

Stephen F. Austin State University
SCHOOL OF
SOCIAL WORK
2018-2019 MSW Student Handbook

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Building bridges.

Changing lives.

That's what we do.



STEPHEN F. AUSTIN STATE UNIVERSITY

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Dear Students,

Welcome to Stephen F. Austin State University. We are so excited that you have chosen Stephen F. Austin State University School of Social Work to pursue your MSW. Congratulations on all of your hard work which brought you to this time and place. You have made an excellent decision to advance your career not only by pursuing graduate education, but by choosing to do it here, at the Stephen F. Austin State University School of Social Work, a program that is recognized as a leader in rural social work.

You are beginning an educational journey in which you will not only build knowledge and skills in a meaningful profession, but also grow in deeply personal ways. There will be challenges, opportunities, and perhaps even some fun. Among the challenges is the stretching that comes with learning and among the opportunities are new friends and professional colleagues. You are now part of the SFA community!

This *MSW Handbook* contains important information about the School, the program of study and the administrative regulations governing your participation in the program. Please use it as a guide throughout your program at the School of Social Work. If you have specific questions that are not answered here, please contact a member of the social work faculty or staff; they are also available to you for advising and information.

We wish you well in your graduate studies and trust that you will find the knowledge and expertise that you gain here exciting and suited to your own professional goals. We wish you success!

The Faculty and Staff
Stephen F. Austin State University
School of Social Work

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Mission of the School of Social Work

The mission of the School of Social Work at Stephen F. Austin State University is to prepare competent and effective professional social workers committed to generalist and advanced practice able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The School is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity, and social and economic justice. In support of its educational endeavors, the school is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

Mission of the MSW Program

The mission of the MSW program at Stephen F. Austin State University (SFASU) is to prepare competent and effective professional social workers committed to advanced generalist practice and able to respond to the needs of rural communities and to the challenges faced by people with rural lifestyles. The program is committed to providing leadership for the region, particularly in identifying and addressing community needs and issues, including those related to the alleviation of poverty and oppression within the context of rurality, cultural diversity and social and economic justice. In support of its educational endeavors, the program is dedicated to excellence in teaching, research, scholarship, lifelong learning and community service.

MSW Program Goals

The MSW program goals are derived from the School's mission and are as follows:

1. Prepare professional social workers who will demonstrate integration and autonomous use of social work knowledge, values, and skills in advanced generalist social work practice with individuals, families, groups, organizations, and communities within a rural and global context.
2. Prepare professional social workers who will demonstrate critical thinking and ethical social work practice with systems of all sizes within a rural context based upon the knowledge, values, and skills that encompass a generalist perspective and advanced generalist practice.
3. Prepare professional social workers who will identify with the profession, take an active role in professional leadership, within their local communities and larger systems, and be lifelong learners.
4. Prepare professional social workers with research knowledge and skills to evaluate and advance social work practice, influence rural policy, advocate for social and economic change with attention to diversity, rural communities, and people with rural lifestyles, and add to the knowledge base of rural social work practice.
5. Maintain reciprocal relationships with social work practitioners, groups, communities, and organizations in the region, nationally, and globally.
6. Strengthen rural social work through the School's professional and community service, and scholarship.

Admission Criteria

In order to be considered for admission to the MSW program, applications must submit: 1) an SFA graduate school application, 2) official transcripts, 3) three letters of recommendation, 4) supplemental application for the MSW program, and 5) a written statement of interest in social work.

Non-Advanced Standing

To be considered for clear non-advanced standing admission, applications should present an overall GPA of at least 2.5 and a GPA of 3.0 for the last 60 hours. Applicants who demonstrate outstanding qualifications on other admission criteria may be admitted on a probationary basis with an overall GPA of 2.5 and 2.8 GPA for the last 60 hours.

Advanced Standing

A limited number of students may be admitted to the advanced standing program. To be considered for advanced standing, applicants must have earned a Bachelor's Degree in Social Work from a program accredited by the Council on Social Work Education. Applicants admitted on a probationary status are not eligible for advanced standing.

To receive advanced standing, an applicant must have made a minimum GPA of 3.0 in the last 60 credits of undergraduate course work and a 2.5 GPA overall. Decisions on course equivalency credit will be made by the MSW Program

Director. Advanced placement credit may be awarded for SWK 501, SWK 502, SWK 507, and SWK 512. Advanced standing credit is not automatic and students may be required to submit course equivalency information or successfully complete a competency examination before receiving credit for a course. All students who receive advanced standing must complete a minimum of 35 credit hours in order to receive the MSW. Part-time advanced standing student must complete the program in two years.

Accreditation

The MSW Program is accredited by the Council on Social Work Education.

CSWE/EPAS Core Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

CSWE/EPAS Component Behaviors/Student Learning Outcomes: Generalist

Practice Curriculum

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

- Use practice experiences and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

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

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

- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

- Select and use appropriate methods for evaluation of outcomes
- Apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

CSWE/EPAS Practice Behaviors/Student Learning Outcomes: Specialized Practice Curriculum

Specialized Practice: Advanced Generalist Practice

The specialized practice focuses on advanced generalist practice with individuals, families, groups, communities and organizations influenced by rural lifestyles. It builds on the competencies and Generalist Practice component behaviors of generalist practice. Students are prepared to become leaders in social work practice. They recognize and understand their role as advanced generalist practitioners, through self-regulation and reflection, and develop leadership skills to supervise and monitor practice. They understand the specific frameworks and theories for rural practice. Students develop knowledge, values and skills to demonstrate ethical and professional behavior, engage in diversity and difference in practice, advance human rights and social, economic and environmental justice, use research to inform practice, engage in policy practice, and engage assessment, intervene and evaluate systems of all sizes influenced in rural lifestyles. Advanced generalist practitioners have differential and complex skills to practice autonomously.

The following competencies and component behaviors describe the values, knowledge, skills and cognitive and affective processes that comprise the competency at the specialized practice level.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist practice social workers understand leadership roles and how the value base of the profession, ethical standards, relevant laws and regulations influence practice specific to rural lifestyles. They understand how their personal experiences and affective reactions impact their roles specific to supervision, leadership and practice. Advanced generalist practitioners manage inter-professional teams, apply ethical principles and show leadership in the development of ethical standards. Advanced generalist practice social workers engage in life-long learning and are committed to continually updating their skills and supervise skills development. They recognize emerging forms of technology and supervise and manage the ethical use of technology in social work practice as it relates to systems influenced by rural lifestyles.

- Apply ethical decision-making and critical thinking to analyze and implement multiple codes of ethics with the purpose to enhance advanced generalist practice with rural people and communities.
- Recognize and manage personal and professional values in order to engage in advanced rural practice with multiple systems.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist social workers are knowledgeable about various social constructions related to diversity and difference in working with systems influenced by rural lifestyles.

They are knowledgeable about the intersectionality of multiple factors and how it impacts rural quality of life. They are knowledgeable about the development of self-awareness specific to their own life experiences and are able to supervise how it impacts self-reflection strategies. They apply cultural sensitive practice theories and methods to persons of diverse cultures including those of differing sexual orientation, age, religion, political ideology, gender identity and expression, immigration status, sex, and class; persons from both urban and rural areas; and especially those who are vulnerable to poverty, oppression, or social differences in rural communities. Advanced generalist social workers effectively manage diverse teams within an interdisciplinary context.

- Identify, analyze and apply social constructions of rurality within and across diverse groups (e.g. gender, ethnicity/race, age, socioeconomic status, sexual orientation) and across multiple system levels.
- Supervise the integration of awareness, self-regulation, sensitivity and professional response to issues of values, ethics, diversity, social justice and populations at risk.

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

Advanced generalist practice social workers show leadership in the development of strategies to address oppression and discrimination. They recognize the disparities and challenges specific to access of services that people and communities with rural lifestyles face. Leadership skills are used to develop and implement advocacy strategies for and on behalf of clients and constituencies. Advanced generalist social workers understand fundamental human rights including freedom, safety, privacy, respect, dignity and access to resources. They integrate the theoretical frameworks, policies, international perspectives and legislation to implement and develop strategies to address human rights issues. Advanced generalist social workers incorporate social justice principles and practices to promote human and civil rights at multiple levels to ensure basic human rights are available equitably.

- Apply leadership skills to promote social, economic and environmental justice to systems of all sizes within and outside of rural communities.
- Provide leadership in specialized practices related to oppression and human rights violations at multiple levels advancing social, economic and environmental justice in rural environments.

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

At the specialized practice level, advanced generalist social workers applies the knowledge, values and skills of advanced research methodology to enhance, evaluate and shape practice. They supervise, design, develop, implement and evaluate multi-disciplinary projects. They understand the principles of logic, scientific inquiry, culturally

informed and ethical approaches in advanced research. Advanced generalist social workers takes the lead in translating research findings to address grand challenges as it relates to people, communities and agencies impacted by rural lifestyles.

- Identify, evaluate, and implement multi-disciplinary research and practice strategies with rural systems and social networks.
- Demonstrate leadership skills to design, develop and implement research and technological advances to enhance social work practice in a rural context.

Competency 5: Engage in Policy Practice

At the specialized practice level, advanced generalist social workers understand how human rights, social justice and social welfare and services are mediated by policy and its implementation at federal, state and local levels. Advanced generalist social workers are able to lead strategies of policy analysis, formulation, development, implementation and evaluation specific to micro, mezzo and macro level systems impacted by rural life styles. They recognize how historical, social, cultural, economic, organization, environmental and global influences impact policies related to communities with rural lifestyles. Advanced generalist social workers understand how social welfare and economic policies improve quality of life and well-being of people with rural lifestyles.

- Develop, prepare, implement, analyze and evaluate social welfare and economic policies to improve the well-being of rural populations and communities.
- Apply leadership skills specific to advocacy with the purpose to advance human rights and social, economic, and environmental justice to deliver services to multiple systems in rural areas.

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

Advanced generalist practice social workers use leadership skills to engage with systems of all sized impacted by rural life styles. They understand the complex problems and issues challenging sustainable engagement strategies with rural people and communities. Advanced generalist social workers supervise the process of engagement, apply theories of human behavior to the phase of engagement, and develop appropriate strategies of engagement with micro-, mezzo- and macro-level systems impacted by rural life styles. Their leadership skills enable advanced generalist practice social workers to facilitate engagement strategies with individuals, families, groups, communities and organizations.

- Apply leadership skills to engage multiple systems (individuals, families, groups, communities and organizations) and constituencies

in rural environments.

- Supervise the integration of knowledge, skills and values specific to human behavior and the social environment, person-in-environment and appropriate theoretical frameworks.

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

Advanced generalist practitioners in rural social work practice understand the etiology, the nature and causes and complexity of challenges, problems and issues facing people and communities with rural lifestyles. They understand the importance of assessment in the problem-solving process and are able to supervise assessment processes and strategies.

Advanced generalist practice social workers supervise the use of multidisciplinary and multidimensional assessment methods. They use their knowledge of diversity, assessment methods, theories, approaches, policy and practice to select, develop, implement and evaluate appropriate assessment instrument and strategies.

- Select, implement and evaluate appropriate assessment instruments to assess diverse client systems on multiple levels in a rural context.
- Adapt, modify, develop, and implement differential assessment strategies, tools and approaches with diverse client systems and constituencies on multiple levels in a rural context.

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

Advanced generalist practice social workers understand that interventions are an ongoing component of the dynamic and interactive process of specialized social work practice. They are able to apply knowledge about advanced level interventions informed by evidence. They apply and critically analyze how theories of human behavior and the social environment are translated into rural communities. Advanced generalist practice social workers supervise the identification, analysis, implementation and evaluation of advanced interventions strategies. They use leadership skills to design, implement and monitor advanced intervention strategies to improve human service networks and agencies in rural areas.

- Design, identify, analyze, and implement advanced intervention strategies based on appropriate theories, models, and research across multiple system levels in a rural context.
- Demonstrate the ability to manage, supervise, monitor, coordinate and improve human service networks and service agencies in delivering services to rural clients.

- Apply leadership skills to supervise the design and implementation of advanced intervention strategies.
- Apply leadership skills to enhance interventions through interdisciplinary, inter-professional, and inter-organizational strategies.

