The Ethelyn R. Strong School of Social Work
700 Park Avenue, Norfolk, VA 23504
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Phone: (757) 823-8668
Fax: 757-823-2556
Email: socialwork@nsu.edu

The School of Social Work is accredited by the Council on Social Work Education (CSWE). It is the policy of Norfolk State University to provide equal educational opportunity and equal employment opportunity without regard to race, color, national origin, political affiliation, religion, sex, age, or disability. Any employee or student who feels discriminated against should be referred to the Norfolk State University Director of Affirmative Action.

Revised April 2018
SCHOOL OF SOCIAL WORK ADMINISTRATION

Dr. Rowena Wilson, DSW
Dean of the School of Social Work

Carrie Waites, M.S.W., L.C.S.W.
Associate Dean/ B.S.W. Program Director

Dr. Dorie J. Gilbert, Ph.D.
M.S.W. Program Director (Interim)

Dr. Viola Vaughan-Eden, Ph.D.
Ph.D. Program Director

SCHOOL OF SOCIAL WORK MSW FACULTY

Dr. Tina Abreaf-Gyan
Dr. Sharon Alston
Dr. Charles Birore
Dr. Belinda Bruster
Dr. E. Delores Dunsee-Anderson
Dr. Marilyn Lewis
Dr. Sheila Miller
Dr. Jason Sawyer
Dr. Viola Vaughan-Eden
Dr. Liyun Wu

SCHOOL OF SOCIAL WORK MSW FIELD OFFICE

Dr. Ivy Lee (Interim)

SCHOOL OF SOCIAL WORK STAFF

Linda Stubbs
Sharon Sampson

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY POLICY
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HISTORY, MISSION, AND GOALS
NORFOLK STATE UNIVERSITY THE ETHelyn R. STRONG SCHOOL OF SOCIAL WORK

History

Social Work education at the then Norfolk State College in February 1960 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 (CSWE) 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 began. The Virginia General Assembly legislation in 1972 authorizes Norfolk State University to grant graduate degrees. The School of Social Work was established in 1974 as the first master’s degree program in the University. The first students entered in January 1975. This first class of students completed the requirements for the M.S.W. degree in December 1976 and was 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. Both the B.S.W. and the M.S.W. programs are accredited by CSWE.

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 and University to have the B.S.W., M.S.W., and Ph. D. Programs.
Ethelyn R. Strong School of Social Work Mission Statement

The Ethelyn R. Strong School of Social Work mission statement
The School’s mission is to provide social work education programs which prepare students with competence to develop and deliver services that strengthen and/or 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 address the strengths and challenges for an ethnically and culturally diverse client population in an evolving global community.

Ethelyn R. Strong School of Social Work MSW Mission Statement

The Master of Social Work (MSW) degree program is predicated upon the assumption that social work should operate from a common base of knowledge, philosophy, values and skills. The program is designed to transmit these basic components through a solid foundation of core and cognate courses. The MSW Program subscribing to an ecological/social system, diversity, empowerment and strengths orientation which enable the practitioner to provide services based on the client system needs using differentiated models of practice.

GOALS of the Ethelyn R. Strong School of Social Work MSW PROGRAM

The MSW Program strives to produce capable, well-informed graduates who will:

Goal 1 - Achieve a level of analytical, interactional and technological competence necessary for responsible and effective clinical practice as they provide clinical social work services differentially understanding the challenging effect of economic, social, and cultural factors with diverse individual, family, and group populations with a special commitment to the affirmation of the populations’ culture and help-seeking behaviors;

Goal 2 – Contribute to the advancement and refinement of theoretically sound evidenced based practice and the improvement of standards of professional research, education, and clinical practice;

Goal 3 - Meet the clinical practice needs, responsibilities, and manpower requirement of agencies, organizations, and social programs; and

Goal 4 - Engage in life-long learning and pursue post master’s education through continuing education classes, workshops, seminars, certifications, licensure, and doctoral education.
Requirements of M.S.W. Degree

1. Completion of a minimum of 60 credit hours that are prescribed and selected from courses offered by the School and other graduate departments.

2. Maintenance of a minimum grade 3.0 (B) on a 4-point scale for each academic course taken.

3. Maintenance if a minimum grade of 3.0 (B) on a 4-point scale for each field practicum.

4. Two consecutive semesters of full-time residency status. Generally, the final year of study is used to meet this requirement.

