplinary Collaboration

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

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

2.4 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.

2.5 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.

2.6 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.

2.7 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.

2.8 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.

2.9 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

3.1 Supervision and Consultation

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

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

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

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

3.2 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.

3.3 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.

3.4 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.

3.5 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.

3.6 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.

3.7 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*.

3.8 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.

3.9 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

4.1 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.

4.2 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.

4.3 Private Conduct

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

4.4 Dishonesty, Fraud, and Deception

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

4.5 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.

4.6 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.

4.7 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.

4.8 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

5.1 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.

5.2 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or

potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.1 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.

6.2 Public Participation

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

6.3 Public Emergencies

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

6.4 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.

Source: <http://www.socialworkers.org/pubs/code/code.asp>

Rev. 7/14

Appendix A
Brescia University Bachelor of Social Work Program
Application Instructions.

The following courses must be completed prior to making formal application for admission to the program.

Social Work	280
Sociology	204
Psychology	105
Biology	100
Math	111
Social Work	301 (in progress)

After completing the prerequisites, students make a formal application to the program. Students should electronically submit their application materials to the Program Director. The application materials must include the following items:

1. An application form.
2. A copy of a photo identification card.
3. A 5-minute autobiographical video. (See Instructions)
4. A written response, not to exceed 5 pages, addressing appreciation for diversity, macro social work, and awareness of social work ethics. (See Instructions)
5. A recommendation form from a social work instructor who has taught the student (See Form)
6. A GPA of 2.5 or higher.

* The Program reserves the right to require an interview of any applicant.

** A non-expired photo ID (a copy, do not send original) is required to confirm the identity of each applicant. If you do not have access to a photo ID, please contact the BSW Program Director at todd.palmer@brescia.edu to discuss alternatives.

APPLICATION DEADLINE: To be set every semester by the Program Director.

Applicants may be contacted after the deadline to schedule an interview.

ACCEPTANCE NOTIFICATION:

Students will be notified regarding acceptance to the program.

Appendix B

Social Work Application Autobiographical Video Instructions

Please create a 5 minute video that tells us about you by addressing each of the 3 items below. Upload the video to YouTube, and send us the link to the video. If you do not have a YouTube account, you will need to open one first.

Please set the privacy setting to “unlisted.” This makes the video available only to people to whom you send the link. It cannot be viewed by the general public. Include the link to your video in the email to the Program Director (todd.palmer@brescia.edu) when you submit your application materials.

The video should not exceed 5 minutes. You are responsible for ensuring that the video is of good quality and is uploaded to the secure YouTube site. For the smoothest presentation, you may use note cards if needed, but please do not read your narrative into the camera. We want you to just talk to us as if we were in the room with you.

Here are [step-by-step instructions](#) on how to upload a video onto YouTube from a computer, Android, or iOS device.

Your video will be evaluated based on a) your ability to follow the directions, b) the content of the narrative, and c) your ability to use the technology effectively.

Please address these areas in your statement:

1. Your motivations for becoming a social worker, your understanding of what it means to be a professional social worker, and your career goals.
2. A discussion of any volunteer, service learning, or personal experiences that demonstrate your interest in working with either individuals, families, groups, organizations, or communities (choose one).
3. Strengths and weaknesses as they apply to social work practice.

Appendix C

Social Work Application Essay Questions and Instructions

Please answer the 3 items below, numbering each response. Use complete sentences, 12 point, Times New Roman font, doubled-spaced, with 1" margins. Do not exceed 5 pages in length.

Your answers will be evaluated based on a) your ability to follow the directions; b) writing skills; and c) the content of the narrative.

1. Discuss a personal experience or a current event which led to a new appreciation of diversity and an insight into how the context of the community, the country, and world influences the day-to-day experiences of individuals.
2. What can social workers do at a macro level to advance human rights or social & economic justice for diverse groups, and how do you think social work practice might be affected by societal trends?
3. Read the following scenario and give a brief discussion of how you would respond to this situation and how your actions would be related to the NASW Code of Ethics.

