The Baccalaureate Social Work Program at The Ethelyn R. Strong School of Social Work, Norfolk State University, is accredited by the Council on Social Work Education.

NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
FACULTY/STAFF DIRECTORY

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<th>NAME</th>
<th>OFFICE NUMBER</th>
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<tr>
<td>Dr. Rowena Wilson, Dean</td>
<td>335.26</td>
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<tr>
<td>Mrs. Carrie Waites, Associate Dean</td>
<td>335.25</td>
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<td>Dr. Dorie Gilbert, MSW Program Director</td>
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<td>Dr. Viola Vaughan-Eden, PhD. Program Director</td>
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<td>Dr. Shebby Neely-Goodwin, MSW Field Director</td>
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<td>Dr. Kathy Dial, BSW Field Director (Interim)</td>
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<td>Dr. Tina Abrefa-Gyan</td>
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<td>Dr. Sharon Alston</td>
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<td>Dr. Charles Birore</td>
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<td>Dr. Belinda Bruster, MSW Admissions Director (Interim)</td>
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<td>Dr. Elizabeth Dungee-Anderson</td>
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<td>Mrs. Roslyn Durham, Child Welfare Stipend Program</td>
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<td>Dr. Kirsten Ericksen</td>
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<td>Dr. Colita Fairfax</td>
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<td>Ms. Yvonne Gaynor, CRAFFT Staff</td>
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<td>Ms. Gardenella Green, CRAFFT Staff</td>
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<td>Dr. Tiffany Lane, BSW Program Director</td>
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<td>Dr. Marilyn Lewis</td>
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<td>Ms. Pamela Riddick, CRAFFT Staff</td>
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<td>Ms. Sharon Sampson, Administrative Office Specialist III</td>
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<td>Dr. Jason Sawyer</td>
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<td>Ms. Linda Stubbs, Administrative Office Specialist III</td>
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<td>Dr. Sandra Williamson-Ashe</td>
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<td>Mr. Nathaniel Worley</td>
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<td>Dr. Liyun Wu</td>
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ACADEMIC CALENDAR
FALL SEMESTER 2018

State of the University Address/Faculty/Staff/School/Department .......................................................... Tuesday, August 14
Meetings/Faculty Information Workshops
Departmental Advising and Registration .................................................. Friday, August 17 – Saturday, August 18
Classes Begin/Late Registration ..................................................................... Monday, August 20

Deadline for Late Registration/Adding Courses or Declaring Audit ........................................................... Friday, August 24
Mini Term 1A/1C Deadline for Late Registration/Adding Courses or Declaring Audit ............................................ Friday, August 24
Deadline to Drop a Course and Receive 100% Refund (1A/1C) ............................................................ Friday, August 24
Labor Day Holiday (No Classes) ........................................................................ Monday, September 3
Mini Term 1A/1C advisory grades due (7 week session) ................. Monday, September 10 – Saturday, September 15
Deadline to Apply for December 2018 Graduation .......................................................... Friday, September 14
Founders Day Convocation .................................................................................... Thursday, September 20

At the 5th Week, First Advisory grades due (15 week session) ............... Monday, September 17 – Saturday, September 22
Mid Term Grading for Graduate Courses ........................................................ Monday, October 1 – Saturday, October 6
Fall Break (No Classes for 15 week session) ....................................................... Monday, October 8 – Tuesday, October 8
Mini-Term 1B/1D (Classes Begin) ........................................................................... Saturday, October 13
Mini-Term 1B/1D Deadline for Late Registration/Adding Courses or Declaring Audit ........................................ Friday, October 19
Deadline to Drop a Course and Receive 100% Refund (Mini Term 1B/1D) ............................................................. Friday, October 19
Registration for Spring 2019 Semester Begins ........................................ Monday, October 22 – Saturday, January 5
At the 10th week, Second advisory grades due (15 week session) ..................... Monday October 22 – Saturday, October 27
Deadline to Drop a Course ................................................................................. Friday, November 2
Mini Term 1B/1D advisory grades due (7 week session) ................................ Monday, November 5 – Saturday, November 10
Reading Day (No classes) ..................................................................................... Wednesday, November 21
Thanksgiving Break ...................................................................................... Thursday, November 22 – Monday, November 26

Classes Resume .............................................................................................. Tuesday, November 27
Final Grades Due for December 2018 Graduates ........................................... Wednesday, November 28
Classes End ....................................................................................................... Friday, November 30
(Last Day to Withdraw from the University without Academic Penalty)
Final Examination Period ........................................................................... Saturday, December 1 – Friday, December 7

COMMENCEMENT .......................................................................................... Saturday, December 8

Deadline to Report Final Grades ..................................................................... Tuesday, December 11

Registration One-Stop Shop Advising and Registration Services will be located on the first floor of the Student Center beginning Friday, August 17, 2018 through Friday, August 24, 2018 for registration. Hours of operation will be 9:00 a.m. until 8:00 p.m. Saturday August 18, 2018, hours of operation will be 9:00 a.m. until 1:00 p.m.
SOCIAL WORK EDUCATION AT NORFOLK STATE UNIVERSITY

Introduction

This 2018-2019 BSW Student Handbook provides information frequently requested. For additional information about University services and policies, please reference the Norfolk State University Catalogue and the Norfolk State University Handbook. These references are available in the campus library and the Baccalaureate Social Work (BSW) Program office.

Social work education began at the then Norfolk State College in February 1960. It was initiated as a pre-social welfare program offered by the Department of Sociology. In June 1969, the University received a grant for the further development of social work education. In July 1969, a separate Department of Social Work was established within the Division of Social Sciences. The Department of Social Work offered a curriculum leading to a Bachelor of Arts degree in Social Work. It was the only Council on Social Work Education approved undergraduate program in Virginia at that time.

In 1971, spear-headed by Dr. Ethelyn R. Strong, founding dean, investigation of the requirements and feasibility of developing a graduate program in social work commenced. The Virginia General Assembly passed legislation in 1972 authorizing Norfolk State University to grant graduate degrees. The School of Social Work was established in 1974 as the first master's program in the University. The first students entered in January 1975, completed the requirements for the MSW degree in December 1977, and were conferred with the degree May 1977.

In August 1977, the undergraduate Social Work Program became a part of the School of Social Work, offering a curriculum leading to the Bachelor of Social Work degree. The Council of Social Work Education accredits both programs.

The School was renamed in 1988 as The Ethelyn R. Strong School of Social Work in honor of Dr. Ethelyn R. Strong, founding dean, and Dean Emeritus. It remains unique as the only School of Social Work at a state-supported historically Black college/university to have a BSW, MSW, and DSW program.