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

Advanced generalist social workers understand the importance of evaluation as an ongoing component of the dynamics and interaction processes of sustainable social work practice. Their leadership skills are used to supervise evaluation strategies. Advanced generalist practitioners know how to implement different mixed method and interdisciplinary evaluation strategies to enhance practice with people and communities influenced by rural lifestyles. Advanced generalist social workers are knowledgeable about the methods of dissemination and how it informs evidence-based practice.

- Identify, develop, apply and monitor differential evaluation strategies in advanced social work interventions with systems of all sizes in rural communities.
- Develop leadership in the communication and dissemination of evaluation results to advance practice, policy, and service delivery effectiveness

MSW Program Curriculum

Overview

The master of social work degree (MSW) offered by Stephen F. Austin State University is a 64 credit hour program designed to be completed in two years of full-time academic study. A part-time program of study is also offered, but all degree requirements must be completed within four calendar years from the date of enrollment. The program does not require an undergraduate degree in social work for admission, but does require that students who are deficient in the liberal arts perspective complete additional course work in order to prepare them for the social work professional Generalist Practice courses. Undergraduate content in human biology, multicultural studies and social statistics are specifically required before students are allowed to enroll in graduate courses that require knowledge of that content. All prerequisite course work must be completed prior to or during the first semester of enrollment in the program.

The MSW program has an advanced standing program of 38 credit hours that is completed in 10 months of full-time study (one summer session and two semesters). Advanced standing students who are part-time must complete the program requirements within two years of enrollment. Advanced standing is only awarded to students who have earned the bachelor's degree in social work from a CSWE accredited program and who achieve clear admission status (2.5 GPA overall and 3.0 GPA in the last 60 hours).

Note: No program credit is given for course work or field instruction for students' prior life, volunteer, or work experiences.

Focus of Curriculum

The MSW program curriculum consists of Generalist Practice and specialized practice content. The first full-time year of the program is generalist in perspective and emphasizes a problem-solving method in the helping relationship. The first year provides the social work professional Generalist Practice similar to that provided in a BSW program and serves as a base upon which the advanced level content builds knowledge and skills.

The MSW program offers one specialized practice, which is completed during the second full-time year of the program. The specialized practice offered is Advanced Generalist Practice in a Rural Context. Advanced Generalist skills are applied to practice within the rural context and with people having rural lifestyles. The importance of examining issues of diversity and difference, values and ethics, social and economic justice, populations at risk, and rurality is emphasized throughout the program.

Professional Generalist Practice courses include content in the following areas: Human Behavior and the Social Environment, Social Work Policy and Services, Generalist Social Work Practice, Applied Research Methods, Rurality, and 480 clock

hours of agency based field instruction.

Specialized practice (Advanced Generalist Practice in a Rural Context) courses include content in Advanced Generalist Practice Methods, Policy Analysis and Evaluation, Research (statistics/measurement and research practicum), and 500 clock hours of agency based field instruction.

Definition of Specialized Practice Area – Advanced Generalist Practice in a Rural Context

The MSW program of SFASU features a Generalist Practice and a single specialization practice: *Advanced Generalist Practice in a Rural Context*. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

Generalist Practice is a practice perspective that serves diverse client systems utilizing an ecological systems approach focusing on persons, families, groups, organizations and communities within the context of the rural social environment. It is not confined by a narrow cadre of theories; rather, it is versatile enough to allow problems and situations as well as strengths, capacities and resources to determine the practice approach. Generalist practice employs a problem solving framework and a broad knowledge, value and skill base which demands ethical practice and on-going self- assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations and communities.
- Is multi-theory, allowing for the free selection of theories as appropriate.
- Utilizes problem identification and solving focus that follows a problem- solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires and integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

Advanced Generalist Practice builds on the generalist practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at- risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.

Specialized evidence-based interventions with systems of all sizes.

- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.

- Readiness for leadership in a variety of areas including: program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

Rural context refers to social work practice with people with rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); *Office of Management and Budget* (metropolitan, metropolitan, and non-core), *Economic Research Service* (rural urban continuum codes); and *the United Nations* that defines urban and rural according to the census definition for each nation, but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

Field Instruction

Field Instruction in the MSW program is comprised of three sequential field instruction experiences: Field I, Field II and Field III. Each course is designed to provide an educationally directed Generalist (Field I and II) and Advanced Generalist in the Rural Context (Field II) practice experience in a social agency where students demonstrate the component behaviors which augment all Ten Core Competencies of the Social Work profession. Students integrate classroom knowledge with actual practice opportunities under the supervision of a MSW Field Instructor. Advanced standing students are exempt from Field I and Field II (Generalist Practice Fields), thus only required to complete Field III (Advanced Practicum).

Field Instruction I and II:

Field I and Field II consist of 200 agency-based hours each with a one –hour weekly integrated seminar. This is a concurrent field experience for full-time students. Part-time students will complete pre-requisite social work course work an outlined on the

curriculum plan. Students remain in same agency for both Field I and Field II. Field Instruction I and II are required for all MSW students without advanced standing.

Field Instruction III:

Field Instruction III consists of 500 agency-based hours with a two-hour weekly integrated seminar. Field III is required for all students in the MSW program and must be completed on a fulltime basis for full-time students. Part-time students may take Field Instruction III over two semesters or as a block placement (one semester).

The prerequisites are satisfactory completion of all professional Generalist Practice courses and specialized practice courses. Field Instruction III will provide students with advanced practice experiences, including; administrative functions, supervisory, consultation and collaborative services; provision of professional leadership and advanced community development; and program and resource development and evaluation. Students will gain further mastery in advanced assessment and intervention skills that are prescribed in various intervention methods with individuals, families, groups, organizations and communities, in order to prepare for practice as advanced generalist practitioners in a rural context.

Field Instruction Policies and Procedures:

During the semester prior to students' enrollment into field instruction, students' must complete a structured field placement process supervised by the Director of Field Education. At this time, the process for application and selection of field instruction sites and other pertinent field policies and procedures will be discussed in an informational meeting, held by the director of field instruction, for all students entering field instruction the following semester. The Graduate Field Instruction Manual available in the university bookstore contains all necessary field-related information. Students should purchase the manual prior to the informational meeting. Prior to this time, students should direct questions regarding field instruction placements to the Director of Field Education.

Please see policy "Policy: Consideration of Criminal History Record of Social Work Students" related to students placed in community agencies for completion of required field practice course.

Field Instruction Policies and Procedures:

All MSW students must complete the field application packet and have an interview with the Director of Field Education in the semester prior to entering field instruction. During the interview, students are able to discuss their interest in various fields of social work practice in order to arrive upon a potential agency. Placements in agencies are made with input from the MSW faculty. Agency contacts are made by the Director of Field Education and not by the student. After agency assignments are made, students must interview with the Field Instructor in the agency. If accepted, as agency contract between the field agency and the student will be signed and submitted to the Director of Field Education before the student begins the placement.

Policy on Repeating Field Instruction:

MSW students who have been terminated from a field instruction assignment (see Field Instruction Manual) or who have made a grade of C, D, or F must repeat the field instruction course. Students may appeal termination from field instruction through the process outlined in section VIII of the field instruction manual.

If students wish to repeat a field instruction course, reinstatement is not automatic. Students who repeat a field instruction course must reapply for admission to field instruction (as stated above). Students who were terminated from a field instruction placement must also state in writing how each of the problems/issues contributing to the original termination have been corrected. This includes behaviors and/or skill deficits that contributed to the original decision to terminate the students' field instruction. The field Director, MSW Program Director, and the Director of the school of social work will review and recommend whether or not the student will be re-admitted to field instruction and be able to repeat the field instruction course. Students may repeat a field instruction course only one time.

Policy for Field Instruction in a Student's Place of Employment

In order to ensure an educationally directed field experience, school policy requires that a student complete field instruction in an agency/program in which he or she is not employed. In special circumstances, the school may consider an exception to the policy contingent upon the field placement meeting the Council of Social Work Education (CSWE) standards. CSWE prescribes that the agency must provide the following criteria (See Handbook of Accreditation Standards and Procedures):

1. Release time for course and field instruction.
2. Student's assignments will differ from those associated with the student's employment.
3. Student's fieldwork supervision will differ from those associated with the student's employment.
4. There is no diminution of the program's
5. established requirements in class and field interaction.
6. Program's established requirements in field instruction is educationally focused rather than solely centered on the agency's services.

The School of Social Work has established criteria for the utilization of a student's work setting as a field instruction placement. The foremost concern in developing such

placements is to ensure that the placement provides clear learning opportunities for Generalist and/or Advanced Rural Generalist Practice, and that it is educationally focused rather than centered on provision of agency services. The agency of employment must be capable of and willing to provide a new, different, and educationally directed learning experience for the student. It is incumbent on the agency and the student to demonstrate that the following criteria are met for a field instruction placement within one's place of employment:

1. The field instruction site clearly affords the student learning opportunities for Generalist and /or Advanced Rural Generalist practice as defined in the MSW Field Instruction Manual.
2. The agency must have an employee who is not the student's regular work supervisor and who is willing to serve as an approved field instructor.
3. The proposed field instructor must hold a MSW degree from a CSWE accredited social work program and have two years of postgraduate experience, as well as be either an approved field instructor or be willing to complete the application process for field instructors.
4. The agency must be approved as a field instruction site by the School of Social Work and meet all criteria for an affiliated field instruction agency, as outlined in this manual.
5. The agency must be large enough to transfer the student to a different section/unit/program other than that of the current employment and be willing to allow the student to complete the required clock hours in the new setting. Agencies may engage in creative management to afford such an opportunity to a student. An example may be that a Child Protective Services worker would be assigned to Adoption and Foster Care services or Adult Protective Services for field instruction in a different setting with different populations and different lines of supervision
6. In situations in which the student has been newly employed for less than 3 months, the student's place of employment may be considered as a field instruction site if the agency is an approved agency field placement site or if the agency meets the criteria for an approved agency and is willing to complete the selection/approval process.
7. The proposed field assignments/activities must provide new and different experiences for the student that will contribute to totally new learning opportunities for students.
8. The agency will grant the necessary release time for students to complete field instruction activities, including field seminar courses, as specified within this manual.
9. The agency will grant the necessary release time to the proposed field instructor to participate in field instruction training provided by the school of social work.
10. The field instructor must attend field instructor training prior to the start of field instruction.

The student will be responsible for submission of a written document-requesting placement in his/her work setting. All criteria must be established and documented in the

proposal prior to submission and review by the school. Once the request is submitted with required documentation, the proposal will be reviewed by the field faculty, faculty at large, and the MSW Program Director, along with additional agency input, if necessary. A decision will be rendered within 30 days. This process is very time consuming for the student, the agency, and faculty, thus the proposal should be submitted as early as possible in the semester preceding the anticipated field. As noted, the written request must address the following criteria:

1. Current and proposed job supervisor, proposed supervisor's credentials, verification of field instructor's status and/or a completed application to serve as such.
2. Beginning date of employment in the agency
3. Description of present job duties and proposed field assignments based on the program and field objectives.
4. Plan for release time for field clock hours and seminar class.
5. Proposed field instructor/supervisor's commitment to attend orientation training for agency.
6. Written approval from the student, current and proposed job supervisor, proposed Field Instructor, Director of Field Education, and SW Program Director.

Under no circumstances will both Generalist Practice and specialized practice field instruction placement be permitted in the student's place of employment. Students who have advanced standing and who are only required to complete one field instruction placement are not normally permitted to complete that placement in their place of employment. Students seeking field instruction in their place of employment will be required to follow the same procedural steps in the field placement process as all other students.

Policy: Consideration of Criminal History Record of Social Work Students

I. Applicability

This policy applies to students enrolled in The School of Social Work as a pre-major and/or major and will be assigned to a community agency or organization to complete practicum hours.

II. Policy Statement

Pursuant to the Texas Administrative Code Title 25 Part I Chapter 414 Sub-Chapter K Rule 414.504, students with the following criminal history may not be considered for placement in a community agency or organization.