Imagine that you are a social worker at a shelter and are concerned about a person who recently froze to death because of refusing to come into the shelter. The city adopts a new policy to protect people who are homeless in the winter. City workers begin collecting all people sleeping on the streets and taking them involuntarily to shelters if the temperature falls below 32^o F. You also happen to be in a personal relationship with someone who controls funding for the shelter – the more people who fill the shelter beds, the more money the shelter receives. A worried client asks you if he could get arrested for choosing to live on the streets rather than go to the shelter. What are the ethical issues involved? What personal values would you consider in making this decision? What would you tell the client? Would your answer change if you found out that a small percentage of the people who were homeless had an impaired mental capacity to make decisions? Please explain

*Vignette is adapted from NASW (1998). Current controversies in social work ethics: Case examples.

Appendix E



Social Work Student Performance Evaluation

*To be completed before or after student is admitted to the Social Work program when questions of conduct or performance arise. Circle one response in each category.

Student Name: _____ Cumulative GPA: _____ SW GPA: _____

A. Oral Communication Skills

1. Makes frequent speaking errors; inarticulate; hesitates to express self; or does not use voice effectively
2. Expresses self but not regularly; makes some errors; or does not consistently use voice effectively
3. Expresses self regularly; uses Standard English grammar; uses voice effectively
4. Expresses self very well; communicates ideas very well; is adept in using voice effectively

B. Written Communication Skills

1. Writing frequently includes grammatical/mechanical errors; or is often unclear
2. Writing includes some grammatical/mechanical errors; or is somewhat unclear
3. Writing includes very few minor errors; clear
4. Writing is error-free and is very clear

C. Attendance and Punctuality

1. Unacceptable absenteeism or tardiness
2. Frequently absent, tardy, or leaves early
3. Rarely absent or tardy
4. Perfect attendance

D. Work Habits/ Commitment to Excellence

1. Work or performance does not meet minimal requirements or expectations
2. Work or performance meets minimal requirements or expectations
3. Work and performance indicates significant effort and care
4. Work and performance consistently demonstrates commitment to candidate's own high standards for professional work

E. Quality of Work

1. Consistently hands in work that is of poor quality, incomplete or late; does not make use of available resources, help, or suggestions to develop or improve work
2. Often submits work that is of poor quality, incomplete or late; does not consistently use resources, help, or suggestions to develop or improve work
3. Submits work that meets minimum requirements on time
4. Reaches beyond the minimum, and turns in excellent work

F. Professional Dress

1. Consistently dresses inappropriately
2. Sometimes dresses appropriately
3. Usually dresses professionally
4. Consistently dresses professionally

G. Quality of Interactions and Participation (Classroom and Field Experiences)

1. Consistently apathetic or indifferent; disruptive or off-task; does not contribute to classroom activities or is not appropriately engaged with students and colleagues; unprepared.
2. Sometimes uninvolved or disruptive or off-task; minimally contributes to classroom activities or is

- sometimes not engaged with students and colleagues; not well-prepared
- 3. Contributes to classroom activity and is appropriately engaged with students and colleagues; comes prepared
- 4. Contributes to classroom and school activity, often as a leader; highly engaged with students and colleagues; comes well-prepared

H. Critical Thinking Skills

- 1. Makes no attempt to question, analyze, interpret, explain, or evaluate; unable to justify the results of his/her thinking; or maintains or defends views based on self-interest or preconceptions; close minded
- 2. Struggles with questioning, analyzing, interpreting, explaining, or evaluating, and with providing rationale for reasons, points of view; or does this in superficial manner
- 3. Thoughtfully questions, analyzes, interprets, explains, or evaluates and is able to justify the results of his/her thinking; open-minded
- 4. Accurately interprets; identifies salient information or reasons; draws warranted judicious conclusions; justifies and explains assumptions and reasons; fair-mindedly follows where evidence and reason lead.