Under the leadership of Dean Moses Newsome, Jr., a proposal to establish a doctoral program in Social Work at Norfolk State was submitted to the Virginia State Council on Higher Education. This proposal was the product of considerable faculty research, program conceptualization, and demonstrated demand, based on alumni surveys. In January 1994, the State Council approved Norfolk State's proposal to move to a new level and to begin offering the first doctorate in Social Work in 1995. Then Governor L. Douglas Wilder included one million dollars ($1,000,000) in his proposed 1994-96 budget to provide initial funding for the program. The Virginia General Assembly approved the degree-granting status change in their 1994 session. The Doctor of Social Work Program admitted its first matriculating students in January 1995. In 2005, the degree was re-classified as the Ph.D. in Social Work.
EQUAL OPPORTUNITY POLICY

It is the policy of Norfolk State University to provide equal employment and educational opportunities for all persons regardless of race, color, religion, national origin, age, veteran status, gender, disability, political affiliation or sexual orientation. The University is cognizant of all statues and regulations mandating requirements of equal opportunity and affirmative action and the University, its employees and agents adhere to practices and procedures to ensure equal opportunity for all.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

The Ethelyn R. Strong School of Social Work’s mission is to provide social work education programs which prepare students with competence to develop and deliver services that strengthen and empower individuals, families, groups, organizations, and communities. The School and its program emphasize the values of social justice, social responsibility, and respect for human rights, dignity, and diversity. The School is especially committed to addressing the strengths and challenges of an ethnically and culturally diverse client population in an evolving global community.

BACCALAUREATE PROGRAM MISSION

The Baccalaureate Social Work Program develops students capable of delivering social work services at the first professional level of practice using a generalist approach. The program emphasizes social justice and responsibility, and respect for human rights, dignity, and diversity.

The Baccalaureate Social Work Program comprises two phases: Pre-Social Work Education and Professional Social Work Education. The professional social work phase begins in the junior year and combines academic coursework and field practicum. The Baccalaureate Social Work (BSW) degree is conferred to undergraduates who complete all the academic requirements of the program and Norfolk State University. This degree is recognized as the first professional level of Social Work practice. Specific criteria are, therefore, established for admission to and continued matriculation in the professional program.
BSW PROGRAM GOALS AND OBJECTIVES

Goals for the BSW Program align with the social work competencies defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards (EPAS). By the conclusion of the BSW program, students are prepared to:

GOAL #1

Practice as a beginning professional social work practitioner utilizing a generalist approach.

Objectives

1. To master the identified competencies as demonstrated through adjudicated outcomes (BSW curriculum and field practicum)

GOAL #2

Engage with diverse populations, with a special commitment to the affirmation of the unique characteristics and needs of populations.

Objectives

1. The student should be able to identify and research significant elements of diversity presented in a work sample (i.e., ethnicity, gender, race, religion, age).

2. The student will apply and convey an understanding of diversity and difference in life experiences on all levels of practice. (Values and application)

3. The student will be able to discuss a relatively complete formation of society's response to human need throughout the lifespan (according to work sample).

4. The student will be able to differentiate the uniqueness of diverse populations. (Knowledge)

5. The student will engage and sustain a helping relationship that incorporates those uniqueness’s (i.e., gender, ethnic/racial, religious, social class, sexual preference, life cycle stage) in their practice. (Application)

6. The student will creatively use the relationship to maximize the strengths of diversity. (Values)
GOAL #3

Deliver and engage in direct services that strengthen and empower individuals, families, groups, organizations, and communities.

Objectives

Students will be able to do the following:

1. Develop interpersonal skills essential to the helping process.

2. Apply social work skills pertinent to each phase of the helping relationship.

3. Engage in practice-informed research and research-informed practice to identify, assess, engage and intervene on all levels of practice.

4. Develop, implement and evaluate appropriate intervention plans and skills.

5. Demonstrate the competency to link people with systems that provide them with resources, services, and opportunities.

6. Apply the person-in-environment framework to practice with individuals, families, and communities.

7. Interpret and apply knowledge of bio-psycho-social components of human behavior and social conditions.

8. Apply an understanding of the causes and consequences of poverty and oppression for at-risk populations.

9. Understand the role of social welfare policies in promoting optional health and well being.

10. Apply analytical frameworks to address social and economic justice and to understand political and economic processes.

11. Ability to critically evaluate theoretical approaches to apply to practice
GOAL #4

Adhere to the social work principles, values, and ethics in professional practice.

Objectives

Students will be able to do the following:

1. Demonstrate a knowledge of the value base of social work practice.

2. Develop the professional use of self.

3. Apply critical thinking skills in the context of professional practice.

4. Practice with values and ethics of the social work profession with an understanding of and respect for the positive value of diversity.

5. Demonstrate an ability to engage in independent learning through the use of information technology, independent study, and research.

6. Demonstrate a commitment to professional development by participation in professional organizations, conferences, and workshops.

7. Appropriately seek and utilize professional supervision.
BSW COMPETENCIES

The BSW program goals areas are consistent with the **EPAS 2015 Core Competencies as published by the Council on Social Work Education**. The Core Competencies are listed below:

**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 with 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, Communities

Goals and objectives for the BSW program are operationalized in four competency areas. Each area has a set of measurable outcomes linked to the EPAS core competencies. The four competency areas are:  *Student will be able to do the following:*

1. Apply knowledge and skills of generalist social work practice with systems of all sizes and to link people with resources, services, and opportunities. (EPAS competencies 1, 2, 3, 4, 6, 7, 8 & 9)

2. Understand the impact of the policy making process to the development and delivery of services and advance human right, social, economic and environmental justice. (EPAS competencies 1, 3, 5, 8 & 9)

3. Demonstrate an understanding of diversity, populations-at-risk, oppression and the impact on human behavior and social work practice (EPAS competencies 1, 2, 4, & 8).

4. Demonstrate a disciplined use of the professional self-guided by professional values and ethics (EPAS competencies 1, 6, 7, 8 & 9).

BSW students must participate in an assessment of their minimum competencies during the final semester of the senior year. Competencies are assessed by a panel of professional internal and external evaluators. Students must demonstrate mastery of the Core Competencies and the Practice Behaviors in a work sample presentation evaluated by a panel of professional social work practitioners and faculty members. This data is analyzed and compiled in the Annual Assessment Report.
THE STRUCTURE OF THE BACHELOR OF SOCIAL WORK DEGREE

The Bachelor Social Work Program in the Ethelyn R Strong School of Social Work has two levels for the delivery of the undergraduate social work program. The first two years of the program is the "pre-social work" trajectory for majors. The last two years is the "professional social work program" track for majors.

The professional social work period begins in the third year and connects academic coursework and field practicum during the senior year. The Bachelor in Social Work (BSW) is granted to undergraduates who complete all the academic requirements of the program and Norfolk State University. The BSW degree is the initial professional level of social work practice. There are admission requirements for the BSW program to maintain in the professional program. These guidelines and processes are outlined in this handbook and the Norfolk State University Undergraduate Course Catalog, which all students have access to when admitted to the University.

**Please note that the trajectory described above may differ for transfer students.**

REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE

1. Completion of a minimum of 120 credit hours which are prescribed and selected from courses offered by the School and the University.

2. Maintain a 2.00-grade point average on a 4-point scale for all academic courses taken.

3. Maintain a 2.5-grade point average on a 4-point scale for social work courses.

4. Graduation Applications must be completed and submitted by the published deadline.
BSW CURRICULUM

BSW Courses and Descriptions

The purpose of the baccalaureate curriculum is to prepare students for beginning professional generalist practice with individuals, families, groups, communities, organizations and societal systems. The BSW curriculum has been developed from the mission of the Norfolk State University, to be consistent with the Council on Social Work Education’s Curriculum Policy Statement and accreditation standards for undergraduate social work programs. Below is a description of the Ethelyn R Strong’s BSW program.