1. criminal homicide (Penal Code, Chapter 19);
2. kidnapping and unlawful restraint (Penal Code, Chapter 20); (3) indecency with a child (Penal Code, §21.11);
3. sexual assault (Penal Code, §22.011);
4. aggravated assault (Penal Code, §22.02);
5. injury to a child, elderly individual, or disabled individual (Penal Code, §22.04);
6. abandoning or endangering a child (Penal Code, §22.041);
7. aiding suicide (Penal Code, §22.08);
8. agreement to abduct from custody (Penal Code, 25.031); (10) sale or purchase of a child (Penal Code, §25.08);
9. arson (Penal Code, §28.02);
 - a. robbery (Penal Code, §29.02);
 - b. aggravated robbery (Penal Code, §29.03);
10. a conviction under the laws of another state, federal law, or the Uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed under paragraphs
 - a. (13) of this subsection; an
11. a conviction which occurred within the previous five years for: assault that is punishable as a Class A misdemeanor or as a felony (Penal Code, §22.01);
 - a. burglary (Penal Code, §30.02);
 - b. theft that is punishable as a felony (Penal Code, Chapter 31);
 - c. misapplication of fiduciary property or property of a financial institution that is punishable as a Class A misdemeanor or felony Penal Code, §32.45); or
 - d. securing execution of a document by deception that is punishable as a Class A misdemeanor or a felony (Penal Code, §32.46).

I. Rationale

Social service agencies and providers are entrusted with the health, safety and welfare of vulnerable patients, clients and consumers and operate in settings that require the exercise of good judgment and ethical behavior. Thus, a students' suitability to function in such a setting is imperative to promote the highest level of integrity in social services agencies.

II. Procedure

Student will be required to disclose criminal history information during the application process of each field education course. If the application reveals a finding pursuant to Part II of this policy, the student will be notified by the Direction of Field Education that he/she will not be able to be placed in an agency setting.

The student will be directed to his/her advisor for future planning.

IV. Other Provisions

The policy concerning consideration of students with a criminal history will be included in the General Bulletin of the University, the School of Social Work Website, and the School of Social Work student handbooks.

Child Welfare Professional Development Project

Child Welfare Professional Development Project

The Child Welfare Professional Development Project (CWDP), Title IV-E Project of the School of Social Work at Stephen F. Austin State University, partners with the Texas Department of Family and Protective Services (DFPS) to enhance the knowledge and skills of current and future Child Protective Services (CPS) workers through undergraduate and graduate education in social work and by providing training opportunities to CPS staff, foster and adoptive parents, and community providers.

SFA is situated to serve two regions of TDFPS, Region 04 (Tyler – 23 counties) and Region 05 (Beaumont – 15 counties). The majority of the service area is rural and the population is underserved by social workers with professional and advanced degrees. CWDP helps to reduce the barriers to education by offering competitive stipends to BSW and MSW students who are interested in the child welfare field of practice.

MSW students must have a 3.0 GPA and complete a Title IV-E stipend application the semester before entering the final field placement. A CPS stipend committee then reviews applications, conducts interviews and awards stipends, which are currently \$3000.

Upon graduation, stipend recipients commit to work for CPS for eight months in a Title IV-E position. Examples of these positions include Conservatorship, Foster/Adoption Home Development, and Preparation for Adult Living (PAL) specialists generally, positions other than investigation.

Current CPS employees are also offered opportunities to extend their professional social work education by completing an MSW degree. Employees who have been approved for the Title IV-E stipend and admitted to the MSW Program at SFA receive \$2,300 per semester. Employees agree to four months of full time employment for each semester of stipend receipt.

Stipend amounts are re-examined yearly according to funding availability. Also students should contact the financial aid office to determine if there will be a change in their awards.

Students interested in the stipend and a challenging and rewarding career with children and families should contact Ms. Diane Sizemore at sizemorede@sfasu.edu or (936) 468-1808.

Curriculum Design

The MSW program admits both advanced standing and non-advanced standing students. Both types of students may choose from either a full-time or part-time option to complete the requirements of the program. A total of 64 credit hours are required for graduation in the non-advanced standing program. The advanced standing program requires 35 credits for graduation.

The advanced standing program officially begins in the second summer session of each year. The non-advanced standing program begins in the fall semester. Students approved for either program who wish to begin taking classes may do so if there are no pre-requisites.

Master of Social Work Program Curriculum

MSW Grad Bulletin:

http://catalog.sfasu.edu/preview_program.php?catoid=2&poid=145&returnto=56

Advanced Standing Full-time (10 months)

Summer Session II

SWK 504 Introduction to Rurality	<u>3</u>
	3

Fall Semester

**SWK 517 Social Policy Analysis	3
SWK 520 Social Work Research Process	3
SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	3
SWK 558 Advanced Practice with Groups	<u>3</u>
	15

Spring Semester

SWK 530 Research Practicum	3
SWK 539 Seminar	3
SWK 540 Field Instruction IV	4
SWK 541 Field Instruction V	4
Elective	<u>3</u>
	17

*Social Statistics _____

*Thesis Courses (SWK 575, SWK 589, SWK 590) Total Credits 35

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

Master of Social Work Program Curriculum

MSW Grad Bulletin:

http://catalog.sfasu.edu/preview_program.php?catoid=2&poid=145&returnto=56

Advanced Standing Part-time (2 year plan)

Summer Session II

SWK 504 Introduction to Rurality	<u>3</u>
	<u>3</u>

Fall Semester

**SWK 517 Social Policy Analysis	3
SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	3
SWK 558 Advanced Practice with Groups	<u>3</u>
	12

Spring Semester

SWK 520 Social Work Research Process	3
Elective	<u>3</u>
	6

Fall Semester

SWK 549 Field Instruction III	<u>5</u>
	5

Spring Semester

SWK 530 Research Practicum	3
SWK 559 Advanced Field Instruction II	<u>6</u>
	9

*Social Statistics ____

* Thesis Courses (SWK 575, SWK 589, SWK 590) ____ Total Credits 35

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

Master of Social Work Program Curriculum

MSW Grad Bulletin: http://catalog.sfasu.edu/preview_program.php?catoid=2&poid=145&returnto=56

Non-Advanced Standing Full-time (2 year plan)

Fall Semester

SWK 501 Introduction to the Social Work Profession	3
SWK 502 Human Behavior	3
SWK 504 Introduction to Rurality	3
SWK 505 Generalist Practice I	3
SWK 519 Field Instruction	<u>4</u>
	16

Spring Semester

SWK 500 Social Work Research Methods	3
SWK 507 Intro to Social Welfare Policy & Services	3
SWK 512 Human Behavior and Social Environment II	3
SWK 515 Generalist Practice II	3
SWK 529 Field Instruction II	<u>4</u>
	16

Fall Semester

**SWK 517 Social Policy Analysis	3
SWK 520 Social Work Research Process	3
SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	3
SWK 558 Advanced Practice with Groups	<u>3</u>
	15

Spring Semester

SWK 530 Research Practicum	3
SWK 539 Seminar	3
SWK 540 Field Instruction IV	4
SWK 541 Field Instruction V	4
Elective	<u>3</u>
	17

*Social Statistics__

*Thesis Courses (SWK 575, SWK 589, SWK 590) __ Total Credits 64

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

Master of Social Work Program Curriculum

MSW Grad Bulletin: http://catalog.sfasu.edu/preview_program.php?catoid=2&poid=145&returnto=56

Non-Advanced Standing Part-Time (3 Year Plan of Study)

Fall Semester #1

SWK 501 Introduction to the Social Work Profession	3
SWK 502 Human Behavior	3
SWK 504 Introduction to Rurality	3
SWK 505 Generalist Practice I	3
SWK 519 Field Instruction	<u>4</u>
	16

Spring Semester #1

SWK 500 Social Work Research Methods	3
SWK 507 Intro to Social Welfare Policy & Services	3
SWK 512 Human Behavior and Social Environment II	3
SWK 515 Generalist Practice II	3
SWK 529 Field Instruction II	<u>4</u>
	16

Fall Semester #2

**SWK 517 Social Policy Analysis	3
SWK 520 Social Work Research Process	3
SWK 558 Advanced Practice with Groups	<u>3</u>
	9

Spring Semester #2

SWK 530 Research Practicum	3
Elective	<u>3</u>
	6

Fall Semester #3

SWK 525 Advanced Generalist Practice	3
SWK 535 Seminar in Advanced Rural Practice	<u>3</u>
	6

Spring Semester #3

SWK 539 Seminar	3
SWK 540 Field Instruction IV	4
SWK 541 Field Instruction V	<u>4</u>
	11

*Social Statistics__

*Thesis Courses (SWK 575, SWK 589, SWK 590) _____ Total Credits 64

Student Name: _____ SID: _____

Student Signature: _____ Date: _____

Faculty Advisor Name: _____

Faculty Advisor Signature: _____ Date: _____

International Certificate in Community Development

The Graduate Program in the School of Social Work has an International Certificate in Community Development in which students from around the world can participate online. In line with the mission of the School of Social Work, the purpose of this certificate is to effectively prepare graduate social work students with a global perspective that will enhance their practice as it relates to sustainable community development. After completion of the certificate students will be able to apply their knowledge and competencies to a global context.

The certificate consists of the following courses which will be offered over a time-period of two semesters:

SWK 504: Introduction to Rurality
SWK 531: International Social Work
SWK 532: Sustainable Community Development
SWK 533: Diversity Appreciation

Enrollment

Change in Enrollment Status

Students may request a change in their enrollment status (part-time to full-time and full-time to part-time) at any time. Since the program's course offerings are based on the established course sequence, moving from full to part-time or vice versa may cause difficulties in scheduling except between the Generalist Practice and the advanced years. Students who make the change from full to part time or vice versa are responsible for working with the academic advisor to develop a new schedule for graduation prior to requesting a change in status. In order to change status, students must first discuss their situation with their advisor, then submit a formal request to the MSW Director who will consider the request. The Director will make a final decision regarding a change of status and notify students in writing.

Request for Change in Enrollment Status

If students have extenuating circumstances, a request for a leave of absence from the program is possible. Normally such requests are granted only for medical reasons or for serious family emergencies. Students must first discuss their situation with their advisor and then make a request in writing to the MSW Director who will make a final decision regarding a leave of absence, and notify the student in writing. A leave of absence may be granted for one year and the student will be considered on "inactive status". If a student cannot resume enrollment in the program after one year, the student must re-apply for admission to the program when they are ready and able to continue in

program. Students may not be eligible to retain credit from previous work if 6 years has expired prior to re-admission (see the Graduate Bulletin). Students that are re-admitted are responsible for program requirements published in the university's Graduate Bulletin for the year of re-admission.

Request for Leave of Absence

If students have extenuating circumstances, a request for a leave of absence from the program is possible. Normally such requests are granted only for medical reasons or for serious family emergencies. Students must first discuss their situation with their advisor and then make a request in writing to the MSW Director who will make a final decision regarding a leave of absence, and notify the student in writing. A leave of absence may be granted for one year and the student will be considered on "inactive status." If a student cannot resume enrollment in the program after one year, the student must re-apply for admission to the program when they are ready and able to continue in program. Students may not be eligible to retain credit from previous work if 6 years has expired prior to re-admission (see the Graduate Bulletin). Students that are re-admitted are responsible for program requirements published in the university's Graduate Bulletin for the year of re-admission.

Re-Admission

Students who were once enrolled (or admitted) in the MSW program and who voluntarily withdrew from the program must submit a new application for admission if the absence extends beyond one academic year (files will remain active for one year). The application process in these instances remains the same as the process for new applicants. The Graduate School rule for credits remaining viable for no more than six years may prevent students from applying some graduate credits of previously completed courses toward graduation. Thus course work may need to be repeated. If students' are beyond six years from initial time of admission to the Graduate School at SFA, they will also need to re-apply for admission to the Graduate School.

Transfer of Credit from Courses Taken Outside of the School

All courses that students wish to take outside of the MSW program (either at SFASU or another college or university) must be approved by the students' advisor and the MSW Program Director. The advisor may ask students to provide relevant information about the course work for transfer credit. Such information might include the university catalog description of the course and/or course syllabi. The student may also wish to consult the Program Director as to the appropriateness of the course toward the MSW degree. Only courses from MSW programs accredited by the Council on Social Work Education will be accepted for transfer credit. Elective courses taken in areas other than social work are not accepted for transfer credit. Only courses with a grade of B or higher can be transferred to the SFA MSW program. Field and practice courses from another university cannot be transferred to SFA.

Social Work Course Descriptions

Unless otherwise indicated, courses are three semester credit hours each.