5. Completion of all degree requirements within four years. (A written request for extensions must be submitted to the Assistant Dean for Administration).

6. Adherence to the NASW Code of Ethics and the University Academic Honesty Policies.

7. Closure of all financial obligations to the University and the School of Social Work must be met prior to degree being conferred.

Residence Requirement
A student is expected to complete a minimum residence requirement of one year in order to meet the requirement of a sustained academic concentration. The residence requirement involves a minimum of one year (consecutive Fall and Spring semesters) registration in nine (9) or more credit hours.

Foundation Curriculum
The social work professional foundation is the primary objective of the first year curriculum in the Norfolk State University’s Ethelyn R. Strong School of Social Work M.S.W. Program. The foundation curriculum presents and integrates the content that constitutes the common base for social work practice. The foundation curriculum contains the common body of knowledge, values, and skills that are transferable among settings, population groups, service areas, and practice concentrations. As in all M.S.W. Programs, the foundation curriculum at The Ethelyn R. Strong School of Social Work places diversity at the center of the curriculum.

The first year of the two-year NSU School of Social Work M.S.W. program provides a foundation in the theoretical perspectives, values, and interactional and analytical skills recognized as both basic and central to practice. Infused throughout the foundation curriculum are: 1) diversity, ecosystems, generalist, and strengths/empowerment perspectives; 2) core social work values and ethics; 3) critical and integrative thinking skills; and 4) research knowledge and skills.
Clinical Concentration

The purpose of the Clinical Concentration is to prepare students for advanced social work practice in direct services to individuals, families and groups. The clinical concentration curriculum, taken in the advanced year, builds on the knowledge, values, and skills that students have acquired in the foundation courses and field practicum I.

Courses in this concentration are designed to offer students the opportunity to achieve the knowledge and competence needed to engage in clinical and other forms of direct services. Emphasis is on effective intervention with people who need help in coping with challenge in their intra-psychic, interpersonal, and/or environmental situations. There is a special commitment to affirmation of the unique diversity of individuals, families, and groups that are challenged by oppressive conditions.

Clinical concentration field practica develop students’ advanced practice skills and include such settings as mental health, hospital, social services, schools (public and private), courts, corrections, and geriatric.. Field placement settings are often potential employers for M.S.W. graduates.

Objectives of the Clinical Concentration

Knowledge:

1. To integrate knowledge derived from foundation courses.
2. To understand the theoretical base of various models of direct practice.
3. To have an understanding of diverse population and how the impact of oppression influences their clients’ functioning.
4. To understand the social and political context of clinical practice and how these contexts influence clinical intervention, skills, and technique.
5. To have an understanding of diverse populations and how the impact of oppression influences their (practitioner and client) functioning and interaction, and how these differences influence assessment and intervention.
6. To know the ways in which social work values and ethics are compatible with the conduct of basic and applied research relative to the multiple effects of research, the rights of human subjects, and professional relationship.
7. Familiarity, knowledge and use of the DSM-V as a manual for clinical populations.
Values:

1. To have an appreciation for the NASW and NABSW Code of Ethics.
2. To develop an appreciation and acceptance of diverse populations.
3. To be sensitive to his/her own culture and its contribution to how one views and interacts with clients.
4. To appreciate skills and techniques that promote the empowerment of clients.
5. To have an appreciation for basic and applied research and its’ applicability to diverse populations.

Skills

1. To provide services to clients based on a strengths perspective.
2. To utilize various models of direct practice in their applicability to diverse populations.
3. To become reflective and self evaluative in their work with diverse populations.
4. To utilize practice knowledge from foundation and advanced courses for work with individuals, families, and group.
5. To conduct research that is compatible with social work values and ethics.
6. To apply scientific knowledge in practice.
7. To be conscious of the utilization of the impact of one’s social, political, and cultural context in the clinical process.
8. To demonstrate sensitivity in utilization of various modes with diverse populations.
9. To assist clients from an empowerment perspective to initiate change in their intra-psychic, interpersonal, and /or environment situations.
10. To use the DSM-V as a resource manual for understanding populations plagued by mental, social and emotional diseases.
Educational Outcomes of the Clinical Concentration

Knowledge

1. Demonstrate an understanding of individuals, families, and small groups from a competency, strengths perspective as related to multi-systems, multi-cultural assessments.