SWK 200 Three Credits INTRODUCTION TO SOCIAL WORK (EE)
Introduction to the profession of social work which exposes students to social work history, values and ethics, intervention methods, fields of practice and organizational settings. Special emphasis on the nature and functions of social work and the diversity of roles for the generalist practitioner.

SWK 207 Three Credits SOCIAL WELFARE POLICIES AND SERVICES I (EE)
PREREQUISITE OR COREQUISITE: SWK 200
Study of social problems and social work commitment to diversity, social and economic justice and populations-at-risk. Specific emphasis on the historical background of social welfare and the emergence of the social work profession.

SWK 220 Three Credits HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT (EE)
PREREQUISITES: SWK 207; PSY 210; SOC 110 or 101; HED 100; BIO 105
Examination of the dynamics of multi-level social systems, as they have an impact on the development and well-being of individuals from preconception through childhood. Study of the interaction between and among human biological, social, psychological and cultural systems as they affect and are affected by human behavior. Emphasis on the functions of human behavior, social environment theory, and research as they inform social work practice.

SWK 300 Three Credits SOCIAL WELFARE POLICIES AND SERVICES II (EE)
PREREQUISITE: SWK 207
COREQUISITE: SWK 309 and SWK 312
Study of social problems and social work commitment to diversity, social and economic justice and populations-at-risk. Emphasis on the institutional nature of social welfare, the relationship to other institutions, and social welfare policies implemented into social welfare programs.
SWK 309 Three Credits HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II (EE)
PREREQUISITES: SWK 220; PSY 210; BIO 105; HED 100; SOC 101
COREQUISITES: SWK 300 and SWK 312
Examination of the dynamics of multi-level/social systems, as they have an impact on the
development of individuals from adolescence through dying and death. Study of interaction
between and among human biological, social, psychological and cultural systems as they affect
and are affected by human behavior.

SWK 312 Three Credits INTRODUCTION TO GENERALIST PRACTICE (EE)
PREREQUISITE: SWK 220
COREQUISITES: SWK 300 and SWK 309
This course is the first of three required courses in the General Practice Sequence. This first
course provides students the foundation knowledge, values, and skills that form the holistic
conceptual framework of generalist social work practice.

SWK 313 Three Credits GENERALIST PRACTICE: INDIVIDUALS/FAMILIES (EE)
PREREQUISITE: SWK 309 and SWK 312
COREQUISITE: SWK 319
This course is the second in the Generalist Practice Sequence. The course is designed to teach
B.S.W. students how to differentially apply the general method of social work practice with
individuals and families from diverse populations.

SWK 314 Three Credits NATURE AND MEANING OF CHILD WELFARE (EE)
PREREQUISITE: SWK 300
This course is designed to present a broad knowledge of the principle child welfare services,
programs, and policies that are aimed at strengthening and preserving the institution of the family
and fostering the development and well-being of children.

SWK 315 Three Credits SOCIAL WORK WITH FAMILIES
PREREQUISITE: SWK 312
Introduction to the knowledge of family dynamics and the intervention skills and techniques
necessary to serve families efficiently and effectively, especially low-income families. Emphasis on
family intervention based upon systems concepts and eco-structural thinking.

SWK 318 Three Credits GENERALIST PRACTICE: GROUPS, ORGANIZATIONS AND
COMMUNITIES (EE)
PREREQUISITE: SWK 313
Examination of theories and methods of social work in macro and mezzo practice. Emphasis on
the development of skills related to engagement, data collection, problem
identification/assessment, intervention, termination and evaluation in working with groups,
organizations and communities.

SWK 319 Three Credits HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT III (EE)
PREREQUISITE: SWK 313
Examination of the dynamics of multilevel/social systems as they have an impact on the formation
and development of the diverse contemporary American family. Emphasis on the interactions between and among family diversity, biological, social, psychological and cultural systems as they relate to the family unit.

SWK 321 Three Credits SOCIAL WORK AND THE AGED (SO)
PREREQUISITE: SWK 312
This course describes the process of aging from four areas of knowledge, biological, psychological, sociological, and economical, with emphasis on aging in America as it relates to social justice, and social problems.

SWK 324 Three Credits HEALTH CARE AND SOCIAL SERVICES (FO)
PREREQUISITE: SWK 313
Overview of health care and its social services delivery system in America. Examination of the value orientation, sociocultural, racial/ethnic, political, and economic, research, and policy aspects of health care. Emphasis on the roles of several health-care deliverers, and the impact of illness, environment, ecology, and nutrition.

SWK 326 Three Credits TECHNIQUES OF COUNSELING (SS)
PREREQUISITE: SWK 312
This course presents an overview of the major theories of counseling and psychotherapy. It provides in-depth study of the basic theoretical assumptions and concepts of counseling individuals and families.

SWK 327 Three Credits INTERVIEWING TECHNIQUES (EE)
PREREQUISITE: Students should be at the junior and senior levels
Study of the general principles and techniques of interviewing and recording, which may be applied not only in social work but also in other occupations.

SWK 329 Three Credits COMMUNITY AND NEIGHBORHOOD DEVELOPMENT: SOCIAL ENTREPRENEURSHIP
PREREQUISITES: Open to Social Work Juniors and Seniors
This is a three (3) credit hour elective course designed for the second year and above Bachelor of Social Work students, but available to students from various disciplines to take as a credit-awarding elective. An individual completing this course will have a beginning level ability to conceptualize community and neighborhood empowerment from social work, community practice, community development, and a business and economic development perspective.

SWK 411 Three Credits CONTEMPORARY SOCIAL POLICY ISSUES (SO)
PREREQUISITE: Open to senior Social Work majors
Contemporary Social Policy issues is an advanced elective policy course for the baccalaureate social work student. This course, generally taken in the junior/senior year, builds on students’ liberal arts perspective, foundation policy classes, as well as the knowledge, values, and skills gained in the Generalist Practice, Human Behavior, and Research sequences.
SWK 416 Three Credits
GENERALIST PRACTICE: EVALUATION (EE)
PREREQUISITES: SOC 344, 355; SWK 318
Focus on understanding and refining skills in the application of the techniques for evaluation of generalist practice. Emphasis on understanding and refining practice skills that center on evaluation of social work practice. Research procedures and designs studied as a means of objectively assessing the efficiency and efficacy of social work practice intervention. Ethical issues of practice and evaluation practices are addressed relative to oppressed populations.

SWK 490, 491 One Credit Each
PRACTICUM SEMINAR I and II (EE)
PREREQUISITES: All previously required courses and concurrent enrollment in practicum
Opportunity to integrate theory with field practice. Also assists in evaluating practice performance while exploring personal and professional values and ethics.

SWK 492 Three Credits INDEPENDENT STUDY IN SOCIAL WORK (EE)
PREREQUISITE: Open to senior Social Work majors
Opportunities to engage in student and faculty-initiated special projects which explore some dimension of social work practice and/or theory.

SWK 495, 496 Ten Credits PRACTICUM IN SOCIAL WORK I and II (EE)
PREREQUISITES: All previously required courses and concurrent enrollment in the seminar internship in a social welfare agency. 225 hours per semester while engaged in a supervised practice experience where generalist skills are utilized/required.

SWK 497 Three Credits MACRO AND MICRO PERSPECTIVES ON INTERNATIONAL SOCIAL WELFARE (FO)
PREREQUISITE: Open to senior Social Work majors
This course is an advanced level social policy course designed primarily for the baccalaureate student interested in exploring the interplay among macro social systems in selected western and non-western societies as they relate to general social welfare.