500. Social Work Research Methods – 3 credits. Introduction to social work research methods for the professional Generalist Practice. Topics include critical thinking, understanding the social work research literature, conducting literature reviews appropriate for research proposals, applied research methods (quantitative and qualitative), evaluation methods, and formulation of research plans. Prerequisite – Graduate standing.

501. Introduction to the Social Work Profession - 3 credits. Introduction to the social work profession. Topics include: philosophy and history of the profession, social work values and ethics, social work organizations and licenser, and contexts for social work content. Prerequisite - Graduate standing.

502. Human Behavior - 3 credits. The person-in- environment model for generalist social work. The course uses a strengths perspective and a problem solving focus to understand human behavior in individual, family, and naturally occurring group contexts. Prerequisite - Graduate standing. Demonstrated knowledge of human biology.

504. Introduction to Rurality - 3 credits. This course introduces students to social work in the rural context. Issues related to social work practice, rural communities, rural behavior, and social welfare policy are presented. Prerequisite - Graduate standing.

505. Generalist Practice I - 3 credits. Generalist model of social work practice with individuals, families, and naturally occurring groups. Topics include engagement, data collection, assessment, planning, intervention, termination and evaluation. Prerequisite - Graduate standing. Demonstrated knowledge of human biology and multicultural content.

507. Introduction to Social Welfare Policy and Services - 3 credits. Generalist Practice content related to the history, philosophy, structure, and function of social welfare policy and services is presented in this course. A survey of social welfare services and current issues related to these services is also presented. Concepts related to social and economic justice are emphasized throughout the course. Prerequisites - Graduate standing.

512. Human Behavior and Social Environment II - 3 credits. The person-in-environment model for generalist practice. The course uses a strengths perspective and a problem solving focus to explain task groups, organizations and communities. – Graduate standing. SWK 501, 502, SWK 504, SWK 505, and SWK 507 or equivalents. Co- requisite - SWK 515.

514. Advanced Standing Seminar - *Elective - 3 credits. This seminar is required for Advanced students and is designed to strengthen and enhance the transition of BSW's into the MSW program. This course derives content from the Professional Generalist Practice and the Advanced Rural Generalist specialized practice. Prerequisite - Advanced Standing Status.

515. Advanced Generalist Practice II – 3 credits. Generalist model of social work practice with task groups, organizations, and communities. Prerequisites - Graduate standing. SWK 502, SWK 504, SWK 505, and SWK 507 or equivalents.

517. Social Policy Analysis - 3 credits. Advanced content in analysis of social policy in a rural context. Concepts related to the promotion of social and economic justice by social workers are emphasized. Prerequisites - Graduate standing. SWK 501, 502, SWK 504, SWK 505, and SWK 507 or equivalents.

518. Child Welfare Services - *Elective - 3 credits. An overview of theory, policy, services and practice issues related to social work in the child and family field of practice. Prerequisite – Graduate standing.

519. Field Instruction – 4 credits. Educationally supervised practice in a social welfare setting under the direct supervision of a professional social worker. Two hundred forty (200) hours of agency experience and one (1) hour weekly integrative seminar are required for the semester. Prerequisite - Graduate standing. Completion of, or enrollment in SWK 501, SWK 502, SWK 504, and SWK 505.

520. Social Work Research Process - 3 credits. Research content at the advanced level. Topics include critical thinking, epistemology, design, statistical applications and program evaluation. Prerequisites - Graduate standing. Completion of course in measurement and data analysis and SWK 500 or Advanced Standing.

525. Advanced Generalist Practice - 3 credits. Advanced application of the generalist model in working with individuals and families. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing.

528. Social Work in Mental Health - 3 credits. An overview of theory, policy, services, and practice issues related to social work in the mental health field. Prerequisite - Graduate standing.

529. Field Instruction II - 4 credits. Continuation of supervised agency practice begun in SWK 519. Two hundred forty (200) hours of agency experience and one (1) hour weekly integrative seminar are required. Prerequisites - SWK 519, SWK 502, SWK 505, SWK 507. Co-requisite - SWK 512, SWK 515.

530. Research Practicum - 3 credits. Individual student research performed under the direction of social work faculty. Final report should contribute to social work knowledge. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing and SWK 520

531. International Social Work – 3 credits. The study of international social work and how it is influenced by policies, developed and developing world contexts, and different perceptions of social problems. The course also provides an overview of service delivery systems in other countries. Prerequisite – Graduate standing.

532. Sustainable Community Development – *Elective - 3 credits. Examines issues and perspectives on sustainable community development from the local, regional, national, and, international perspectives. The course prepares students at all levels to advocate for policies for a livable world while solving community problems at all levels and promoting positive community change. Prerequisite – Graduate standing.

533. Diversity Appreciation – *Elective - 3 credits. This course examines various cultures throughout the globe and is designed to allow students the opportunity to understand cultural and social differences locally and globally. Prerequisite – Graduate standing.

535. Seminar in Advanced Rural Practice - 3 credits. This seminar focuses on rural case management, supervision, administration, and community practice in rural agencies and communities. It includes content on planning, services integration, evaluation, resources assessment and acquisition. Prerequisites – Completion of all Generalist Practice courses or Advanced Standing.

538. Social Work with the Aged - *Elective - 3 credits. An overview of theory, policy, services and practice issues related to social work with the elderly. Prerequisite - Graduate standing.

539. Seminar - 3 credits. A seminar course meeting weekly and taken concurrently with SWK 540 and SWK 541. Structured learning experiences in seminar allow students to integrate advanced knowledge acquired in the classroom with practice experiences in an agency setting. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

540. Field Instruction IV - 4 credits. 250 hour placement in a social service agency designed to engage students in an in-depth diversified practice using advanced generalist methodologies within a rural context. Prerequisites - Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

541. Field Instruction V - 4 credits. 250 hour placement in a social service agency designed to engage students in an in-depth diversified practice using advanced generalist methodologies within a rural context. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

548. Religion, Spirituality and Helping – 3 credits. Examination of religion and spirituality and their intersection with the helping professions, with a special emphasis on policy, practice (at all levels) and research in social work. Reviews beliefs and practices locally, nationally, and globally; the influences of religion and spirituality on health and mental health outcomes; spiritual assessments; spiritual coping, and the development of an ethical spiritual framework for social work practice. Prerequisites – Graduate standing or approval of instructor.

549. Advanced Field Instruction III – 5 credits. Advanced field instruction for part-time students. 250 hours of agency instruction and a one hour weekly integrative seminar are required. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

558. Advance Practice with Groups – 3 credits. Theories, models, culturally competent methods, skills, and techniques of effective group work in rural environments. Prerequisites: Completion of all Generalist Practice courses or advanced standing in the MSW Program.

559. Advanced Field Instruction II – 6 credits. Advanced field instruction for part-time students. 250 hours of agency instruction and a two hour weekly integrative seminar are required. Continuation of SWK 549. Prerequisites - SWK 517, SWK 520, SWK 525, SWK 535, and SWK 558.

568. Chemical Dependency – 3 credits. Examines the prevalence and etiology of chemical dependency and its impact on individuals, families, and society. Utilizes an advanced generalist practice modality for the development of professional social work knowledge, values and skills in the prevention and treatment of chemical dependency across multiple systems. Prerequisites – Graduate standing.

575. Advanced Graduate Studies - *Elective - 3 credits. Directed independent study in social work; includes in-depth research, reading, and writing about social work issues. Prerequisite – Graduate standing.

578. Seminar in Social Work - 3 credits. Various topics in social work. May be repeated for credit. Prerequisite - Graduate standing.

589. Thesis Research - 3 credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites – SWK 500 and SWK 520 or advanced standing and SWK 520.

590. Thesis Writing - 3 credits. Research for preparation of thesis. Grade is withheld until completion of thesis. Prerequisites – SWK 520.

Student Advisement

Faculty advisement of students is considered essential in the School of Social Work. The professional relationship with a faculty advisor helps each student progress throughout the program, begin socialization in the profession and attain a social work degree. The advisement of students is carried out by full-time faculty members. Students are encouraged to take advantage of the availability of their advisors, but at a minimum are required to be advised each semester prior to registering for the next semester. All faculty maintain regularly scheduled, posted office hours and are often available at other times by appointment. Each student is assigned a faculty advisor upon admission to the MSW program. The primary duties of the faculty advisor are:

- Assist the student to design and file an educational plan, assist with course selection, and registration during the registration periods of the academic year to complete a degree plan, approve final field, and assist with application for graduation.

- Review the student's academic progress and grade standing.
- Provide consultation to the student on all matters relevant to his or her progress in the program.
- Discuss the students' career interests in social work and development as a professional social worker.
- The MSW Director will do the initial advising.

Evaluation of Students' Academic Performance

Grades received for completed course work measure student performance in relation to expected course outcomes. Grades within a course, measure the level of class participation, mastery of knowledge, skills and values, application of course materials to case situations, and written and oral communication skills. Each course syllabus provides a listing of course assignments and value relative to the total points given in the course.

Grading scale of total points is also listed so that students may monitor personal progress throughout the semester. Field evaluations provide measures of competency in practice situations that are evaluated by the field coordinator and faculty field liaisons. The grading scale of points measures level of performance assigned in the learning contract between the field instruction agency and the School of Social Work. The student's ability to integrate social work knowledge, skills, and values into practice situations is also evaluated in the field instruction seminar. Students and their assigned faculty advisors periodically review academic status at which time a discussion may take place regarding ways the students' may enhance their academic performance if necessary. The following is a general grading guide for MSW courses:

- A - 90-100 - Excellent**
- B - 80-89 - Average**
- C - 70-79 - Fair**
- D - 60-69 - Poor, not applicable as credit toward graduate degree**
- F - Below 60 – Failing**

Courses in the MSW program have varying assignments, i.e. examinations, papers, research reports that measure the students' performance. There is more than one method of evaluating a students' progress in course work throughout the program.

Withheld Grades Semester Grades University Policy (SFA Policy 5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete

the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students receiving a WH in a social work course cannot progress in the program until the course is completed with a grade if the course in which a WH is received is a pre-requisite for subsequent courses. (See University Policy 5.5, Course Grades)

Qualifying for Degree

Students must complete all requirements listed in the appropriate degree plan and have a grade point average of 3.0 or better in order to qualify for graduation. Students should see the appropriate online Graduate Bulletin for policy/procedures regarding application for graduation and/or discuss this with their faculty advisors. The MSW program has a thesis option for selected students who wish to pursue further graduate education. The thesis option should be discussed with the student's academic advisor and must be approved by the MSW Director. The specialized practice field instruction (III) completion of research practicum, and the comprehensive exam serve as the final evaluation of students' readiness for conferral of degree.

Continuation in Graduate School and MSW Program

To remain in good standing in graduate study, students must maintain a 3.0 ("B") or better grade point average. If the **overall average falls below 3.0**, students are placed on academic probation. Should this happen, students should discuss with their MSW program faculty advisors, at the earliest opportunity, options available and ways to improve their average (i.e. repeating courses). Students placed on academic probation who fail to restore a 3.0 average the following semester of enrollment will then be placed on academic suspension. Students on academic suspension may not continue in the program or register for course work the following semester. The suspension period is for one semester. After the semester of suspension, students are able to register for course work not applicable toward a degree program. To be reinstated in the program students must reapply for admission, be recommended by the MSW Program Director and School Director, and be approved by the Dean, the Graduate Council, and the Dean of Graduate Studies. Students who are provisionally admitted must complete the specified conditions within the required time period. Failure to do so may mean that the student is not eligible to take further courses applicable to the program.

Grade Appeal Process

Students concerned about a grade received for completed course work must first talk with the professor who taught the course. Faculty reserve the right to change or uphold student grades as they deem appropriate. If not satisfied after discussion with the faculty

member, the following steps should be followed to resolve student-initiated academic complaints:

1. Instructor
2. Department chair/director
3. College dean
4. College council and one or two students
5. College dean
6. Provost/vice president for academic affairs

(See University Policy 6.3, Final Course Grade Appeals by Students)

Termination of Students from the MSW Program for Behavioral Reasons

Appropriate professional and ethical conduct is critical for maintaining the integrity of the social work profession. Students in the MSW program are considered members of the social work profession and appropriate professional conduct is expected. Social work students should conduct themselves in accordance with the [Code of Ethics of the National Association of Social Workers](#).