2. Demonstrate an understanding of the empowerment perspective through discussion.

3. Demonstrate an integration of knowledge derived from the foundation courses as demonstrated in work samples and role-plays.

4. Demonstrate knowledge through differential applications of interventions based on the philosophy of empowerment, strengths, and diversity.

Values

1. Identify significant elements of diversity in ethnicity, gender, race, religion, age, and sexual preferences through case analysis and class discussion.

2. Demonstrate, through case discussion and group presentations, the inherent worth and dignity of all individuals in his/her practice areas.

3. Demonstrate, through oral presentations and written assignments, an understanding of the NASW Code of Ethics.

Skills

1. Demonstrate a sensitivity to diversity as related to role play, case analysis, and classroom discussion.

2. Demonstrate his/her ability to be reflective and self-evaluative through case presentations.

3. Demonstrate his/her ability to identify and utilize models of intervention based on appropriate case selection.

4. Integrate theory with practice as demonstrated through case analysis and discussion of practicum experiences.
Conceptualization and Design of the Clinical Concentration

The curriculum in the Clinical Concentration uses an ecological system framework. The framework presents the opportunity for the assessment of clients from a multi-level perspective. Multi-levels include but are not limited to various size systems (individuals, families, groups), and economic context. The framework includes the concepts of strength, empowerment, and diversity; as well as the traditional ideologies (traditional practice models).

The theoretical underpinnings include, but are not limited to the anatomy of oppression, empowerment theory, behavioral theory, learning theory, role theory, communication theory, cognitive theory and ego psychology. Therefore, clients’ systems are viewed on a wellness continuum in the context of their life challenges and their survival strategies.

The clinical concentration builds its advanced curriculum on the first year foundation courses. The clinical concentration is firmly grounded in both the liberal arts and the professional foundation courses.

The Clinical program consists of

_____ Standard 2 Year Program

_____ Extended 3 Year Program

Three Curriculum Tracks:
   Military Social Work
   School Social Work
   Child Welfare

Advanced Standing Program (Summer or Spring start)

Details of the curriculum offerings are found on the next 7 pages.
## THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
### M.S.W.
### CLINICAL CONCENTRATION
### MINIMUM COURSE REQUIREMENTS
### CLINICAL 2 YEAR PROGRAM

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**Total Credit Hours Required** 60
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
M.S.W.
CLINICAL CONCENTRATION
MINIMUM COURSE REQUIREMENTS
CLINICAL EXTENDED (3 Year/6 semester) PROGRAM

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**Total Credit Hours Required**  60
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
M.S.W.
CLINICAL CONCENTRATION

MINIMUM COURSE REQUIREMENTS

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**Total Credit Hours Required** 63
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK  
M.S.W.  
CLINICAL CONCENTRATION  

MINIMUM COURSE REQUIREMENTS  

MSW MILITARY SOCIAL WORK TRACK  

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<thead>
<tr>
<th>Semester II (SPRING)</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 639</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>SWK 698</td>
<td>Research Methods II (Prerequisite SWK 697)</td>
</tr>
<tr>
<td>SWK 730</td>
<td>Differential Assessment (Prerequisite SWK 626)</td>
</tr>
<tr>
<td>SWK 771</td>
<td>Social Work with Individuals (Prerequisite SWK 675)</td>
</tr>
<tr>
<td></td>
<td>Corequisite SWK 690B/SWK 693B</td>
</tr>
<tr>
<td>SWK 690B</td>
<td>Field Practicum II (Corequisite SWK 771)</td>
</tr>
<tr>
<td>SWK 693B</td>
<td>Field Practicum Orientation (Corequisite SWK 771)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester III (FALL)</th>
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<tbody>
<tr>
<td>SWK 529</td>
<td>SW Practice w/Military Fam</td>
</tr>
<tr>
<td>SWK 772</td>
<td>Social Work with Groups (Prerequisite SWK 771)</td>
</tr>
<tr>
<td>SWK 775</td>
<td>Social Work with Families (Prerequisite SWK 771)</td>
</tr>
<tr>
<td>SWK 790A</td>
<td>Field Practicum II (Prerequisite SWK 730, Corequisite SWK 772, SWK 775)</td>
</tr>
<tr>
<td>SWK 793A</td>
<td>Field Practicum Orientation (Corequisite SWK 772, 775)</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester IV (SPRING)</th>
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<tbody>
<tr>
<td>SWK 663</td>
<td>Trauma and the Military</td>
</tr>
<tr>
<td>SWK 761</td>
<td>Military Policy &amp; Services</td>
</tr>
<tr>
<td>SWK 715</td>
<td>Intervention Strategies/Military Fam &amp; Personnel</td>
</tr>
<tr>
<td>SWK 790B</td>
<td>Field Practicum II (Corequisite SWK 715)</td>
</tr>
<tr>
<td>SWK 793B</td>
<td>Field Practicum II (Orientation) (Corequisite SWK 790B)</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**Total Credit Hours Required** 60
# THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
## M.S.W.
### CLINICAL CONCENTRATION
### MINIMUM COURSE REQUIREMENTS