SWK 498A/499B Zero Credits
B.S.W. FIELD PRACTICUM ORIENTATION I AND II
PREREQUISITE: All previously required courses and concurrent enrollment in B.S.W. Field Practicum
This is an orientation course designed to provide the undergraduate social work field practicum student with the knowledge, values, and skills necessary to prepare and navigate a successful and advanced field education experience. The purpose of this course is to help students understand their role, function, and responsibilities as practicum students. Also, this course will outline the relationship of the practicum agency to the field experience and explore the importance of ethical and professional behavior.
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE

REQUIREMENTS FOR THE BACHELOR OF SOCIAL WORK DEGREE

PRE-SOCIAL WORK REQUIREMENTS

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grade</th>
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<tr>
<td></td>
<td><strong>Personal and Community Health (Tier 1)</strong></td>
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<tr>
<td>HED 100</td>
<td>Communication Skills (Tier 1)</td>
<td>3</td>
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<tr>
<td>ENG 101***</td>
<td>Contemporary Math (Tier 1)</td>
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<tr>
<td>MTH 103</td>
<td>Computer Literacy (Tier 2)</td>
<td>3</td>
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<tr>
<td>CSC 150***</td>
<td>Fundamentals of Fitness for Life (Tier 2)</td>
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<tr>
<td>PED 100</td>
<td>History of World Societies I or HIS 101, History of World Societies II or HIS 102, US History to 1865 or HIS 103, US History: 1865 to Present (Tier 2)</td>
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<tr>
<td>HIS 100</td>
<td>Spartan Seminar (Tier 1)</td>
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<td>SEM 101</td>
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<tbody>
<tr>
<td>ENG 102***</td>
<td>Communication Skills</td>
<td>3</td>
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<tr>
<td>SOC 101***</td>
<td>Introduction to Social Science (Tier 2)</td>
<td>3</td>
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<tr>
<td>*__________</td>
<td>Problem Solving Cluster – (Restricted Elective)</td>
<td>3</td>
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<tr>
<td>PSY 210***</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>BIO 105/105L</td>
<td>Human Biology and Human Biology Lab (Tier 2)</td>
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<td>SEM 102</td>
<td>Spartan Seminar II (Tier 1)</td>
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### SOPHOMORE YEAR

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<tbody>
<tr>
<td>SWK 200</td>
<td>Introduction to Social Work</td>
<td>3</td>
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<tr>
<td>***POS 231</td>
<td>State and Local Govt. or POS 100, American National Government</td>
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<td>SCI 101</td>
<td>Intro. to Physical Science for Non-Science Majors or Equiv. (Tier 2)</td>
<td>3</td>
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<tr>
<td>ECN 200</td>
<td>Basic Principles of Economics or Equivalent (Tier 2)</td>
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<tr>
<td>HUM 210</td>
<td>Humanities – (ENG 207, Intro. to World Literature; FIA 201, Basic Art Appreciation; or MUS 301, Music Appreciation) – (Tier 2)</td>
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<td>SEM 201</td>
<td>Spartan Seminar III (Tier 1)</td>
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<tbody>
<tr>
<td>SWK 207</td>
<td>Social Welfare Policies and Services I</td>
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<tr>
<td>SCM 285</td>
<td>Principles of Speech (Tier 1)</td>
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<tr>
<td>SWK 220</td>
<td>Human Behavior and the Social Environment I</td>
<td>3</td>
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<tr>
<td>***PSY 280</td>
<td>Abnormal Psychology</td>
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<tr>
<td>XXX XXX</td>
<td>Optional Elective</td>
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</table>

* 1) Logic, Philosophy, Problem Solving Cluster (i.e., SOC 137, Social Problems)

*** 2) Minimum grade of C is required in all Social Work courses and those with **** beside them

**APPLY TO PROFESSIONAL PROGRAM**

*(Students must have completed or enrolled in ENG 299)*
## Professional Social Work Requirements

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>SWK 300</td>
<td>Social Welfare Policies and Services II</td>
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<tr>
<td>SWK 309</td>
<td>Human Behavior and the Social Environment II</td>
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<tr>
<td>SWK 312</td>
<td>Introduction to Generalist Practice</td>
<td>3</td>
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<tr>
<td>SOC 331</td>
<td>Social Psychology or PSY 250, Social Psychology</td>
<td>3</td>
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<tr>
<td>***SOC 355</td>
<td>Elementary Social Statistics or POS 345, Statistics and Data Processing for Political Analysis</td>
<td>3</td>
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<th>Semester II</th>
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<th>Grade</th>
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<tr>
<td>Cultural Perspective</td>
<td>Cultural Perspective (Social Sciences) – HIS 335, Af-Amer. History to 1865; HIS 336, Af-Amer. History Since 1865; HIS 371, African History/Culture or HRP 320, Af-Amer. Health (Tier 3)</td>
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<td>SWK 313</td>
<td>Generalist Practice: Individuals and Families</td>
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<tr>
<td>SWK 319</td>
<td>Human Behavior and the Social Environment III</td>
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<td>***SOC 344</td>
<td>Methods of Social Research or POS 333, Research Methods</td>
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<td>SWK XXX</td>
<td>Social Work Elective</td>
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### SENIOR YEAR

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<tr>
<td>SWK 318</td>
<td>Generalist Practice: Groups, Communities, and Organizations</td>
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<td>SWK 490</td>
<td>Practicum Seminar I</td>
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<td>SWK 495</td>
<td>Practicum in Social Work I</td>
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<tr>
<td>SWK 498A</td>
<td>BSW Field Practicum Orientation I</td>
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<tr>
<td>SWK XXX</td>
<td>Social Work Elective (Restricted-Advanced Policy) – SWK 411, Contemporary Social Policy Issues or 497, Macro/Macro Perspectives in International Social Work (Select one)</td>
<td>3</td>
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<tr>
<td>Cultural Perspective</td>
<td>Cultural Perspective (Humanities) – ENG 383, Afro-American Literature or MUS 234, Afro-American Music (Tier 3)</td>
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CONTINUED SENIOR YEAR

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<tr>
<td>SWK XXX</td>
<td>Social Work Elective</td>
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<tr>
<td>SWK 416</td>
<td>Generalist Practice: Evaluation</td>
<td>3</td>
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<tr>
<td>SWK 491</td>
<td>Practicum Seminar II</td>
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<td>SWK 496</td>
<td>Practicum in Social Work II</td>
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<td>SWK 498B</td>
<td>BSW Field Practicum Orientation</td>
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</table>

**TOTAL CREDIT HOURS FOR GRADUATION**  

120

*** 3) Minimum of grade C is required in all Social Work courses and those with *** beside them.

*** 4) Students must maintain a minimum grade point average of 2.5 in the major.

*** 5) Students must hold a current driver’s license

*** 6) Students should see their Advisor for Social Work Course Electives

Tier 1 - 18 credit hours
Tier 2 – 16 credit hours
Tier 3 – 6 credit hours
REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL PROGRAM

BSW Statement of Professionalism

Social work students should incorporate the following in their academic and professional development, according to the Council on Social Work Education, Educational Policies, and Accrediting Standards. There are competencies of the educational policies and accrediting standards that each student should master. Competency 1 informs the social work student of how professionalism is demonstrated, based on their academic knowledge and expertise. The practice behaviors (PB) articulated form the basis for professional and ethical development of the BSW graduate.