The grades that students earn in their courses are not the only indication of students' ability to become professional social workers. Occasionally, students may behave in a manner that calls into question their ability to become social workers. The following policy provides a mechanism for reviewing students' behavior outside the classroom in terms of students' suitability for the social work profession.

Students may be terminated from the social work major for behavioral reasons relating to academic evaluation of students' suitability for the profession, especially when there is clear evidence of student behavior that is unacceptable. Examples of behavior that may require review include, but are not limited to, violation of the NASW code of Ethics, impairment due to substance abuse or mental illness, and conviction of a serious felony.

Procedure

Anyone who has a concern regarding the professional performance of social work students should contact the associate dean of the School of Social Work. Faculty members, community social workers, and social work students have a particular responsibility under the Code of Ethics to bring these concerns forward.

The Associate Dean/Director of the School of Social Work will collect information from anyone who expresses concerns about the professional performance of social work students. The associate dean will investigate the specific nature of the alleged behavior, the way in which the reporting person was affected by the professional performance, and the sources of information about the alleged professional performance. Anonymous reports will not be accepted.

The Associate Dean/Director of the School of Social Work will provide the reporting person with information required for filing a complaint about the student's professional performance. A complaint about a student's professional performance must be described in writing. It must:

1. Clearly identify the student,
2. Identify the specific professional performance that was problematic,
3. Specify why this professional performance was inappropriate,
4. Specify sources of information that support the complaint,
5. Be filed within one year of the date the complainant became aware of the lack of professional performance, and
6. Clearly identify the complainant's identity.

Note: A written complaint must be made to the associate dean of the School of Social Work in order to initiate the formal review of the student's professional performance.

The associate dean of the School of Social Work will discuss a report of the professional performance with the student. If a written complaint is filed, the student will be provided with a copy of the complaint within ten working days. The associate dean of the School of Social Work will appoint a committee of no less than three social work faculty members to review the complaint.

The committee will collect information necessary to evaluate the complaint. This will include contacting the complainant, the student, and collecting other relevant information. The student will be given an opportunity to respond to the complaint before the committee.

The student may request help in responding to the complaint. In this case a social worker from the community will be assigned to help with the response. The student may bring an advisor to a review committee meeting. However, the student's advisor may not speak for the student.

The review committee will weigh the information and reach a decision on the validity of the complaint. The committee will make recommendations about appropriate action based on the findings. Recommended actions may include:

1. No action.
2. Recommendations for corrective action.
3. Non-academic probation – student continues in the program with the time limit and conditions of probation specified.
4. Non-academic suspension – student may not take any social work courses for a specified time period. Conditions or reinstatement specified.
5. Termination from program.

The committee may not make a recommendation for action unless there is sufficient information to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

The review committee will conclude its work within 25 working days from the filing of the complaint, excluding summer. The committee will discuss its findings and the recommendations with the student.

The student may appeal a review committee's recommendation to the associate dean. Appeals should be in writing and should clearly state the reason for the appeal. Appeals should be submitted within ten working days after the student has been notified by the review committee. The first level of appeal is to the dean of the college of Liberal and Applied Arts. The second level of appeal is to the Provost of academic affairs. The third level or appeal is to the president of the university.

This policy applies to the academic review process by the School of Social Work related to student professional performance. Other non-academic policies relating to student discipline at the university level may also apply.

Students' Rights and Responsibilities

Students enrolled in SFA's social work programs have rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. The university's and program's student affairs, and policies and procedures specifying student's rights and responsibilities are included in the School's student handbooks and field manuals for both programs and in the SFA Student Handbook located at the website below:

It is the student's responsibility to ensure that all academic requirements are fulfilled and student affairs are managed responsibly. Social work students are expected to read the university's catalog and student handbooks. They are also responsible for following the policies, regulations and procedures set forth. To insure students are aware of the Student Handbooks and their rights, each student signs a form indicating his or her awareness of the ability to access the handbook on the School's website. During their field placement each student must have a Field Manual that includes all policies related to field instruction. To assist students in understanding their academic expectations, many of the academic policies are also located on their course syllabi.

Student Participation

Students are encouraged to provide input on formulation of policies affecting academic and student affairs in a variety of ways: by membership on School committees; and through input from their student organizations (Student Association of Social Workers and Graduate Association for Student Social Workers). The School also has a Student Advisory Council that allows students to participate in the formulation and modifying of policies affecting academic and student affairs. The Council holds a meeting each semester to seek input from students that will improve the academic environment and services to students. The Council has representatives from each program including the BSW pre-major, BSW major, MSW non- advanced standing and MSW advanced standing.

Another significant opportunity for students' input is serving on School committees. Students from both academic programs are appointed to serve on each committee. Students' input is valuable for improving the explicit and implicit curricula. The School of Social Work encourages students to organize around their interests and concerns, and to participate in policy making at the school level and across the university.

Student Organizations

Association of Graduate Students of Social Work (AGSSW)

The AGSSW is recognized by the student government organization of SFA as the general membership organization for graduate social work students. Membership in AGSSW is open to any graduate social work student in good standing. The association elects its own officers and collects dues from active members who may then vote on decisions before the group. The association also appoints students to represent their concerns in school meetings and committees. The AGSSW has an assigned faculty advisor.

The association's purpose is to provide graduate students with opportunities to become involved in both campus and community activities that promote social work values and practices for individuals and groups in the community. It also provides a system of networking and socialization among graduate social work students. A liaison, a graduate faculty member, is appointed to assist the group. Each year, AGSSW members choose service projects and organize attendance at professional meetings that enhance learning and commitment to the values of the social work profession.

Phi Alpha Honor Society

The Purpose of this organization is to recognize and promote scholastic achievement among students and faculty in undergraduate or graduate social work programs at Stephen F. Austin State University. The students pledge to improve and further the goals of social work in the community, state, nation, and world; and promote interest in preparation for a career in social work.

Each student association has a faculty members assigned as their advisor and is registered as a Stephen F. Austin State University sanctioned organization. Although space is at a premium at the school, the student social work lounge and large conference room SWK 201 serve as meeting rooms for student organizations. Students have access to the computers with internet access in those areas. Also, students are committed to providing service to the university, school, and local community.

School of Social Work Student Council

The purpose of the student council is to serve as an advisory group to the School of Social Work and provides undergraduate and graduate students an opportunity to participate in the formation and modification of policies affecting academic and student affairs. The School of Social Work Student Council consists of seven (7) representatives. The president of the Student Association of Social Workers (SASW), The president of the Graduate Student Association of Social Workers (AGSSW), The president of the Phi Alpha Society, pre-social work major, social work major, non-advanced standing, and advanced standing graduate students.

Non-Discrimination Policy

Stephen F. Austin State University and the School of Social Work are committed to the policy of providing equal opportunity for all persons and do not discriminate in admissions, programs, or any other educational functions and services on the basis of sex, disability, age, ethnicity, race, national origin, color, sexual or religious orientation, or veteran status.

National Association of Social Workers (NASW)

NASW is a national professional association serving the diverse needs of social workers. It is the largest professional membership organization representing social workers in the United States. NASW provides a wide variety of services designed to help students achieve full potential as social workers and to be socialized into the profession. These services include NASW professional publications, (including the annual subscription to the NASW journal, *Social Work*), conferences and educational opportunities and networking opportunities. NASW is a significant force in promoting social and economic justice through lobbying efforts for clients and social workers at the state and national levels.

Students joining NASW may do so at a reduced rate. Each year students are encouraged to become members of NASW and to attend the NASW/Texas State Conference. Students may be selected as monitors for the various sessions, thus providing them with further educational opportunities and growth experiences. Students are also encouraged to submit abstracts for scholarly presentations at the conference. Application forms for NASW membership are available in the school office. Faculty and staff are also available to assist students if they have questions. Students are strongly encouraged to join and become active in at least one professional social work organization during their educational experience. NASW and NABSW (National Association of Black Social Workers) are but two of these professional organizations. Students are strongly encouraged to discuss their interests with faculty advisors.

Social Work Licensure

Chapter 505 of the Texas Occupations Code requires that anyone identified to the public as a social worker be licensed under the laws and regulations of the state. Any public use of title or initials which could be construed by a reasonable individual as authorization to practice social work is restricted by law to those individuals who are currently licensed. Students who plan to practice as social workers in Texas upon completion of a master's degree in social work must take the licensing examination. The Texas State Board of Social Work Examiners, with administrative assistance from the Texas Department of Health, is responsible for the enforcement of the law protecting the title and position of social work. Students graduating from the School of Social Work at Stephen F. Austin State University are qualified to sit for the licensure examination in the state of Texas. Categories of licensure that MSW graduates may qualify for are:

- Licensed Master Social Worker (LMSW) - requires a master's degree in social work from a CSWE accredited program.
- Licensed Clinical Social Worker (LCSW) requires three years clinical social work experience after acquiring a master's degree, with two of those years under the direct supervision of an approved supervisor.

All applicants must pass the board's jurisprudence examination.

[1-800-232-3162](tel:1-800-232-3162) or (512) 719-3521 or <http://www.dshs.texas.gov/socialwork/>



STEPHEN F. AUSTIN STATE UNIVERSITY

School of Social Work

P.O. Box 6104, SFA Station • Nacogdoches, TX 75962-6104

Office – (936) 468-5105 • Fax (936) 468-7201 • www.sfasu.edu/socialwork

Date: _____

Student Name: _____

I have been informed about the mandated state policy related to criminal history.

Required notification:

Notification to program enrollees and applicants must include:

1. The potential ineligibility of an individual who has been convicted of an offense for issuance of an occupational license on completion of the educational program;
2. The current guidelines issued by the applicable licensing authority (See, Texas Occupations Code, Sec. 53.025). In particular, the licensing authority's guidelines must state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority. A "licensing authority" is a state agency or political subdivision that issues an occupational license;
3. Any other state or local restriction or guideline used by the licensing authority to determine the eligibility of an individual who has been convicted of an offense for an occupational license issued by the licensing authority; and
4. The right of an individual to request a criminal history evaluation letter (See, Texas Occupations Code, Sec. 53.102).

An individual may request a licensing authority to issue a criminal history evaluation letter regarding the person's eligibility for a license issued by that authority if the person:

- (1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and
- (2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense.

The request must state the basis for the person's potential ineligibility. For social work majors and those interested in social work should visit this site for more information on criminal history evaluation for social workers. Those majoring or interested in social work should also review the Texas Administrative Code below.

Texas Administrative Code

[TITLE 22](#)

EXAMINING BOARDS

[PART 34](#)

TEXAS STATE BOARD OF SOCIAL WORKER EXAMINERS

[CHAPTER 781](#)

SOCIAL WORKER LICENSURE

(a) The board may take action against a licensee or deny a license pursuant to Texas Occupations Code, Chapter 53, concerning felony or misdemeanor convictions, or the Act, §505.451(12), concerning felony convictions.

(b) The following felonies and misdemeanors relate to licensure as a social worker because these criminal offenses indicate a tendency to be unable to perform as a social worker: a violation of the Act; failure to report child abuse or neglect; a misdemeanor involving deceptive business practices; a conviction of assault or sexual assault, and the felony offense of theft. Further, the board will also consider other misdemeanors or felonies as possibly indicating an inability to perform appropriately as a social worker.

(c) An applicant or licensee with a criminal background may provide or be requested to provide documentation of rehabilitation for the board's consideration.

(d) A person may submit documentation of rehabilitation, including court records and a summary of the arresting event and the conditions which led to the arrest. Further, a person may submit documents related to a sentence imposed by the court, a sentence completed, or probation or parole successfully completed. It is also appropriate to submit information attesting to subsequent good behavior, letters from employers or others familiar with the person's accomplishments after being convicted, and any other information related to the applicant's qualifications for licensure.

(e) The licensee may be referred to the appropriate board committee for review and determination of eligibility or monitoring requirements. Licensees referred to the board are afforded due process under the APA.

Criminal History Evaluation in Texas

The purpose of the criminal history evaluation is to establish procedures to evaluate, upon request, the criminal history of potential applicants to determine if they are ineligible to hold a license for health professions that include social workers.

In accordance with Occupations Code, §53.102, as required by House Bill 963, the board is required, if requested in writing and accompanied by a \$50 fee, to perform licensure evaluations for prospective applicants who have a criminal history. This process requires that an individual who has a criminal history present all related information to the board, board staff, or appropriate board committee in order to obtain a written predetermination of whether the existing criminal history would bar the individual from becoming licensed, if all other minimum requirements are met in the future and there has been no subsequent changes related to criminal history or fitness for licensure. More information can be obtained at this website http://www.dshs.state.tx.us/plc_cheval.shtm

Please sign indicating you have read and has been informed of this policy.