## MSW CHILD WELFARE TRACK

### Semester I (FALL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 626</td>
<td>Human Behavior and Social Environment</td>
<td>3</td>
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<tr>
<td>SWK 651</td>
<td>Social Welfare Policy &amp; Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK 675</td>
<td>Social Work Profession</td>
<td>3</td>
</tr>
<tr>
<td>SWK 697</td>
<td>Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690A</td>
<td>Field Practicum II (Corequisite SWK 675)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 693A</td>
<td>Field Practicum Orientation (Corequisite SWK 675)</td>
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**Total** 15

### Semester II (SPRING)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SWK 639</td>
<td>Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SWK 698</td>
<td>Research Methods II (Prerequisite SWK 697)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 730</td>
<td>Differential Assessment (Prerequisite SWK 626)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 771</td>
<td>Social Work with Individuals (Prerequisite SWK 675)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690B</td>
<td>Field Practicum II (Corequisite SWK 771)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 693B</td>
<td>Field Practicum Orientation (Corequisite SWK 771)</td>
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**Total** 15

### Semester III (FALL)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>SWK 736</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>SWK 772</td>
<td>Social Work with Groups (Prerequisite SWK 771)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 775</td>
<td>Social Work with Families (Prerequisite SWK 771)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790A</td>
<td>Field Practicum II (Child Welfare Practice Setting)</td>
<td>6</td>
</tr>
<tr>
<td>SWK 793A</td>
<td>Field Practicum Orientation (Corequisite SWK 772, 775)</td>
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**Total** 15

### Semester IV (SPRING)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SWK 500A</td>
<td>Special topic: Neuroscience in SW Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 760</td>
<td>Child Welfare Policy and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK XXX</td>
<td>Trauma-Informed Clin Practice</td>
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</tr>
<tr>
<td>SWK 790B</td>
<td>Field Practicum II (Child Welfare Practice Setting)</td>
<td>6</td>
</tr>
<tr>
<td>SWK 793B</td>
<td>Field Practicum II (Orientation) (Corequisite SWK 790B)</td>
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</table>

**Total** 15

**Total Credit Hours Required** 60
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK  
M.S.W.  
CLINICAL CONCENTRATION  

MINIMUM COURSE REQUIREMENTS  

**MSW ADVANCED STANDING CURRICULUM**  
(SUMMER ENTRANCE)  

<table>
<thead>
<tr>
<th>Semester I (Summer)</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>SWK 639 Ethnicity</td>
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<tr>
<td>SWK 730 Differential Assessment in Social Work</td>
<td>3</td>
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<tr>
<td>SWK 771 Social Work with Individuals</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>Semester III (Spring)</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>SWK XXX Elective</td>
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<tr>
<td>SWK 698 Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>SWK XXX Practice Elective (Restricted)</td>
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</tr>
<tr>
<td>SWK 790B Field Practicum II</td>
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<td>SWK 793B Field Practicum II (Orientation)</td>
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<td><strong>Total</strong></td>
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**Total Credit Hours Required**  
**39**
THE ETHelyn R. STRONG SCHOOL OF SOCIAL WORK
M.S.W.
CLINICAL CONCENTRATION

MINIMUM COURSE REQUIREMENTS

MSW ADVANCED STANDING CURRICULUM
(SPRING ENTRANCE)