Competency 1— Demonstrate Ethical and Professional Behavior.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

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

(CSWE EPAS, 2015)
Admission Procedures and Application Process

Applicants must meet University requirements for admission. After completing the first two years of pre-social work course requirements, students may apply for admission to the Professional Program for the BSW degree. Professional Program application requirements are:

1. Students must have completed the first two years of basic core requirements and pre-social work requirements. The student must have a minimum cumulative grade point average of 2.0 on the 4.0 scale (an overall average of "C" or better). The student must have a minimum grade of C in all Social Work courses and designated general education courses, i.e., ENG 101-102, CSC 150, SOC 101, PSY 210, POS 231 or POS 100.

2. Students must complete and submit all Professional Program application materials to the Director of the Baccalaureate Social Work Program. The application packet must include the following format: Application, Academic Evaluation, Personal Statement, Academic Advisor review and recommendation.

3. Students must not have repeated a required social work course more than once for admission to the Professional Program.

4. See Appendixes for the Professional Application.

5. Credits are not granted for life and work experience.

Matriculation at the professional level of the Baccalaureate Program requires that the students:

- Maintain an overall GPA of 2.0 or better.
- Maintain an average of 2.5 G.P.A. in major courses.
- Adhere to Practicum requirements in accordance with the BSW Field Manual.
- Not repeat a social work course more than once within two terms.
- Not fail more than three social work courses within the Professional Program.
Re-application to the professional social work program

There are three classifications of students who will need to reapply to the School of Social work for acceptance into professional course study:

1. Students who have not attended Norfolk State University for one or more spring or fall terms.
2. Students terminated due to poor academic performance;
3. Students terminated for non-academic reasons.

Readmission Process

Students terminated from the University must apply for readmission. Readmission to the University requires students to follow the readmission procedures outlined in the University Catalog. Readmission applications are available in the Registrar’s Office.

In addition to the University process, students must complete a readmission application for the Professional Program in the School of Social Work. Applications are available in the BSW Program Office. Students who have been absent for five or more years may be required to refresh social work courses and reapply to the Professional Program.

Transfer Students

Students from other colleges and universities who desire to transfer to the Norfolk State University Baccalaureate Social Work Program should apply through the University's Admissions Office and coordinate these activities with the Baccalaureate Social Work Program Director. Transfer students are required to make application for the Professional Program.

Credits for Life Experiences

No credit is given for life experience or previous work experience. Transfer students may only receive credit for approved social work courses from an accredited School of Social Work.
**REQUIREMENTS FOR ADMISSION TO BSW FIELD**

An essential component of the social work major is the Field Practicum in which students apply the social work knowledge, values and skills from their coursework. Field placements are based upon objectives of the educational program and the learning needs of each student. Careful attention is given to the requirements for entry into the baccalaureate field practicum. For the School to assure that students meet minimum requirements, and for it to assess their learning needs and to provide an orderly systematic review and acceptance process, several steps (highlighted in the BSW field manual) are to be followed by all applicants. The BSW program provides supervision for students while in Field Practicum. Students are required to complete a minimum of 450 hours (225 per semester) in their particular placement site.

**To qualify to begin the practicum experience the Social work student must:**

1. Qualify for official standing as a “candidate” for the BSW degree, as verified by the completed Professional Program Form.
2. Have a minimum grade point average of 2.5 in all social work courses.
3. Have an overall grade point average of at least 2.0.
4. Have successfully completed all 1st, 2nd, and 3rd year required courses as outlined in the BSW Program Catalogue and Curriculum Sheet with no more than 30 hours remaining to complete graduation requirements. (Note: A further stipulation is that all incomplete “I” grades must be eliminated and a grade of C or better is earned for each social work course. Grades of D, F or I will preclude admission to Practicum);
5. Have a schedule that allows for 15 hours in Practicum, two 7 1/2 hour days or three 5 hour days. Each student must be able to commit to a minimum of 5 hours per day in the practicum agency.
6. Have a reliable means of transportation.

The preceding prerequisites for Practicum establish minimum conditions for eligibility, consideration, acceptance, and placement. However, students are expected to exceed minimum standards especially concerning such non-academic variables as conduct, decorum, attitude, maturity, conviction, skills, etc. These attributes will be assessed and weighed in personal interviews to be scheduled, announced and posted by the BSW Field Education Office. Questions regarding any of the requirements or preconditions for practicum referred to herein should be raised and discussed with individual Faculty Advisors or with the BSW Field Director.
POLICIES AND PROCEDURES

ACADEMIC ADVISEMENT

Academic Advising is designed to meet the various needs of students at the University. Academic advising is a developmental process which assists students in the clarification of their career goals and the development of educational plans for the realization of these goals. Academic advising in the BSW Program is consistent with university expectations. Responsibilities for advisors and advisees are the following:

Academic advisors are the key mentors in the BSW Program in that they maintain ongoing contact with advisees. The advisor is a mentor who provides the student with a window to all support services at the University. They have direct responsibility for conducting effective advisor/advisee sessions and maintaining required documentation by program policy.

Students (advisees) are responsible for making every effort to obtain adequate academic advising. To benefit most from this service, students should have some idea of the academic/career goals they wish to pursue. In addition to goal setting, students are responsible for the following:

- Submitting appropriate documents to the University promptly, e.g., transfer credits, medicals, and scholarships.
- Being knowledgeable about University procedures and requirements as specified in the NSU Student Handbook, College Catalog, and other relevant documents.
- Attending classes regularly, taking care of financial obligations to the University, and meeting course and graduation requirements.

Academic advising services exist to assist and guide students through the educational process. Diligent utilization of these services will enhance the quality of life and improve academic performance. On the other hand, students failing to keep advising appointments and to adhere to other advisement related responsibilities as ascertained by the department will receive an advisement warning indicating that successful completion of degree requirement are seriously jeopardized. Continued disregard of advisement responsibilities will result in matriculation status review by the student’s major department.

STUDENT RIGHTS AND RESPONSIBILITIES

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Norfolk State University and the School of Social Work fully subscribe to this premise and embrace the transmission of knowledge and the pursuit of truth as broad goals out of which should emerge the development of more effective professional social workers.
Free inquiry and free expression are indispensable to the attainment of these goals. As consumers of the School, the students are encouraged to develop the capacity to apply sound judgment and to engage in a sustained and independent search for truth. Students are encouraged to participate in open discussion, inquiry, and rational expression.

Students are responsible for learning the content of any courses they enroll in and for maintaining standards for academic performance established for each course enrolled. They are protected, through orderly procedures, against prejudices or capricious academic evaluation. The following protocol below is published in the University Catalog and BSW Student Handbook and is used to ensure impartial academic evaluation:

**STUDENT COMPLAINT ACADEMIC PROTOCOL**

Students can visit [http://www.nsu.edu/Academics/Academic-Programs/Online-Learning/Services-and-Support/Student-Complaint-Process](http://www.nsu.edu/Academics/Academic-Programs/Online-Learning/Services-and-Support/Student-Complaint-Process) to view the process and access the forms.

