NORFOLK STATE UNIVERSITY

THE ETHelyn R. STRONG SCHOOL OF SOCIAL WORK
MASTER OF SOCIAL WORK PROGRAM

NSU
NORFOLK STATE UNIVERSITY

2018 – 2019
MSW STUDENT HANDBOOK

The Ethelyn R. Strong School of Social Work
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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 March 2019
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
MASTER of SOCIAL WORK (M.S.W.) PROGRAM

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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 master of social work (M.S.W.) 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 (B.S.W) degree. In January 1994, the State Council approved Norfolk State's proposal to move to a new level and to begin offering the first doctorate in Social Work in 1995. The Doctor of Social Work Program admitted its first matriculating students in January 1995. In 2005, the doctoral degree was re-classified as the Ph.D. in Social Work.

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 Virginia state supported Historically Black College and University to have accredited B.S.W., M.S.W., and Ph. D. Programs.
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 addressing the strengths and challenges for an ethnically and culturally diverse client population in an evolving global community.

The 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 subscribes to a framework that includes an ecological/social system, diversity, empowerment and strengths orientation. Graduates are able to provide services based on 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 technical competence necessary for responsible and effective clinical practice with a special commitment to the affirmation of the population’s cultural and help-seeking behaviors;

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

Goal 3 - Meet the clinical practice needs, responsibilities, and workforce requirements 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 Associate Dean, School of Social Work).

6. Adherence to the NASW Code of Ethics and the University’s Academic Honesty and Code of Conduct 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 2-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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<td>SWK 651</td>
<td>Social Welfare Policy &amp; Services</td>
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<td>SWK 697</td>
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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

SCHOOL SOCIAL WORK TRACK

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<td>Social Work Elective</td>
</tr>
<tr>
<td>SWK 772</td>
<td>Social Work with Groups (Prerequisite SWK 771, SWK 730)</td>
</tr>
<tr>
<td>SWK 775</td>
<td>Social Work with Families (Prerequisite SWK 771, SWK 730)</td>
</tr>
<tr>
<td>SWK 790A</td>
<td>Field Practicum II (Prerequisite SWK 730, Corequisite SWK 772, SWK 775)</td>
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<tr>
<td>SWK 793A</td>
<td>Field Practicum Orientation (Corequisite SWK 772, SWK 775)</td>
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<td><strong>Total</strong></td>
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<th>Semester IV (SPRING)</th>
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<tbody>
<tr>
<td>EDU/UEDXXX</td>
<td>Education-related Graduate Elective (*Restricted)</td>
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<tr>
<td>SWK XXX</td>
<td>Policy Elective</td>
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<tr>
<td>SWK XXX</td>
<td>Practice Elective (SWK 714, 715, 773, 783, or 500)</td>
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<tr>
<td>SWK 790B</td>
<td>Field Practicum II (Corequisite SWK Practice Elective)</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** 63

*See Advisor for specific course requirements*
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK  
M.S.W.  
CLINICAL CONCENTRATION  

MINIMUM COURSE REQUIREMENTS  

**MSW MILITARY SOCIAL WORK TRACK**

<table>
<thead>
<tr>
<th>Semester I (FALL)</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 626 Human Behavior and Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>SWK 651 Social Welfare Policy &amp; Services</td>
<td>3</td>
</tr>
<tr>
<td>SWK 675 Social Work Profession (Corequisite SWK 690A/SWK 693A)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 697 Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690A Field Practicum II (Corequisite SWK 675)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 693A Field Practicum Orientation (Corequisite SWK 675)</td>
<td>0</td>
</tr>
<tr>
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<table>
<thead>
<tr>
<th>Semester II (SPRING)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SWK 639 Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SWK 698 Research Methods II (Prerequisite SWK 697)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 730 Differential Assessment (Prerequisite SWK 626)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 771 Social Work with Individuals (Prerequisite SWK 675)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 690B Field Practicum II (Corequisite SWK 771)</td>
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<thead>
<tr>
<th>Semester III (FALL)</th>
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<tbody>
<tr>
<td>SWK 529 SW Practice w/Military Fam</td>
<td>3</td>
</tr>
<tr>
<td>SWK 772 Social Work with Groups (Prerequisite SWK 771, 730)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 775 Social Work with Families (Prerequisite SWK 771, 730)</td>
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</tr>
<tr>
<td>SWK 790A Field Practicum II (Prerequisite SWK 730, SWK 772, SWK 775)</td>
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</tr>
<tr>
<td>SWK 793A Field Practicum Orientation (Corequisite 790A)</td>
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<table>
<thead>
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<th>Semester IV (SPRING)</th>
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<tbody>
<tr>
<td>SWK 663 Trauma and the Military</td>
<td>3</td>
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<tr>
<td>SWK 761 Military Policy &amp; Services</td>
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</tr>
<tr>
<td>SWK 715 Intervention Strategies/Military Fam &amp; Personnel</td>
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<tr>
<td>SWK 790B Field Practicum II (Corequisite SWK 715)</td>
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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