<table>
<thead>
<tr>
<th>Semester I (Spring)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SWK 639 Ethnicity</td>
<td>3</td>
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<tr>
<td>SWK 698 Research Methods II</td>
<td>3</td>
</tr>
<tr>
<td>SWK 730 Differential Assessment in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWK 771 Social Work with Individuals</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester II (Fall)</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>XXX XXX Graduate Elective</td>
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<tr>
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<tr>
<td>SWK 775 Social Work with Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790A Field Practicum II</td>
<td>6</td>
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<tr>
<td>SWK 793A Field Practicum Orientation</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Semester III (Spring)</th>
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<tbody>
<tr>
<td>SWK XXX Elective</td>
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<tr>
<td>SWK XXX Practice Elective (Restricted)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790B Field Practicum II</td>
<td>6</td>
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<tr>
<td>SWK 793B Field Practicum II (Orientation)</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Total Credit Hours Required** 39
The Field Education Component

Nature of the Field Education Practicum

Field Education is an integral component of the MSW program. The Field Education practicum contributes to the development of students’ social work practice skills through educationally directed supervision in social work settings and supported by integrative seminars conducted by the school’s Field Education Field Faculty Liaisons. The MSW Field Education program is designed to reflect the values as set forth in the school’s mission and to be consistent with the goals and objectives of the MSW curriculum and program.

The MSW Field Education Practicum provides students the opportunity to operationalize social work knowledge, values and skills in a practice setting. Experienced social work practitioners serve in the role of field instructor for graduate social work students enrolled in the field education practicum.

The field experience is designed to enable a student to synthesize theory and practice while simultaneously evolving into a professionally reflective self evaluating and knowledgeable social work practitioner. MSW field practicum is a concurrent model carried out over four semesters. In semesters one and two students are enrolled in Practicum I and in semesters three and four Practicum II.

Organization of MSW Field Education Practicum

The School of Social Work at Norfolk State University places social work students in public and private agencies and military installation armed forces bases in the Hampton Roads area, as well as other systems (i.e., aging, child welfare, criminal justice, family services, health industry, mental health, planning councils, public welfare, physical rehabilitation, schools, shelters, and substance abuse, etc). The clients of a given field practicum agency may be individuals, families, groups, organizations and/or communities.

MSW Field Education Hours

The field education practicum is a concurrent model that integrates field based and classroom instruction for the purpose of enhancing knowledge between classroom and the field site. Students complete their two years of field practicum in two different settings for a total of 924 hours; 420 hours in Practicum I, 504 hours in Practicum II. Students in field practicum are concurrently enrolled in a minimum of one (1) practice methods course and participate in bi-monthly field seminars during each semester.
The foundation SWK 690A & B – Field Education Practicum requires fourteen (14) hours per week of field practicum in the agency at the same site for two academic semesters, for a total of 420 hours. Students entering the Advanced Year SWK 790A – Fall semester Field Education Practicum, and SWK 790B – Field Practicum II continuing into the Spring semester are required to complete 504 hours for the academic year (18 clock hours per week) in an agency assigned by the School. **Field practicum is fifteen weeks a semester.** Students begin the advanced SWK 790A – Field Practicum II in the Fall and continue with the same field site and schedule for SWK 790B – Field Practicum II in the Spring semester. **Field Practicum I and II must be taken consecutively for the entire academic year in both the Foundation and Advanced practicum experiences.**

For additional information about the field practicum, please see the NSU School of Social Work MSW Field manual, found online.
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
M.S.W. SOCIAL WORK PROGRAM
GRADING POLICY

A full-time graduate student must be enrolled in nine credit hours per semester during the academic year.

MINIMUM GRADE REQUIREMENTS A cumulative grade point average (GPA) of 3.00 (on a 4.0 scale) (“B”), from semester to semester, is required to (1) maintain good academic standing as a graduate student, and to (2) meet requirements for a graduate degree. Any student who fails to maintain the 3.00 GPA will be automatically placed in probationary status and must, within the following semester, elevate his/her GPA to 3.00 in order to remain in the graduate program. Grades in all courses taken as a graduate student are used in determining whether a student has met the 3.00 (“B”) cumulative grade point average requirement to remain in good academic standing.

Provisional “admits” who fail to achieve a “B” (3.0 on a 4.0 scale) in the first nine (9) consecutive graduate credit hours will be dismissed from the program.