**GRADING POLICY**

An overall grade point average of 2.00 (on a 4.00 scale) in academic courses in the BSW curriculum is required to maintain good academic standing as a BSW student. Also, a grade point average of 2.5 on a 4.00 scale must be maintained in social work courses to continue in the BSW Program. Students not meeting the above G.P.A. requirement will not be admitted to Practicum I or Practicum II.

The Baccalaureate Social Work Program adheres to the grading scale as published in the University Catalogue.

A grade below "C" is not acceptable for passing any social work course. Also, a "C" must be attained in the following courses:

ENG 101, ENG 102, CSC 150, SOC 110 or SOC 101, PSY 210, POS 231, PSY 280 SOC 344, SOC 355.

Any student who receives below a "C" in the above course may repeat the course. However, the repeated course must be taken at Norfolk State University. The credit and quality points for the highest grade earned will be used to calculate the student's G.P.A. Social work courses may not be repeated more than one time.
REMOVAL OF INCOMPLETE GRADE

The "I" (incomplete symbol) is used by the instructor when the course requirements have not been met because of illness or some other reason, beyond the control of the student, and is accepted by the instructor. It is the responsibility of the individual receiving the "I" (incomplete) to make arrangements with the instructor for the removal of the "I". I’s in pre-requisite courses must be removed before enrolling in the next level course.

CLASS ATTENDANCE POLICY

The University expects students to attend all classes and required meetings involving coursework. While unnecessary absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent from class such as representing the University in official activities, illness, or personal emergencies.

Each student has the responsibility to confer with his/her instructors regarding all absences or intended absences. Make-up work for assignments, examinations, tests, etc. missing during the absence will be permitted only at the discretion of the instructor. For more information, please visit Norfolk State University’s attendance policy [http://www.nsu.edu/policy/admin-30-06.aspx](http://www.nsu.edu/policy/admin-30-06.aspx)

ACADEMIC HONESTY

In keeping with this mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its schools, and their facilities, for the use of its libraries, its computers, and other facilities.

"Academic or academically related misconduct" includes, but is not limited to, unauthorized collaboration or use of external information during examinations; plagiarizing or representing another's ideas as one's own; furnishing false academic information to the University; falsely obtaining, distributing, using or receiving test materials; obtaining or gaining unauthorized access to examinations or academic research materials; soliciting or offering unauthorized academic information or materials; improperly altering or inducing another to improperly alter any academic record; or engaging in any conduct which is intended or reasonably likely to confer upon one's self or another an unfair advantage or unfair benefit respecting an academic matter.

The substantiation of the violation of Academic Honesty will automatically result in dismissal from the program (with due process completed).
TERMINATION FOR ACADEMIC REASONS

When a student's performance in coursework and or field practicum is below the required standards, the student is subject to the University's policies as outlined in the University's undergraduate catalog. The undergraduate catalog is available at http://www.nsu.edu/Academics/Academic-Resources/NSU-Catalog/files/undergraduate/Undergraduate-Catalog-2016-2018.aspx

TERMINATION FOR NON-ACADEMIC REASONS

Students who experience the privilege of admission to The Ethelyn R. Strong School of Social Work, Norfolk State University, become members of the school's academic community while still retaining their status as citizens. Students are entitled to the same fundamental rights, privileges, and immunities that are guaranteed to every citizen of the United States and the Commonwealth of Virginia. Due process with The Ethelyn R. Strong School of Social Work and Norfolk State University does not preclude adjudication of offenses by local, state and federal agencies when appropriate. In addition to these inherent rights and privileges, students voluntarily assume the obligation to fulfill the obligations behavior required by The Ethelyn R. Strong School of Social Work about its lawful mission programs and functions. When a student is dismissed from the program because of non-academic violations, the student will be formally notified by the BSW Program Director.

POLICIES OF THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

WORK STUDENT TERMINATION FOR NON-ACADEMIC REASONS

The following policies pertain to students of The Ethelyn R. Strong School of Social Work and are in addition to all policies governing student conduct published in the Norfolk State University Student Handbook.

 Students enrolled in The Ethelyn R. Strong School of Social Work are expected to assume full responsibility for, and be held liable, for individual actions.

The National Association of Social Work (NASW) Code of Ethics, as adopted by the 1996 Delegate Assembly and revised by the 2017 NASW Delegate Assembly, shall apply as a referent for determining acceptable and unacceptable nonacademic behaviors. The NASW Code of Ethics applies to all students enrolled in the School of Social Work's Bachelor of Social Work Program, the Master of Social Work Program and the Doctor of Social Work Program; this includes both full-time and extended-time enrolled students. The Code articulates standards used to assess the conduct of social workers and is relevant to all social workers and social work students. The National Association of Social Workers Code of Ethics serves as a guide to the everyday professional conduct of social workers.

The NASW Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise.
Upon admission to The Ethelyn R. Strong School of Social Work, each student will have access to a copy of the NASW Code of Ethics. The NASW code of ethics can is available at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English. The Code of Ethics will be reviewed with students during the first semester of their enrollment in school. Failure to abide by the NASW Code of Ethics can be grounds for The Ethelyn R. Strong School of Social Work to terminate a student from the school.

The due process procedures provided for by both The Ethelyn R. Strong School of Social Work and Norfolk State University shall apply. The Norfolk State University due process procedures are spelled-out in the Norfolk State University Student Handbook.

**APPLICATION FOR THE BSW DEGREE**

The student is expected to develop early, in consultation with his/her Academic Advisor, a plan for his/her total program of study. *Prospective graduates* should see the University Calendar for the deadline for applying for graduation. Applications must be filed in the BSW Program Office. The application for graduation form will initiate clearance toward graduation. The student is asked to pay the graduation fee at the time that he/she files the application, and subsequently submitted to the Registrar’s Office for Clearance.
STUDENT ORGANIZATIONS/ACTIVITIES

The following organizations are open to all Social Work majors:

**Alpha Delta Mu**

Alpha Delta Mu is a national social work honor society sanctioned under the auspices of the Council of Social Work Education. The purpose of this organization is to advance excellence in social work practice and to encourage, stimulate, and maintain scholarship of the individual in all fields, particularly in social work.

**Whitney Young Social Work Club**

Its purposes are: to supplement classroom work in social work through discussions on related subject through the use of guest lecturers; to promote the use of effective social work practice for the betterment of human well-being; and to participate in local, state, and national social work/social welfare conferences for professional enhancement.

**National Association of Social Workers (NASW)**

Students are encouraged to join and become active in our profession’s primary association, NASW. Membership applications are available from the Department of Social Work. Not only do students enjoy a substantially reduced dues rate, but also become eligible for a reduced transition dues rate upon graduation.

Benefits of membership in NASW include:

- Reasonably priced liability insurance;
- **NASW News**, a monthly, national newspaper;
- **NASW California News**, a monthly, state newspaper;
- **Social Work**, a bimonthly professional journal;
- Reduced rates on other NASW journals;
- Access to conferences and continuing education programs; and
- Opportunities for professional development locally and at the state level.