Student: _____ Date

Faculty/Staff: _____ Date

Stephen F. Austin State University

General Information

Alumni Association

Organized in 1928, the Stephen F. Austin State University Alumni Association is a nonprofit organization dedicated to serving the alumni, friends and current students of Stephen F. Austin State University through programs, scholarships and activities that create an attitude of continued loyalty and support.

From its on-campus office, the organization sponsors a number of scholarships and awards. It also maintains addresses of ex-students, informs alumni on its activities and information as well as university events by publishing *Sawdust*, a quarterly magazine, and other alumni publications, operates the chapter program, sponsors the annual Homecoming and conducts the Mentor Ring program.

The combined Alumni Association and Alumni Generalist Practice endowments now total nearly \$18 million and have provided more than \$1 million in scholarships and awards in recent years. In 1966, the association inaugurated the Distinguished Alumnus Award, presented each year at the membership meeting at Homecoming. The Celebration of Excellence honors the recipients of the Distinguished Professor Award and Outstanding Young Alumnus Award. The association also hosts a reception for the 50- year anniversary class each spring graduation. All former students and SFA friends are encouraged to be active in the Alumni Association

Correspondence regarding membership or activities of the organization may be addressed to SFA Alumni Association, P.O. Box 6096, SFA Station, Nacogdoches, Texas 75962; telephone (936) 468-3407, or through its website: www.sfaalumni.com.

Student scholarship applications are available beginning Sept. 1 of each year online or at the Tracie D. Pearman Alumni Center. Deadline for applying is Feb. 1 of each year.

Disability Services

Stephen F. Austin State University is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities who attend SFA will be integrated as completely as possible into the University community. The University shares responsibility with the student for modifying campus facilities and programs to meet the individual need.

Following acceptance for clear admission to SFA, the process of obtaining services and accommodations begins with the submission of documentation by the student and completion of the application for services. Special housing accommodations needed due to a disability should be requested on the request form available through the Housing Office or Disability Services. Documentation for academic and/or housing accommodations should provide sufficient evidence

of a disability which substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990. Guidelines for documentation are provided by Disability Services and should be reviewed by the student prior to obtaining documentation from a qualified professional. Guidelines for learning disabilities are intended to meet or exceed those adopted by the Association of Higher Education and Disabilities (AHEAD).

Documentation should be submitted well in advance of the initial semester in which accommodations will be requested. Sufficient time is necessary to provide for committee review of documentation and appropriate coordination of services. Recommended accommodations may differ from those provided in the public school setting. The committee review is aimed toward identifying areas of substantial limitation based upon the student's diagnosis; and, recommending the most appropriate accommodations which reasonably can be expected to assist the student in the post- secondary environment.

The review committee for academic accommodations meets monthly. The complete application and documentation should be received in Disability Services by the fifth of the month in which the student seeks review. Committee review of housing requests is scheduled as needed.

Refer to the following paragraphs for information on Section 504 and ADA regarding provision of services for persons with disabilities. Requests for additional information should be directed to: Disability Services, Stephen F. Austin State University, P.O. Box 6130, Nacogdoches, Texas 75962-6130. Voice: (936) 468-3004, TDD: (936) 468-1004, FAX: (936) 468-1368 Disability Services website: www.sfasu.edu/disabilityservices

Parking on Campus

Parking permits may be purchased at the University Police Department. For Permits issued to students not living in University housing or faculty, staff or students (commuters) who wish to park in areas designated as "All Permit" parking areas. Holders of these permits may park in areas designated as "All Permit" area parking.

Parking areas are designated by metal signs. These signs indicate the type of permit holder for which the area is reserved. Certain lots are reserved for permit holders assigned to that lot only. Parking areas are generally reserved for the type of permit holder indicated by signs from 6:00 a.m. to 4:00 p.m., Monday through Friday, except as otherwise indicated.

All vehicles operated on the University property must display a valid parking permit 24 hours a day 365 days a year. Handicapped parking is provided in all parking lots on campus. These spaces are reserved 24 hours a day, seven (7) days a week for the holders of handicapped parking permits

The Academic Assistance and Resource Center (AARC)

The AARC offers free services for students who want to improve their chances of academic success by providing tutoring and supplemental instruction in most of the lower division, core curriculum, and high-risk courses. SFA students visit the AARC over 25,000 times per year. Assistance is offered through one-on-one tutoring and small study groups, as well as through supplemental instruction (SI) groups. Supplemental Instruction offers students in traditionally difficult courses the opportunity to work with an SI leader who has previously taken that course and made an “A.” The SI leader sits in on the course again and then meets twice a week in an AARC classroom with any students enrolled in that course who want to attend. AARC tutors and SI leaders are students at SFA who have been selected based on their desire to help, their high degree of success in their tutoring field, and their overall demeanor. AARC tutors and SI leaders are trained to help their clients develop study and problem-solving skills that will ensure their success at SFA.

The AARC also provides tutorial assistance for THEA test preparation and offers an access assistance service to aid students with disabilities in accessing library resources and materials. If you are interested in any of these programs, or if you have questions, please contact the Director of the program in which you are interested:

M.E. McWilliams, Program Director: 468-1439, mmcwilliams@sfasu.edu
Kathy Bryson, Writing Program Director: 468-1542, brysonkm@sfasu.edu
Michael Johnson, Science/Business Program Director: 468-1412, johnsonmicha3@sfasu.edu
Cheryl Janusa, Math/CSCI Program Director: 468-1403, jansace@sfasu.edu
Carolyn White, Liberal and Fine Arts Program Director, whitec@sfasu.edu

AARC is located on the first floor of the Steen Library. For additional information on how to register for services, stop by the AARC reception desk or call (936) 468-4108.

Visit the AARC website: www.sfasu.edu/aarc

Counseling and Career Services

The Counseling and Career Services staff assists students to develop a positive self- image, discover career goals, develop a sense of self-direction and prepare for careers in their chosen fields.

Counseling Services. Confidential assistance by Licensed Professional Counselors help students deal with personal adjustment and relationship problems as well as educational problems such as time management, study habits, and test anxiety. Career counseling includes career interest surveys, a career library, and SIGI 3 (the System of Interactive Guidance Information).

Alcohol Services. Confidential substance abuse counseling and referrals are available, and staff members will provide educational programs for student groups. The Mental Health Library contains books, periodicals, and free pamphlets about alcohol/drug use and abuse.

Testing Services. National tests such as the ACT, GRE, MAT, LSAT, MCAT, ExCET, and GMAT, and the state mandated THEA are offered through this office. The GED, for those establishing high school equivalency, and correspondence tests are also administered. Computer based testing is offered for THEA, GRE, GMAT, TOEFL, ACCUPLACER, IMAT, NET, EL ED, and CLEP. Distance Learning testing is also available.

Career Services. This office is a liaison between employers and prospective employees. An online system, Monstertrak, is utilized to post employment opportunities, submit resumes for review by recruiters and to schedule interview dates and times. Additional career and internship opportunities are posted in the Career Library. The library is located in Rusk 322 and is available for students to research companies, learn more about business correspondence, and resume writing, interview skills and many other career related topics. Career Services coordinates and hosts four career fair events annually. Classroom and organizational presentations are offered on career related topics. These services are available to all current students and alumni.

Student Employment Center. This office assists students who are seeking part-time employment on or off campus. The SEC verifies students' eligibility for campus employment, maintains student files for prospective employers, and maintains vacancy listings, which are available in the office or via computer.

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Student Code of Conduct

Original Implementation: January, 1998

Last Revision: July 25, 2017

Choosing to join the SFA community obligates one to adhere to a code of civilized behavior that embraces academic and personal integrity; respect for the dignity, rights and property of others; and an intolerance of bigotry. In keeping with this obligation, students and student organizations

are expected to conform to the standards outlined in the Student Code of Conduct.

Additionally, at SFA, the community holds itself to a standard called The SFA Way. At its basis, The SFA Way encourages the entire university community to “strive for personal excellence in everything we do.” While the Student Code of Conduct articulates the minimum expectations of those in the community, the university encourages students to “hold themselves and others accountable” to the higher standards of The SFA Way. (See University Policy 10.4, Student Code of Conduct)

Class Attendance

Original Implementation: November 9, 1981

Last Revision: January 30, 2018

Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

Absences

At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA.

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

Cross Reference: General Bulletin; Student Handbook and Activities Calendar; Military Service

Activation (6.14); Tex. Educ. Code §§ 51.911-.9111; 19 Tex. Admin. Code §§ 4.4, .9

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs

Student Academic Dishonesty

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- Using or attempting to use unauthorized materials on any class assignment or exam;
- Falsifying or inventing of any information, including citations, on an assignment;
- Helping or attempting to help other student(s) in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
 - Submitting an assignment as one's own work when it is at least partly the work of another person;
 - Submitting a work that has been purchased or otherwise obtained from the Internet or another source;
 - Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with

- the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
 3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting documentation to the office of the dean of the student's major. This report will become part of the student's record and will remain on file with the dean's office for at least four years even if the student withdraws prior to receiving a grade.
 4. For a serious first offense or subsequent offenses, the dean of the student's major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

iCare Early Alert Program

The iCare program is a unique, integrative approach to academic and behavior intervention on campus. The program is administered through the Office of Student Rights and Responsibilities.

The iCare program consists of tracks for early intervention in behavioral/classroom management issues, attendance issues, and academic performance.

Behavioral Track: When issues are primarily behavior and sufficiently concerning, they are referred to the Office of Student Rights and Responsibilities. They may, at their discretion, refer a case to the Behavioral Intervention Team, or appropriate disciplinary actions may be taken as

deemed necessary. If issues are more minor in nature, a case may be referred to another appropriate resource such as counseling or disability services.

Attendance Track: Attendance issues are referred to program volunteers within the college of the student's major. These volunteers include faculty members and academic advisors. If the student resides on campus, Residence Life is contacted and a "Knock and Talk" is conducted by Residence Life professional staff members. These staff members include the student's Residence Hall Director or Assistant Residence Hall Director. Because attendance issues may be part of a larger problem, attendance issues may be routed to either the behavioral or academic performance tracks depending on the details of the case.

Academic Issues: When students are performing poorly in class, the Academic Assistance Resources (AARC) is notified. The AARC Director makes personal, individualized contact with students, and they are made aware of the numerous resources available to assist them. When poor academic performance appears to be related to a disability, the student may be referred to Disability Services. Academic Advising and Career Services referrals may be made for student who are considering (or should be considering) switching majors or who would benefit from career guidance.

The iCare Program has the ability to improve:

- At-risk students' knowledge of and access to the resources they need to succeed at SFA.
- The frequency and quality of contact between at-risk students and university employees committed to their success.
- Faculty/student engagement

The iCare Program can:

- Significantly improve the retention of at-risk students; particularly first-year freshman.
- Help to identify student who have behavioral issues or may be in crisis
- Help identify and address students who may be disruptive to the learning environment of others.

Ingredients for Becoming Culturally Competent

Develop *A Way of Knowing* about each cultural group you work with.

- People who are part of a particular culture should constitute the primary source for gathering information. Talk to people from different backgrounds because there is great diversity within each cultural group. Read the history about a group to ascertain what the culture sees and accepts as Generalist Practical values and tries to pass down through generations. Pay particular attention to cultural beliefs, rituals,

religions; who and what they rely on during difficult times, learning pattern, axiology (nature of value), ontology (nature of being or reality), ceremonies, childrearing practices, treatment of the elderly, and superstitions. These reflect the values they embrace and the way they may wish to be known.