<table>
<thead>
<tr>
<th>ACCEPTABLE GRADES</th>
<th>GRADE POINTS</th>
<th>NON-ACCEPTABLE GRADES</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Excellent</td>
<td>4.0</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>C = Below average</td>
<td>2.0</td>
</tr>
<tr>
<td>B = Average</td>
<td>3.0</td>
<td>F = Failure</td>
<td></td>
</tr>
</tbody>
</table>

Grades of “B-” and below are not acceptable as a course grade. If a student receives a non-acceptable grade, an immediate assessment of the student’s over-all performance will be made by his/her advisor. After review, students who receive unacceptable grades may be given the opportunity to repeat the course during the next semester in which it is offered. Courses may be repeated only one time. If the student is unsuccessful in the repeat effort, the student will be dismissed from the program. A student may have a maximum of two courses in the entire program for which they are given the opportunity to repeat once. If more than two courses have unacceptable grades or are repeated, the student will be dismissed from the program.

A grade below “B” is not acceptable for Field Practicum. If a student receives a grade of B- or below in Field Practicum, an assessment of total performance will be made. Depending upon the outcome of the assessment, the student may be dismissed from the program or allowed to repeat practicum only one time. The Field Practicum consists of two (2) consecutive semesters each (Fall and Spring) for Practicum I and Practicum II. Students who make an unacceptable grade in either portion of either Practicum, and are permitted to repeat, must repeat the unsuccessful practicum semester when mounted.
REMOVAL OF “I” GRADE

When the course requirements have not been met because of illness or other extenuating circumstances, the professor may use the “I” symbol to indicate incomplete requirements. It is the responsibility of the student to contact the professor to arrange for completion of requirements. The following instructions apply:

1) The “I”, if not removed in a one year period, automatically changes to a “F.”
2) The prerequisite course requirements may impact on the student’s eligibility for continued graduate studies.
3) The application for Field Practicum is denied if there is an “I” on the student’s record of academic performance.
4) The application for graduation is denied if there is an “I” on the student’s record of academic performance.

A student having difficulty with course work should promptly consult with their professor and advisor to discuss the problem in meeting the course requirements. The University recognizes that the “I” grade is an option, used only at the discretion of the professor.
Norfolk State University
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

CLASS ATTENDANCE POLICY

NSU ATTENDANCE POLICY

All students must attend class in accordance with the NSU attendance policy stated in the Student Handbook. Failure to do so may result in dismissal from class or a grade of “F.”

The University expects students to attend all classes. While absences are discouraged, the University recognizes that, on occasion, students may have legitimate reasons for being absent. Thus, a student will be permitted one “unexcused” absence per semester hour credit or the number of times a course meets per week. Once a student exceeds the number of allowed unexcused absences, an instructor may require an official University excuse. Not more than 20% of class meetings (excused and/or unexcused) may be missed by a student during a given semester. At the discretion of the instructor, a student whose absences exceed 20 percent of scheduled class meetings for the semester may receive a grade of F for the course.
Norfolk State University
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK

ACADEMIC ADVISEMENT

Professional social work advisors orient students and assist them in assessing their aptitude and motivation for a social work career.

Individuals, admitted as matriculating students, are assigned a faculty advisor and are introduced to their advisor at the MSW Orientation Program. Prior to matriculation, students are advised by the director of MSW admissions. Advisors have posted office hours and are available to students to discuss concerns regarding courses, curriculum, pre-registration, graduation and/or other academic matters. Appointments for individual conference sessions should be arranged with the advisor.
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 Ethelyn R. Strong 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 effective professional social workers.

Free inquiry and free expression are indispensable to the attainment of these goals. As members of the School, the student will be encouraged to develop the capacity for initial judgment and to engage in a sustained and independent search for truth. The student is encouraged to participate in free discussion, inquiry, and rational expression.

The student is responsible for learning the content of any course for which the student is enrolled and for maintaining standards of academic performance established for each course. The student is protected, through orderly procedures, against discrimination or capricious academic evaluation. The following are steps to be used to insure impartial academic evaluation:

A. A student with issues of an academic nature should arrange appointments with the instructor for the purpose of full and open discussions of the evaluations.
B. If a conference with the instructor does not result in satisfactory resolution, the student should then consult the academic advisor.
C. If the issues are not resolved, they should be brought to the Assistant Dean.
D. If the grievance is not resolved, the Assistant Dean shall make recommendations to the Dean, who will have final judgment in the matter. In exceptional cases where the judgment is not accepted, the student has the right to appeal to the Vice President for Academic Affairs.
WITHDRAWAL FROM THE PROGRAM/UNIVERSITY