**National Association of Black Social Workers (NABSW)**

Students are encouraged to join and become active in NABSW. Membership applications are available from faculty in the School of Social Work. NABSW was created during the 1960’s Civil Rights Movement on May 8, 1968, in San Francisco, California by a group of Black Social Workers who convened for the meeting of an established national social work organization. They disengaged
from that meeting to form what has ultimately become the foremost advocacy group established to address social issues and concerns of the Black community. The local chapter, the Association of Black Social Workers of Hampton Roads (ABSW-HR), was chartered in 2000. Students may join the local chapter at a student rate. Benefits of membership in NABSW include:

- NABSW electronic monthly newsletter
- Access to policy publications and position statement
- ABSW-HR email announcements and notification of local conferences and events about the profession
- Opportunities for professional development locally and at the national level, with other organizations devoted to alleviating the conditions of the African American community
- Access to the National Student Affairs Office, which offers a blog

**New Student Orientation & Reception**

This activity is to welcome new students and to provide an overview of the BSW Program. New students are introduced to the School's faculty and have an opportunity to ask questions about the program.

**Student Rally in the Valley**

This activity is held each fall and sponsored by the Virginia Chapter of NASW and the Consortium of Virginia Schools of Social Work. The Rally is held at Massanetta Springs, VA and brings together students from all Social Work programs in Virginia. It is an opportunity for professional growth and development.
SCHOOL OF SOCIAL WORK RESOURCES

BSW Program Director
Location: G.W.C. Brown Memorial Hall, Suite 335

Services: Authorization to Enroll in Closed Classes
          Withdrawal from the University
          Certification for Graduation
          Transfer Credits
          Advisement
          Consultation
          Registration
          Referral

BSW Program Office
Location: G.W.C. Brown Memorial Hall, Suite 335

Services: Information regarding:
          BSW Program Materials
          Social Work Career Brochures
          NASW Brochures – available on-line
          Add/Drop Forms
          Petition to Change Major forms
          Cross Registration Applications
          Code of Ethics – available on-line
          Academic Profile (EVAL) – contact Academic Advisor
          Registration Material
          Professional Program Applications
          BSW Student Handbook Distribution
          Graduation Applications

BSW Field Education Office
Location: G.W.C. Brown Memorial Hall, Suite 335

Services: Information about BSW Field Education
          BSW Field Handbook
          BSW Field Faculty Assignments
          BSW Field Calendar
          BSW Field Seminar Calendar
          BSW Evaluation Forms
          Learning Contract Format
          Field Placement Activities
          Advisement
UNIVERSITY RESOURCES

Counseling Center
The Counseling Center offers services to university students who want assistance in coping with, and successfully resolving problems they face in everyday life. Individual and group counseling is available for those who can benefit from short-term counseling.

Counseling Center
312 Student Services Center
Phone: (757) 823-8173
Fax: (757) 823-2237
Hours: 8 a.m.–5 p.m.

Typical concerns of students include academic difficulties, financial problems, relationship breakups, and career uncertainties. If a student's situation requires more intense, and long-term counseling, a referral to an appropriate off-campus source will be made.

Counseling staff personnel provides classroom presentations that address students concerns. Special group programs are provided by counseling staff personnel. Special group programs can be arranged upon request for student and community organizations.

International Student Program

The purpose of the International Student Program is to provide assistance to international students enrolled at Norfolk State University. The program provides such assistance as personal counseling, academic advising, travel information, interpreting and explaining immigration laws, and serving as a link between the University and the U.S. governmental agencies, foreign embassies, and foreign governments.

In addition, the International Student Program serves the community at large as a focal point for multi-cultural programs. International students are called upon to serve as speakers and lecturers for multi-cultural programs sponsored by public school systems, civic organizations, and local churches. The office is located in the Student Services Center, Suite 110, and the telephone number is 757-823-8462.

Career Placement

This service assists students with career counseling and linkage with prospective employers. The Center's hours are from 8:30 a.m. to 4:30 p.m. located in the Student Services Center Suite 318. The office can be reached at 823-8462 to schedule an appointment.

NSU Computer Labs

Computer labs locations and hours are listed on the NSU website: www.nsu.edu/oit/pdf/NSUCo mputerLabListing.pdf
ACCESSIBILITY SERVICES & INTERNATIONAL STUDENT SERVICES

The mission of O.A.S.I.S. (Office of Accessibility Services/International Student Services) & Assistive Technology Laboratory (AT Lab) is to promote the academic success of students with disabilities and international students through high-quality educational assistance, leveling the playing field, and providing services and accommodations.

The O.A.S.I.S. serves persons eligible for assistance under Section 504 of the Rehabilitation Act of 1973, as well as persons with temporary disabilities acquired as a result of illness or injury. Written documentation from a qualified professional is required before accommodations are implemented.

O.A.S.I.S.
Student Services Center, Suite 110
700 Park Avenue
Norfolk, VA 23504 USA
Office: (757) 823-8325
Fax: (757) 823-2640

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).

Contact Information:
Coordinator, Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121
Telephone: 757-823-2014
Fax: 757-823-2640
APPENDIX 1

NATIONAL ASSOCIATION OF SOCIAL WORK

CODE OF ETHICS
The NASW Code of Ethics

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

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

**Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

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

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

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

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.
Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

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

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

   **1.03 Informed Consent**
   (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by
the consent. Social workers should provide clients with an opportunity to ask questions. (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible. (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent. (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service. (e) Social workers 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 alternative 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.

Students can also access the NASW code of Ethics at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
APPENDIX 2

APPLICATION TO THE BSW PROFESSIONAL PROGRAM
Application for Admission to the Professional Program
For Fall 2018 Applicants

The Baccalaureate Social Work (BSW) Program has two levels, the pre-professional program (first two years of the curriculum) and the professional program (last two years of the curriculum). Social Work majors formally apply to the School of Social Work for admission to the Professional Program by completing the Bachelor of Social Work Professional Program Application Packet. Applicants must meet the following criteria to apply for admission to the Professional BSW Program:

1. The student has a minimum cumulative grade point average of 2.0 on the 4.0 scale (an overall average of “C” or better) and a grade of “C” (2.0) or better in Social Work courses and designated general education courses.
2. The student completed 45 credit hours of Pre-Social Work Requirements (freshman and sophomore level courses) and enrolled in or have completed the additional 15 credit hours required in the last semester of the sophomore year.
3. The student has not repeated a required Social Work or pre-requisite course more than once.

**Students who meet the above requirements and planning to enroll in junior-level courses (SWK 300 and above) in Spring 2019 must complete the application process, and be admitted to the Professional Program, by the beginning of the Spring 2019 semester.**

The Professional Program Application Packet is due Friday, November 15, 2018, by 5pm. Please submit the packet to the School of Social Work in its entirety, and attention it to the BSW Program Director.
Application for Admission to the Professional Program

Please include the following materials in the BSW Professional Program Packet:

- A completed application for admission to the BSW professional program (see page 3). Please note that you and your advisor must sign the professional application.
- A printed and up-to-date Academic Evaluation (EVAL) form that is signed and dated by your advisor.
- A typed personal statement. The personal statement is an essential part of the application for admission to the BSW professional program. It provides faculty with some valuable information concerning your career plans. The personal statement should not exceed 3 typewritten, double-spaced pages. The questions for the personal statement are on page 4.