MSW CHILD WELFARE TRACK

<table>
<thead>
<tr>
<th>Semester I (FALL)</th>
<th>CREDIT HOURS</th>
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</thead>
<tbody>
<tr>
<td>SWK 626</td>
<td>Human Behavior and Social Environment</td>
</tr>
<tr>
<td>SWK 651</td>
<td>Social Welfare Policy &amp; Services</td>
</tr>
<tr>
<td>SWK 675</td>
<td>Social Work Profession (Corequisite SWK 690A/SWK 693A)</td>
</tr>
<tr>
<td>SWK 697</td>
<td>Research Methods I</td>
</tr>
<tr>
<td>SWK 690A</td>
<td>Field Practicum II (Corequisite SWK 675)</td>
</tr>
<tr>
<td>SWK 693A</td>
<td>Field Practicum Orientation (Corequisite SWK 675)</td>
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<table>
<thead>
<tr>
<th>Semester II (SPRING)</th>
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</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>
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<table>
<thead>
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<th>Semester III (FALL)</th>
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<tbody>
<tr>
<td>SWK 736</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>SWK 772</td>
<td>Social Work with Groups (Prerequisite SWK 771, SWK 730)</td>
</tr>
<tr>
<td>SWK 775</td>
<td>Social Work with Families (Prerequisite SWK 771, SWK 730)</td>
</tr>
<tr>
<td>SWK 790A</td>
<td>Field Practicum II (Child Welfare Practice Setting) (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>
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<tr>
<th>Semester IV (SPRING)</th>
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<tbody>
<tr>
<td>SWK 500A</td>
<td>Special topic: Neuroscience in SW Practice</td>
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<tr>
<td>SWK 760</td>
<td>Child Welfare Policy and Services</td>
</tr>
<tr>
<td>SWK XXX</td>
<td>Trauma-Informed Clin Practice</td>
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<tr>
<td>SWK 790B</td>
<td>Field Practicum II (Child Welfare Practice Setting)</td>
</tr>
<tr>
<td>SWK 793B</td>
<td>Field Practicum II (Orientation) (Corequisite SWK 790B)</td>
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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  

MSW ADVANCED STANDING CURRICULUM  
(SUMMER ENTRANCE)  

<table>
<thead>
<tr>
<th>Semester I (Summer)</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>
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<td>SWK 771 Social Work with Individuals</td>
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<thead>
<tr>
<th>Semester II (Fall)</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td>XXX XXX Graduate Elective</td>
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<tr>
<td>SWK 772 Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 775 Social Work with Families</td>
<td>3</td>
</tr>
<tr>
<td>SWK 790A Field Practicum II (Prerequisite SWK 730,</td>
<td>6</td>
</tr>
<tr>
<td>Corequisite SWK 772, SWK 775)</td>
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<tr>
<td>SWK 793A Field Practicum Orientation (Corequisite 790A)</td>
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<table>
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<th>Semester III (Spring)</th>
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<tr>
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<tr>
<td>SWK 698 Research Methods II</td>
<td>3</td>
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<tr>
<td>SWK XXX Practice Elective (Restricted)</td>
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<tr>
<td>SWK 790B Field Practicum II (Corequisite SWK Practice Elective)</td>
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</tr>
<tr>
<td>SWK 793B Field Practicum II (Orientation) (Corequisite SWK 790B)</td>
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<tr>
<td><strong>Total</strong></td>
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**Total Credit Hours Required** 39
# Minimum Course Requirements