When enrollment is to be terminated prior to the end of the semester, or at the end of a semester, the student is required to follow the process of officially withdrawing from the University and School of Social Work. The following procedure should be completed:

1) Contact the assigned Academic Advisor to discuss the reason for withdrawal, consequences of withdrawal, process of withdrawal, and process for reapplication.
2) Obtain a University withdrawal form and signature from the Assistant Dean.
3) Obtain the signature of the Dean of the Office of Graduate Studies.
4) Obtain the signature of the Registrar.
5) Obtain the signature of the Fiscal Affairs Office.
6) Obtain (when applicable) the signatures of the Veterans Affairs Officer, Financial Affairs Officer, and Librarian.

If a student is ill, or otherwise incapacitated, and cannot complete the withdrawal, the student must contact or have someone contact the office of the Assistant Dean for assistance with the process.

A student who fails to adhere to the procedure for withdrawal will be charged the appropriate tuition and will receive a failing grade (F) for each registered course.

Under no circumstances does non-attendance constitute an official withdrawal from the University. Students assume full financial responsibility if the university’s procedures are not adhered to for withdrawals.
ACADEMIC HONESTY

In keeping with its 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.
TERMINATION - ACADEMIC

When a student’s performance, in course work, is below the required standard, the student is formally notified, in conference and in writing, by the Academic Advisor and the Assistant Dean of the decision to terminate.

After a one (1) year period, a student who was dismissed for academic reasons may complete the reapplication process. The reapplication is processed by the MSW Admissions Director, in consultation with other appropriate faculty, and the MSW Admissions Committee. The Director and MSW Admissions Committee may consent other faculty if they deem it is necessary.

TERMINATION - NON ACADEMIC

When a student is to be dismissed from the program because of non-academic reasons, the student is formally notified, in a conference and IN WRITING, by the Assistant Dean and the Academic Advisor. When applicable, other faculty and the Field Instructor(s) will be included in the process.

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 behavior and responsibilities required by The Ethelyn R. Strong School of Social Work in relation to its lawful mission, programs, and functions.

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.

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

2. The National Association of Social Work (NASW) Code of Ethics, as adopted by the Delegate Assembly, August, 1996, and revised by the 2002 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 Bachelor of Social Work program, Master of Social Work program, Non-matriculating Social Work program, and the Ph.D. in Social Work program. This includes Advanced Standing, 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 Work Code of Ethics serves as a guide to the everyday professional conduct of social workers. The 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 be provided with a copy of the NASW Code of Ethics. 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 program.

The due process procedures provided for by both The Ethelyn R. Strong School of Social Work and Norfolk State University shall apply. The due process procedures are outlined in the Norfolk State University Student Handbook. The Ethelyn R. Strong School of Social Work due process procedures are consistent with those of Norfolk State University.

**REAPPLICATION PROCESS**

When the applicant has not enrolled in a School of Social Work class for two or more semesters, a Reapplication Form must be submitted. The student should complete the following procedure:

1) Contact the MSW Admissions Office to obtain a reapplication package.
2) Submit the Reapplication form and two references, an updated personal statement, and when applicable, transcripts at least 3 months prior to the requested returning semester. (Transcripts will be required for courses completed after the withdrawal from the MSW program.)
3) The MSW Admissions Director will review the request and consult with the Academic Advisor, and the MSW Admissions Committee. The MSW Admissions Director will advise of the decision to accept or deny the request. If the request is approved, the applicant will be granted admission for the semester that permits proper continuity of the study sequence.
The following organizations are open to all Social Work majors:

**Alpha Delta Mu**

This 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.

**MSW –Graduate Organization (MSW-GO)**

Its purposes are: to support academic and professional engagement of MSW social work students; 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. No 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 were 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
- 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 provides an overview of the MSW Program, introduces students to the School's faculty, and offers students an opportunity to ask questions about the program.

Student Rally

This activity is held each fall and is 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

MSW Program Director
Location: Brown Hall, Room 335-11

Social Work Office
Location: Brown Hall, Room 335

  Social Work Career Brochures
  NASW Brochures – available on-line
  Add/Drop Forms
  Code of Ethics – available on-line
  Academic Profile (EVAL) – contact Academic Advisor
  Registration Material
  Graduation Applications
  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 are used for those who can benefit from short-term counseling.