**The Professional Program Application Packet is due Friday, November 15, 2018, by 5pm.** Please submit the packet to the School of Social Work in its entirety, and attention it to the BSW Program Director.
Application for Admission to the Professional Program

For Spring 2019 Applicants

The Baccalaureate Social Work (BSW) Program has two levels, the pre-professional program (first two years of the curriculum) and the professional program (last two years of the curriculum). Social Work majors formally apply to the School of Social Work for admission to the Professional Program by completing the Bachelor of Social Work Professional Program Application Packet. Applicants must meet the following criteria to apply for admission to the Professional BSW Program:

4. The student has a minimum cumulative grade point average of 2.0 on the 4.0 scale (an overall average of “C” or better) and a grade of “C” (2.0) or better in Social Work courses and designated general education courses.

5. The student completed 45 credit hours of Pre-Social Work Requirements (freshman and sophomore level courses) and enrolled in or have completed the additional 15 credit hours required in the last semester of the sophomore year.

6. The student has not repeated a required Social Work or pre-requisite course more than once.

**Students who meet the above requirements and planning to enroll in junior-level courses (SWK 300 and above) in Fall 2019 must complete the application process, and be admitted to the Professional Program, by the beginning of the Fall 2019 semester.**

The Professional Program Application Packet is due Friday, April 19, 2019, by 5pm. Please submit the packet to the School of Social Work in its entirety, and attention it to the BSW Program Director.
Application for Admission to the Professional Program

Please include the following materials in the BSW Professional Program Packet:

- A completed application for admission to the BSW professional program (see page 3). Please note that you and your advisor must sign the professional application.
- A **printed** and up-to-date Academic Evaluation (EVAL) form that is signed and dated by your advisor.
- A typed **personal statement**. The personal statement is an essential part of the application for admission to the BSW professional program. It provides faculty with some valuable information concerning your career plans. The personal statement should not exceed 3 typewritten, double-spaced pages. The questions for the personal statement are on page 4.

***The Professional Program Application Packet is due Friday, April 18, 2019, by 5pm.*** Please submit the packet to the School of Social Work in its entirety, and attention it to the BSW Program Director.
Application for Admission to the BSW Professional Program

Student’s Name: ______________________________________________ NSU ID#________________

Tele. No.:___________________________________________Mobile:___________________________

Address: _______________________________________________________________________________
           (Street Address) (City/State) (Zip Code)

Overall GPA:__________________________________ Social Work GPA:________________________

To be Completed and Signed by Student’s Advisor

ADMISSION STATUS:                                                                 WRITING EXAM STATUS:

_____ Approved       _____ Student has passed the Writing Exit Examination

_____ Student meets G.P.A. Requirement       _____ Student is scheduled to take the

_____ Student is scheduled to complete    Writing Exit Examination
            all Pre-Professional Courses

_____ Not Approved       _____ Student is not required to take the
                       Writing Exit Examination

__________________________________________________________ ______________________________
(Signature) Student’s Advisor                            Date

I agree that the information provided above is accurate.

__________________________________________________________ ______________________________
(Signature) Student                                      Date
Application for Admission to the Professional Program

Personal Statement

Answer the following questions in your personal statement. Please include your full name on the first page of the essay. The essay should not exceed 3 typed pages (double-spaced, 12 font, stapled, Times New Roman). In your statement, please answer the following questions thoroughly.

 ✓ Describe your perception of the social work profession and why you are interested in pursuing a social work degree?

 ✓ Describe how the social work courses (policy, practice and human behavior) you have completed are significant to your understanding of, and training for, the social work profession.

 ✓ What social problem(s) and contemporary issues related to social and economic injustices concern you most and why?

 ✓ What assets or qualities do you believe you bring to the social work profession?

 ✓ Review the NASW Code of Ethics. Briefly state how the social work values align with your values.

 ✓ Describe your understanding of being a “professional,” and your level of comfort with demonstrating professionalism in the classroom and potentially in your senior internship experience.

 ✓ In the profession of social work, we identify multiple dimensions of diversity and the intersectionality of factors, including age, class, color, culture, disability, physical size, language, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. *Describe* your understanding of the dimensions of diversity in relation to working with people.
APPENDIX 3

RE-APPLICATION TO THE PROFESSIONAL PROGRAM
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
BACCALAUREATE PROGRAM

APPLICATION FOR RE-ADMISSION TO PROFESSIONAL PROGRAM

Date: ___________________________

PLEASE COMPLETE ALL APPLICABLE ITEMS (Print or Type)

Expected Date of Entry: (Print or Type)

___Fall 20___   ___Spring 20___   ___Summer 20___

NSU Student ID # ____________________________________________________________

Name: ____________________________   ____________________________

Last                                      First

Address_______________________________________________________________________

Street  City  State  Zip Code

Telephone #___________________________________________________________________

Overall GPA: __________________________  Social Work GPA: _______________

Last Semester Enrolled in School of Social Work Classes_________________________

Reason for Termination from the University/School of Social Work________________

    _____ Non enrollment
    _____ Academic Suspension
    _____ Termination for non-academic reasons

Please attach a 250-word essay (typed) describing why you should be readmitted to the
School of Social Work, BSW Program. Please submit the application and letter to the BSW
Program director.
APPENDIX 4

COUNCIL ON SOCIAL WORK

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS 2015
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students’ demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.
The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

**Competency 1: Demonstrate Ethical and Professional Behavior**
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereignty. Social workers understand that, as a consequence of diversity, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
Social Work Competencies

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
<th>Competency 5: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
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- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within these settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

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

Accreditation Standard 1.0—Program Mission and Goals
1.0.1 The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program’s mission.

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.”
EXPLICIT CURRICULUM

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice
Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Students can also access the CSWE 2015 EPAS at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master’s program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice
M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education
Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.
Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings, placing and monitoring students, supporting student safety, and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity
The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity
3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation
Admissions
3.1.1 The program identifies the criteria it uses for admission to the social work program.
M2.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

M2.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination
3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.1.7 The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation
3.1.9 The program submits its policies and procedures specifying students’ rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty
Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty
3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students, advising, and the faculty’s teaching, scholarly, and service responsibilities.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
IMPLICIT CURRICULUM

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.

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

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.3—Administrative and Governance Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure
3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

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

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

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master’s programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master’s program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the master’s program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master’s program.
The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

The program identifies the field education director.

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

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

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

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

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

The program describes its administrative structure for field education and explains how its resources (personal, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

The program describes how it uses resources to address challenges and continuously improve the program.

The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

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

The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.
ASSessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (generalist social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(b) and/or Form AS 4(m) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as

Students can also access the CSWE EPAS 2015 at https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx
APPENDIX 5

BSW STUDENT PROFESSIONAL COMMITMENT FORM
New and Transfer Students

Please print, complete and sign this form as soon as possible or not later than November 1, Fall Semester or April 1, Spring Semester. This form is for verification that you have viewed the following items in the BSW Student Handbook. Return the form to the BSW Program Office, School of Social Work (Rm. 335, BMH) for documentation.

1. The Mission, Program Goals, Objectives and Competencies
   Yes_____   No_____  

2. The Curriculum
   Yes_____   No_____  

3. Academic Advising
   Yes_____   No_____ 

4. Field Education
   Yes_____   No_____  

5. The Grading Policy
   Yes_____   No_____  

6. Assessment Requirement
   Yes_____   No_____  

7. The NASW Code of Ethics
   Yes_____   No_____  

8. Educational Policy and Accreditation Standards (EPAS)
   Yes_____   No_____  

If you have marked “no” to any of the items, please make an appointment with your advisor to discuss the item.

__________________________________________
Student Signature

__________________________________________
Printed Name