- Realize that cultural competence is as much a positive attitude about multiculturalism as it is retention of multicultural content.
- Accept cultural differences as simply making a difference and not deviant, weird, bad or better.
- Learn the typical worldviews of cultural populations and let these worldviews inform your responses to different cultural groups.
- Respect religious diversity because it is frequently the dominant Generalist Practice for beliefs, lifestyle practices, childrearing practices and rituals of an individual.
- Understand that a person's survival instincts mandate that s/he is bi-cultural and subscribes to both a *home* and *host* culture (Vidal, C., 1992).
- Distinguish cultures from fads. There are people within a culture or sub-culture group who do things that are abhorrent to most people in the same cultural group. Because the behavior is usually by individuals in one cultural group, this does not give it cultural legitimacy. Instead it is usually seen by the larger cultural group as a cultural aberration. It is also referred to as individuals "losing their cultural immune system" (Akbar, N., 1992). Fads, unlike cultures, have currency but not longevity.
- Study what constitutes correct behavior in different cultures regarding death. Dying, funerals, births, weddings, church attire, church behavior, cross generational communication, superstitions and sacred holidays.
- Acquire the ability to feel comfortable in the presence of people who are racially and culturally different from yourself. (View them as co-human beings with burdens, hopes, aspirations, desires, and goals for themselves and their children, the same as you have. Once you connect with people as co-human beings with different experiences and ways for expressing their views that are unique to them, you become more comfortable in their presence while making them comfortable with you. Accept invitations to their social, religious, and celebratory events).
- Acknowledge that cultural *differences make a difference* rather than over relying on sameness while dismissing differences.
- When you work with people, about whom you know very little, share with them your lack of cultural information and ask them for guidance. (When it is impossible to make cultural accommodations at your agency, make referrals, if possible. If you cannot, or the situation does not lend itself to a referral, ask the person(s) to identify a *cultural coach* you can work with on the person's behalf).
- Learn how different cultural groups define their economic and social status. It is likely to have more to do with their values than their income or "address".
- Learn the help-seeking behavior of different cultural groups. It will indicate whom you will need to consult, do, or not do with people of a particular culture.
- Make a personal and professional commitment to distinguish stereotypes from facts, and to learn the origin of stereotypes. Determine if a stereotype is a racial, religious,

and /or cultural prejudice. Then further determine if and how stereotypes are internalized by the stereotyped group. In a client situation, determine if either should be treated as a clinical, social, or other issue in treatment.

- Seek and you will find strengths in everyone. (Everyone has strengths. Once they are identified, they become the Human Capital that propels treatment into a positive conclusion).
- Through constant introspection and self-awareness, when working across cultures, do not permit ones fears to make her or him appear racist to another cultural, racial, economic or religious group.
- There is no cultural homogeneity within a broad cultural group. Instead, there are multicultural beliefs, behaviors, religious practices, etc., within each cultural group.

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APPENDIXES

2018 NASW Code of Ethics – effective January 1, 2018

Approved by 1996 NASW Delegate Assembly and revised by the 2017 Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble:

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. 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.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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.

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and

promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

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

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

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

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness 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 ability.
- (d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public 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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages -
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.
- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.

(v) 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.

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

1.08 Access to Records

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

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, 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, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic 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 ability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical 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.

2.07 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, written, electronic, or physical contact of a sexual nature.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

(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, the NASW National Ethics Committee, or other professional ethics committees).

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

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

3.02 Education and Training

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

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

(c) Social workers who function as educators or field instructors for students should take reasonable steps

to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper 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 relevant laws, agency policies, and contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or

organizational resources are available to provide appropriate staff supervision.

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-

being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

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

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

(l) 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.

(m) 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.

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

(o) 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.

(p) 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.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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

Ethics in Social Work - Statement of Principles

Adopted at the General Assemblies of IASSW and IFSW, Adelaide, Australia in 2004.

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

1. Preface

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

- The fact that the loyalty of social workers is often in the middle of conflicting interest.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

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

1. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human

behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

2. International Conventions

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

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

INTRODUCTION

The *process* of developing global standards for the education and training of the social work profession¹ is as important as the *product*; the actual standards that have been developed. In undertaking such an initiative it was also vital that minority opinions were considered and reflected in the development of the document. Thus, Appendix A describes fully the processes that were involved in developing the standards, and it documents the minority views that were expressed. Given the centrality of the process product dialectic, and the fact that the principles underscoring the standards emerged, to a large extent, out of the processes, it is vital that the standards are read in conjunction with Appendices A and B. Appendix B provides the concluding comments and discusses the kinds of caution that must be exercised in the use of the document. Having duly considered all the concerns expressed in Appendices A and B, and having considered the need to take into account context-specific realities, and the ambiguities surrounding the education and practice of social work professionals, this document details nine sets of standards in respect of: the school's core purpose or mission statement; program objectives and outcomes; program curricula including fieldwork; core curricula; professional staff; social work students; structure, administration, governance and resources; cultural diversity; and social work values and ethics. As a point of departure, the international definition of the social work profession is accepted, and the core purposes and functions of social work are summarized.

INTERNATIONAL DEFINITION OF SOCIAL WORK

In July 2001, both the IASSW and the IFSW reached agreement on adopting the following international definition of social work:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human

behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Both the definition and the commentaries that follow are set within the parameters of broad ethical principles that cannot be refuted on an ideological level. However, the fact that social work is operationalized differently both within nation states and regional boundaries, and across the world, with its control and status-quo maintaining functions being dominant in some contexts, cannot be disputed. Lorenz (2001) considered the ambiguities, tensions and contradictions of the social work profession, which have to be constantly negotiated and re-negotiated, rather than resolved, to constitute its success and challenge. It is, perhaps, these very tensions that lend to the richness of the local-global dialectic, and provide legitimacy for the development of global standards. According to Lorenz (2001:12): “It is its paradigmatic openness that gives this profession the chance to engage with very specific (and constantly changing) historical and political contexts while at the same time striving for a degree of universality, scientific reliability, professional autonomy and moral accountability.”

CORE PURPOSES OF THE SOCIAL WORK PROFESSION

Social work, in various parts of the world, is targeted at interventions for social support and for developmental, protective, preventive and/or therapeutic purposes. Drawing on available literature, the feedback from colleagues during consultations and the commentary on the international definition of social work, the following core purposes of social work have been identified:

- Facilitate the inclusion of marginalized, socially excluded, dispossessed, vulnerable and at-risk groups of people.³
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilize individuals, families, groups, organizations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programs that enhance people’s wellbeing, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns.
- Act with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Act with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalized, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate human rights.
- Work towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness

- or mental retardation, within the parameters of accepted and ethically sound legislation.
- Engage in social and political action to impact social policy and economic development, and to effect change by critiquing and eliminating inequalities.
- Enhance stable, harmonious and mutually respectful societies that do not violate people's human rights.
- Promote respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental human rights of people.
- Plan, organize, administer and manage programs and organizations dedicated to any of the purposes delineated above.

1. STANDARDS REGARDING THE SCHOOL'S CORE PURPOSE OR MISSION STATEMENT

All schools should aspire toward the development of a core purpose statement or a mission statement which:

- 1.1 Is clearly articulated so those major stakeholders⁴ who have an investment in such a core purpose or mission understand it.
- 1.2 Reflects the values and the ethical principles of social work.
- 1.3 Reflects aspiration towards equity with regard to the demographic profile of the institution's locality. The core purpose or mission statement should thus incorporate such issues as ethnic and gender representation on the faculty, as well as in recruitment and admission procedures for students.
- 1.4 Respects the rights and interests of service users and their participation in all aspects of delivery of programs.

2. STANDARDS REGARDING PROGRAM OBJECTIVES AND OUTCOMES

In respect of program objectives and expected outcomes, schools should endeavor to reach the following:

- 2.1 A specification of its program objectives and expected higher education outcomes.
- 2.2 A reflection of the values and ethical principles of the profession in its program design and implementation.
- 2.3 Identification of the program's instructional methods, to ensure they support the achievement of the cognitive and affective development of social work students.
- 2.4 An indication of how the program reflects the core knowledge, processes, values and skills of the social work profession, as applied in context-specific realities.

- 2.5 An indication of how an initial level of proficiency with regard to self-reflective⁵ use of social work values, knowledge and skills is to be attained by social work students.
- 2.6 An indication of how the program meets the requirements of nationally and/or regionally/internationally defined professional goals, and how the program addresses local, national and/or regional/international developmental needs and priorities.
- 2.7 As social work does not operate in a vacuum, the program should take account of the impact of interacting cultural, economic, communication, social, political and psychological global factors.
- 2.8 Provision of an educational preparation that is relevant to beginning social work professional practice with individuals, families, groups and/or communities in any given context.
- 2.9 Self-evaluation to assess the extent to which its program objectives and expected outcomes are being achieved.
- 2.10 External peer evaluation as far as is reasonable and financially viable. This may be in the form of external peer moderation of assignments and/or written examinations and dissertations, and external peer review and assessment of curricula.
- 2.11 The conferring of a distinctive social work qualification at the certificate, diploma, first degree or post-graduate level as approved by national and/or regional qualification authorities, where such authorities exist.

3. ***STANDARDS WITH REGARD TO PROGRAM CURRICULA INCLUDING FIELD EDUCATION***

With regard to standards regarding program curricula, schools should consistently aspire towards the following:

- 3.1 The curricula and methods of instruction being consistent with the school's program objectives, its expected outcomes and its mission statement.
- 3.2 Clear plans for the organization, implementation and evaluation of the theory and field education components of the program.
- 3.3 Involvement of service users in the planning and delivery of program.
- 3.4 Recognition and development of indigenous or locally specific social work education and practice from the traditions and cultures of different ethnic groups and societies, insofar that such traditions and cultures do not violate human rights.
- 3.5 Specific attention to the constant review and development of the curricula.
- 3.6 Ensuring that the curricula help social work students to develop skills of critical thinking and scholarly attitudes of reasoning, openness to new experiences and paradigms, and commitment to life-long learning.
- 3.7 Field education should be sufficient in duration and complexity of tasks and learning opportunities to ensure that students are prepared for professional practice.
- 3.8 Planned co-ordination and links between the school and the agency/field placement setting⁶.

- 3.9 Provision of orientation for fieldwork supervisors or instructors.
- 3.10 Appointment of field supervisors or instructors who are qualified and experienced, as determined by the development status of the social work profession in any given country, and provision of orientation for fieldwork supervisors or instructors.
- 3.11 Provision for the inclusion and participation of field instructors in curriculum development.
- 3.12 A partnership between the educational institution and the agency (where applicable) and service users in decision-making regarding field education and the evaluation of student's fieldwork performance.
- 3.13 Making available, to fieldwork instructors or supervisors, a field instruction manual that details its fieldwork standards, procedures, assessment standards/criteria and expectations.
- 3.14 Ensuring that adequate and appropriate resources, to meet the needs of the fieldwork component of the program, are made available.

4. *STANDARDS WITH REGARD TO CORE CURRICULA*

In respect core curricula, schools should aspire toward the following:

- 4.1 An identification of and selection for inclusion in the program curricula, as determined by local, national and/or regional/international needs and priorities.
- 4.2 Notwithstanding the provision of 4.1 there are certain core curricula that may be seen to be universally applicable. Thus the school should ensure that social work students, by the end of their first Social Work professional qualification, have had exposure to the following core curricula which are organized into four conceptual components:

4.1.1 Domain of the Social Work Profession

- A critical understanding of how socio-structural inadequacies, discrimination, oppression, and social, political and economic injustices impact human functioning and development at all levels, including the global.
- Knowledge of human behavior and development and of social environment, with particular emphasis on the person-in-environment transaction, life-span development and the interaction among biological, psychological, socio- structural, economic, political, cultural and spiritual factors in shaping human development and behavior.
- Knowledge of how traditions, culture, beliefs, religions and customs influence human functioning and development at all levels, including how these might constitute resources and/or obstacles to growth and development.
- A critical understanding of social work's origins and purposes.
- Understanding of country specific social work origins and development.
- Sufficient knowledge of related occupations and professions to facilitate inter- professional collaboration and teamwork.

- A critical understanding of how social stability, harmony, mutual respect and collective solidarity impact human functioning and development at all levels, including the global, insofar as that stability, harmony and solidarity are not used to maintain a status quo with regard to infringement of human rights.