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

  Classroom presentations that address the concerns of students are provided by counseling staff personnel. Special group programs are provided by counseling staff personnel. Special group programs can also be arranged upon request for student and community organizations.

  A peer counseling program operates in the campus dormitory complex and serves an adjunct to the Counseling Center. The program is designed to assist students who may not seek help from traditional sources.

  Enrolled students who desire assistance from the Counseling Center may call 757-823-8173
or simply come by the office in the Bowser Bldg., room 116A, to schedule an appointment for individual counseling.

The Counseling Center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Appointments can be made for others whose schedules conflict with these hours.

**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 Bowser Bldg., room 116-A, 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. The office can be reached at 823-8462 to schedule an appointment.

**NSU Computer Labs**

Computer labs are listed on the NSU website (www.nsu.edu/oit/pdf/NSUComputerLabListing.pdf)

**STUDENT DISABILITIES STATEMENT**

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.) for information regarding programs, adjustments, and services to enhance student success upon registration at Norfolk State University

**Location:** O.A.S.I.S., Student Services Center, Suite 110
**Contact Person:** Beverly B. Harris, Director
**Contact Number:** 757.823.8325/2014
APPENDIX 1

NATIONAL ASSOCIATION OF SOCIAL WORK

CODE OF ETHICS

Taken from:

http://www.socialworkers.org/pubs/code/code.asp

Code of Ethics
of the National Association of Social Workers

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

Preamble

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

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

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

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.
This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

**Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

Ethical Principles

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

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

**Value:** Social Justice

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

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

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

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing of individuals, families, social groups, organizations, and communities.

**Value:** Integrity

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

**Value:** Competence

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

**Ethical Standards**

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

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

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

**1.01 Commitment to Clients**

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

**1.02 Self-Determination**

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

**1.03 Informed Consent**

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client wellbeing.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

**4.07 Solicitations**

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

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

**4.08 Acknowledging Credit**

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

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

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

**5.01 Integrity of the Profession**

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

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

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

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.
5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
(m) Social workers who report evaluation and research results should protect participants’
confidentiality by omitting identifying information unless proper consent has been obtained
authorizing disclosure.

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

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of
interest and dual relationships with participants, should inform participants when a real or potential
conflict of interest arises, and should take steps to resolve the issue in a manner that makes
participants’ interests primary.

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Council on Social Work Education
Educational Policy and Accreditation Standards

Preamble

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide. Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services.

Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.
The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs. The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

Functions of Educational Policy and Accreditation

1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use
Educational Policy, Section 1 is one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy

**Purposes of the Social Work Profession**

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

**Purposes of Social Work Education**

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the
profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

**Achievement of Purposes**

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

Structure of Social Work Education

Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers. The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.
Program Objectives

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.

Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.

M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
   
   1 Items proceeded by a B or M apply only to baccalaureate or master’s programs, respectively.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Concentration Objectives

Graduates of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

Foundation Curriculum Content

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk
factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

**Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

**Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

**Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation.

Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based
interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

**Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students’ identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

**Advanced Curriculum Content**

The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

**Accreditation Standards**

**Program Mission, Goals, and Objectives**

The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.

The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.

The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.1 The program makes its constituencies aware of its mission, goals, and objectives and outcomes.

**Curriculum**

The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the
The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

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

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

Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

This and all future references to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree. 2 Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

Program Governance, Administrative Structure, and Resources

The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

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.
The chief administrator has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

At the baccalaureate level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from CSWE-accredited program and a doctoral degree.

At the master’s level, the social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree.

Social work program directors have a full-time appointment to the social work program and sufficient assigned time (at least 50% at the master’s level and at least 25% at the baccalaureate level) to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.

3.1.1 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

3.1.2 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

**Faculty**

The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio.
(usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

The baccalaureate social work program has a minimum of two full-time faculty with master’s social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

**M4.2.1** The master’s social work program has a minimum of six full-time faculty with master’s social work degrees 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 have a master’s degree in social work and a doctoral degree.

4.1 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post–baccalaureate or post–master’s social work degree practice experience.

4.2 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

**1. Student Professional Development**

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

**M5.1** Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

**M5.3.2** Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.
5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

**Nondiscrimination and Human Diversity**

The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

**Program Renewal**

The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession and improve the educational program.
Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of changes such as new leadership, governance, structure, and off campus programs. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.