I. Collegiality

- 1. Often does not demonstrate collaborative skills (e.g., active listening; able to switch from leading to being a member; encouraging ideas; facilitating group in reaching goals)
- 2. Sometimes demonstrates collaborative skills
- 3. Responsibly engages in group/team efforts
- 4. Strong contributor to group/team efforts

J. Respect for Others

- 1. Overly negative or critical; insensitive to the feelings and needs of others; discourteous; does not show that he or she values ideas of others; may ignore rules or common etiquette; acts out of self-interest in most situations; may lack self-control in interactions
- 2. On a few occasions, is overly negative or critical, insensitive, or discourteous; sometimes does not value others' ideas or ignores rules/common etiquette or acts out of self-interest; may lack self-control in interactions
- 3. Applies critical perspective appropriately; is sensitive to the feelings and needs of others; courteous; demonstrates that he or she values the ideas of others; abides by rules and common etiquette; acts in the interests of others; demonstrates self-control in interactions
- 4. Uses positive approaches when questioning or criticizing; acts on concerns for the feelings and needs of others; abides by rules and common etiquette; is very courteous; acts in the best interests of others in many situations

K. Initiative

- 1. 1. Passive, depends on others
- 2. 2. Needs supervision to implement ideas
- 3. 3. Demonstrates self-initiative and independence
- 4. 4. Creative, resourceful and self-directed

L. Attitude Toward Clients

- 1. Lacks interest in or is negative toward clients; does not demonstrate an attitude that all clients can change; does not view own responsibility in motivating clients; lacks knowledge and skills in establishing rapport motivating clients
- 2. Makes minimal efforts to establish rapport with clients; does not always demonstrate an attitude that all clients can change; makes minimal effort to motivate clients
- 3. Develops rapport with clients; demonstrates an attitude that all clients can change; demonstrates knowledge and skills in motivating clients
- 4. Effectively develops professional /personal connections with clients which contribute to client development; acts on a strong belief that all clients can change; uses many strategies that effectively motivate clients

M. Response to Constructive Feedback

- 1. 1. Defensive / non-responsive and does not make changes to subsequent performances or behaviors
- 2. 2. Defensive and/or non-responsive; subsequent performances or behaviors show some changes
- 3. 3. Receptive; subsequent performances show some productive changes
- 4. 4. Receptive; subsequent performances consistently show productive changes

N. Ability to Handle Stress and to Manage Workload

- 1. Often handles stress in non-productive manner (e.g., by complaining, becoming angry, withdrawing); unable to manage the demands or workload associated with academics; often sick, tired, or lacks stamina
- 2. Sometimes handles stress in non-productive manner; sometimes unable to manage the demands/workload of academics.
- 3. Handles stress in productive manner; manages the demands/workload associated with academics
- 4. Handles stress in a productive manner and maintains an optimistic and positive approach in stressful situations; manages the demands/workload associated with academics very well.

O. Commitment to Diversity and Equity

- 1. Ethnocentric; considers only personal perspective
- 2. Demonstrates awareness of diversity issues and of multiple perspectives
- 3. Demonstrates emerging commitment to learning more about diversity and utilizing multiple perspectives
- 4. Consistently demonstrates a commitment to understanding diversity.

Notes:

Signature of Person Completing Form: _____ Date: _____

Please check one:

University Faculty: _____ Field Director: _____ Field Supervisor: _____ Student: _____

*Signature of Student: _____ Date: _____

*By signing this form, you acknowledge that you have been provided with a copy of this form if requested. Your signature is not an acknowledgement of complete agreement with this evaluation. If you do not agree with specific elements in this evaluation, you may append a statement explaining your disagreements. If you wish to discuss this evaluation with the person who completed it, please make an appointment with that individual.

Adapted from Radford University Professional Characteristics & Dispositions

7-25-14