4.2.2 Domain of the Social Work Professional:

- The development of the critically self-reflective practitioner, who is able to practice within the value perspective of the social work profession, and shares responsibility with the employer for their well-being and professional development, including the avoidance of ‘burn-out’.
- The appraisal of national, regional and/or international social work codes of ethics and their applicability to context specific realities.
- Preparation of social workers within a holistic framework, with skills to enable practice in a range of contexts with diverse ethnic, cultural, ‘racial’⁷ and gender groups, and other forms of diversities.
- The development of the social worker who is able to conceptualize social work wisdom derived from different cultures, traditions and customs in various ethnic groups, insofar that culture, tradition, custom and ethnicity are not used to violate human rights.
- The development of the social worker who is able to deal with the complexities, subtleties, multi-dimensional, ethical, legal and dialogical aspects of power.⁸

4.2.3 Methods of Social Work Practice:

- Sufficient practice skills in, and knowledge of, assessment, relationship building and helping processes to achieve the identified goals of the program for the purposes of social support, and developmental, protective, preventive and/or therapeutic intervention – depending on the particular focus of the program or professional practice orientation.
- The application of social work values, ethical principles, knowledge and skills to confront inequality, and social, political and economic injustices.
- Knowledge of social work research and skills in the use of research methods, including ethical use of relevant research paradigms, and critical appreciation of the use of research and different sources of knowledge⁹ about social work practice.
- The application of social work values, ethical principles, knowledge and skills to promote care, mutual respect and mutual responsibility amongst members of a society.
- Supervised fieldwork education, with due consideration to the provisions of Item 3 above.

4.2.4 Paradigm of the Social Work Profession:

Of particular current salience to professional social work education, training and practice are

the following epistemological paradigms (which are not mutually exclusive), that should inform the core curricula:

- An acknowledgement and recognition of the dignity, worth and the uniqueness of all human beings.
- Recognition of the interconnectedness that exists within and across all systems at micro, mezzo and macro levels.
- An emphasis on the importance of advocacy and changes in socio-structural, political and economic conditions that disempower, marginalize and exclude people.
- A focus on capacity-building and empowerment of individuals, families groups, organizations and communities through a human-centered developmental approach.
- Knowledge about and respect for the rights of service users.
- Problem-solving and anticipatory socialization through an understanding of the normative developmental life cycle, and expected life tasks and crises in relation to age-related influences, with due consideration to socio-cultural expectations.
- The assumption, identification and recognition of strengths and potential of all human beings.
- An appreciation and respect for diversity in relation to 'race', culture, religion, ethnicity, linguistic origin, gender, sexual orientation and differential abilities.

5. *STANDARDS WITH REGARD TO PROFESSIONAL STAFF*

With regard to professional staff, schools should aspire towards:

- 5.1 The provision of professional staff, adequate in number and range of expertise, who have appropriate qualifications as determined by the development s t a t u s of the social work profession in any given country. As far as possible a Masters level qualification in social work, or a related discipline (in countries where social work is an emerging discipline), should be required.
- 5.2 The provision of opportunities for staff participation in the development of its core purpose or mission, in the formulation of the objectives and expected outcomes of the program, and in any other initiative that the school might be involved in.
- 5.3 Provision for the continuing professional development of its staff, particularly in areas of emerging knowledge.
- 5.4 A clear statement, where possible, of its equity-based policies or preferences, with regard to considerations of gender, ethnicity, 'race' or any other form of diversity in its recruitment and appointment of staff.
- 5.5 Sensitivity to languages relevant to the practice of social work in that context.
- 5.6 In its allocation of teaching, fieldwork instruction, supervision and administrative workloads,

making provision for research and publications.

- 5.7 Making provision for professional staff, as far as is reasonable and possible, to be involved in the formulation, analysis and the evaluation of the impact of social policies, and in community outreach initiatives.

6. STANDARDS WITH REGARD TO SOCIAL WORK STUDENTS

In respect of social work students, schools should endeavor to reach the following:

- 6.1 Clear articulation of its admission criteria and procedures.
- 6.2 Student recruitment, admission and retention policies that reflect the demographic profile of the locality that the institution is based in with active involvement of practitioners and service users in relevant processes. Due recognition should be given to minority groups¹⁰ that are under-represented and/or under-served. Relevant criminal convictions, involving abuse of others or human rights violations, must be taken into account given the primary responsibility of protecting and empowering service users.
- 6.3 Provision for student advising that is directed toward student orientation, assessment of the student's aptitude and motivation for a career in social work, regular evaluation of the student's performance and guidance in the selection of courses/modules.
- 6.4 Ensuring high quality of the educational program whatever the mode of delivery. In the case of distance, mixed-mode, decentralized and/or internet-based teaching, mechanisms for locally-based instruction and supervision should be put in place, especially with regard to the fieldwork component of the program.
- 6.5 Explicit criteria for the evaluation of student's academic and fieldwork performance.
- 6.6 Non-discrimination against any student on the basis of 'race', color, culture, ethnicity, linguistic origin, religion, political orientation, gender, sexual orientation, age, marital status, physical status and socio-economic status.
- 6.7 Grievance and appeals procedures which are accessible, clearly explained to all students and operated without prejudice to the assessment of students.

7. STANDARDS WITH REGARD TO STRUCTURE, ADMINISTRATION, GOVERNANCE AND RESOURCES

With regard to structure, administration, governance and resources, the school and/or the educational institution should aspire towards the following:

- 7.1 Social work programs are implemented through a distinct unit known as a Faculty, School, Department, Centre or Division, which has a clear identity within the educational institution.
- 7.2 The school has a designated Head or Director who has demonstrated administrative, scholarly and professional competence, preferably in the profession of social work.

- 7.3 The Head or Director has primary responsibility for the co-ordination and professional leadership of the school, with sufficient time and resources to fulfill these responsibilities.
- 7.4 The school's budgetary allocation is sufficient to achieve its core purpose or mission and the program objectives.
- 7.5 The budgetary allocation is stable enough to ensure program planning and sustainability.
- 7.6 There are adequate physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field liaison meetings, and the equipment necessary for the achievement of the school's core purpose or mission and the program objectives.
- 7.7 Library and, where possible, internet resources, necessary to achieve the program objectives, are made available.
- 7.8 The necessary clerical and administrative staff are made available for the achievement of the program objectives.
- 7.9 Where the school offers distance, mixed-mode, decentralized and/or internet based education there is provision of adequate infrastructure, including classroom space, computers, texts, audio-visual equipment, community resources for fieldwork education, and on-site instruction and supervision to facilitate the achievement of its core purpose or mission, program objectives and expected outcomes.
- 7.10 The school plays a key role with regard to the recruitment, appointment and promotion of staff.
- 7.11 The school strives toward gender equality in its recruitment, appointment, promotion and tenure policies and practices.
- 7.12 In its recruitment, appointment, promotion and tenure principles and procedures, the school reflects the diversities of the population that it interacts with and serves.
- 7.13 The decision-making processes of the school reflect participatory principles and procedures.
- 7.14 The school promotes the development of a cooperative, supportive and productive working environment to facilitate the achievement of program objectives.
- 7.15 The school develops and maintains linkages within the institution, with external organizations, and with service users relevant to its core purpose or mission and its objectives.

8. *STANDARDS WITH REGARD TO CULTURAL AND ETHNIC DIVERSITY AND GENDER INCLUSIVENESS*

With regard to cultural and ethnic diversity schools should aspire towards the following:

- 8.1 Making concerted and continuous efforts to ensure the enrichment of the educational experience by reflecting cultural and ethnic diversity, and gender analysis in its program.

- 8.2 Ensuring that the program, either through mainstreaming into all courses/modules and/or through a separate course/module, has clearly articulated objectives in respect of cultural and ethnic diversity, and gender analysis.
- 8.3 Indicating that issues regarding gender analysis and cultural and ethnic diversity are represented in the fieldwork component of the program.
- 8.4 Ensuring that social work students are provided with opportunities to develop self- awareness regarding their personal and cultural values, beliefs, traditions and biases and how these might influence the ability to develop relationships with people, and to work with diverse population groups.
- 8.5 Promoting sensitivity to, and increasing knowledge about, cultural and ethnic diversity, and gender analysis.
- 8.6 Minimizing group stereotypes and prejudices¹¹ and ensuring that racist behaviors, policies and structures are not reproduced through social work practice.
- 8.7 Ensuring that social work students are able to form relationships with, and treat all persons with respect and dignity irrespective of such persons' cultural and ethnic beliefs and orientations.
- 8.8 Ensuring that social work students are schooled in a basic human rights approach, as reflected in international instruments such as the Universal Declaration on Human Rights, the United Nations Convention on the Rights of the Child (1989) and the UN Vienna Declaration (1993).¹²
- 8.9 Ensuring that the program makes provision for social work students to know themselves both as individuals and as members of collective socio-cultural groups in terms of strengths and areas for further development.

9. *STANDARDS WITH REGARD TO VALUES AND ETHICAL CODES OF CONDUCT OF THE SOCIAL WORK PROFESSION*

In view of the recognition that social work values, ethics and principles are the core components of the profession, schools should consistently aspire towards:

- 9.1 Focused and meticulous attention to this aspect of the program in curricula design and implementation.
- 9.2 Clearly articulated objectives with regard to social work values, principles and ethical conduct.
- 9.3 Registration of professional staff and social work students (insofar as social work students develop working relationships with people via fieldwork placements) with national and/or regional regulatory (whether statutory or non-statutory) bodies, with defined codes of ethics.¹³ Members of such bodies are generally bound to the provisions of those codes.
- 9.4 Ensuring that every social work student involved in fieldwork education, and every professional staff member is aware of the boundaries of professional practice and what might constitute unprofessional conduct in terms of the code of ethics. Where students violate the

code of ethics, program staff may take necessary and acceptable remedial and/or initial disciplinary measures, or counsel the student out of the program.

- 9.5 Taking appropriate action in relation to those social work students and professional staff who fail to comply with the code of ethics, either through an established regulatory social work body, established procedures of the educational institution, and/or through legal mechanisms.
- 9.6 Ensuring that regulatory social work bodies are broadly representative of the social work profession, including, where applicable, social workers from both the public and private sector, and of the community that it serves, including the direct participation of service users.
- 9.7 Upholding, as far as is reasonable and possible, the principles of restorative rather than retributive justice¹⁴ in disciplining either social work students or professional staff who violate the code of ethics.

Texas Administrative Code

TITLE 22	EXAMINING BOARDS
PART 34	TEXAS STATE BOARD OF SOCIAL WORKER EXAMINERS
CHAPTER 781	SOCIAL WORKER LICENSURE
SUBCHAPTER B	CODE OF CONDUCT AND PROFESSIONAL STANDARDS OF PRACTICE
RULE §781.201	Code of Conduct

(a) A social worker must observe and comply with the code of conduct and standards of practice set forth in this subchapter. Any violation of the code of conduct or standards of practice will constitute unethical conduct or conduct that discredits or tends to discredit the profession of social work and is grounds for disciplinary action.

(1) A social worker shall not refuse to perform any act or service for which the person is licensed solely on the basis of a client's age; gender; race; color; religion; national origin; disability; sexual orientation; gender identity and expression; or political affiliation.

(2) A social worker shall truthfully report her or his services, professional credentials and qualifications to clients or potential clients. A social worker shall not advertise or claim a degree from a college or university which is not accredited by the Council on Higher Education Accreditation.

(3) A social worker shall only offer those services that are within his or her professional competency, and shall provide services within accepted professional standards of practice, appropriate to the client's needs.

(4) A social worker shall strive to maintain and improve her or his professional knowledge, skills and abilities.

(5) A social worker shall base all services on an assessment, evaluation or diagnosis of the client.

(6) A social worker shall provide the client with a clear description of services, schedules, fees and billing at the initiation of services.

(7) A social worker shall safeguard the client's rights to confidentiality within the limits of the law.

(8) A social worker shall be responsible for setting and maintaining professional boundaries.

(9) A social worker shall not have sexual contact with a client or a person who has been a client.

(10) A social worker shall refrain from providing services while impaired by physical health, mental health, medical condition, or by medication, drugs or alcohol.

(11) A social worker shall not exploit his or her position of trust with a client or former client.

(12) A social worker shall evaluate a client's progress on a continuing basis to guide service delivery and will make use of supervision and consultation as indicated by the client's needs.

(13) A social worker shall refer a client for those services that the social worker is unable to

meet, and shall terminate services to a client when continuing to provide services is no longer in the client's best interest.

(b) The grounds for disciplinary action of a social worker shall be based on the code of conduct or standards of practice in effect at the time of the violation.

Source Note: The provisions of this §781.201 adopted to be effective January 27, 2011, 36 TexReg 242; amended to be effective March 28, 2013, 38 TexReg 1977