## MSW Advanced Standing Curriculum (Spring Entrance)

<table>
<thead>
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<th>Semester I (Spring)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SWK 639  Ethnicity</td>
<td>3</td>
</tr>
<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>
</tr>
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<tr>
<td>XXX XXX  Graduate Elective</td>
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<tr>
<td>SWK 772  Social Work with Groups (Prerequisite SWK 771, SWK 730)</td>
<td>3</td>
</tr>
<tr>
<td>SWK 775  Social Work with Families (Prerequisite SWK 771, SWK 730)</td>
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</tr>
<tr>
<td>SWK 790A Field Practicum II (Prerequisite SWK 730, Corequisite SWK 772, SWK 775)</td>
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</tr>
<tr>
<td>SWK 793A Field Practicum Orientation (Corequisite 790A)</td>
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<td><strong>Total</strong></td>
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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>
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</tr>
<tr>
<td>SWK 790B Field Practicum II (Corequisite SWK Practice Elective)</td>
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</tr>
<tr>
<td>SWK 793B Field Practicum II (Orientation) (Corequisite SWK 790B)</td>
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<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 1170 hours; 540 hours in Practicum I, 630 hours in Practicum II. Students in field practicum are concurrently enrolled in a minimum of one (1) practice methods course and participate in weekly field seminars during each semester.
The foundation SWK 690A & B – Field Education Practicum requires eighteen (18) hours per week of field practicum in the agency at the same site for two academic semesters, for a total of 540 hours. 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, both courses require twenty-one (21) clock hours per week for a total of 630 hours for the academic year.

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 630 hours for the academic year (21 clock hours per week) in an agency assigned by the School.

Field practicum is fifteen weeks a 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.
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.

<table>
<thead>
<tr>
<th>ACCEPTABLE GRADES</th>
<th>GRADE POINTS</th>
<th>NON-ACCEPTABLE GRADES</th>
<th>GRADE POINTS</th>
</tr>
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<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 once. 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 the student is given the opportunity to repeat once. If more than two courses have unacceptable grades, 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 during the next semester in which it is offered.
NORFOLK STATE UNIVERSITY  
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK  
M.S.W. SOCIAL WORK PROGRAM  

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 his or her 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.  

CLASS ATTENDANCE POLICY  

NSU ATTENDANCE POLICY  

All students must attend class in accordance with the NSU attendance policy stated in the Graduate 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. Not more than 20% of class meetings (excused and/or unexcused) may be missed by a student during a given semester. A student whose absences exceed 20 percent of scheduled class meetings for the semester will not pass the course.  

Students are encouraged to review the NSU Graduate catalog for details about expected attendance. The NSU Graduate Student Catalog can be found at https://www.nsu.edu/Academics/Academic-Resources/NSU-Catalog/files/graduate/Graduate-Catalog-2018-2020.aspx
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.
NORFOLK STATE UNIVERSITY
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK
STUDENT RIGHTS AND RESPONSIBILITIES

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Norfolk State University and The 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 MSW Program Director.
D. If the grievance is not resolved, the MSW Program Director shall make recommendations to the Associate Dean and 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.

Students should review the NSU Student Handbook for a thorough discussion of Students’ Rights and Responsibilities. NSU Student Handbook can be found at https://www.nsu.edu/student-handbook.aspx.
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 Program Director.

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 Dean of Students 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.

Students should review the NSU Student Handbook for a thorough discussion of Academic Honesty. NSU Student Handbook can be found at https://www.nsu.edu/student-handbook.aspx
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 MSW Program Director 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 MSW Program Director 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 2017 NASW Delegate Assembly, shall apply as a referent for determining acceptable and unacceptable nonacademic behaviors. The NASW Code of Ethics applies to all students enrolled in the School of Social Work 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.

Students should review the NSU Student Handbook for a thorough discussion of Student Conduct Code. NSU Student Handbook can be found at https://www.nsu.edu/student-handbook.aspx

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.

Readmission is not guaranteed and will be granted based on readiness for continued graduate level work in the Ethelyn R. Strong School of Social Work.
STUDENT ORGANIZATIONS/ACTIVITIES

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)**

The purpose of the MSW-GO organization is 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
Dr. Dorie J. Gilbert, Ph.D., M.S.S.W.
Location: Brown Memorial Hall, Room 335-11

Social Work Office
Location: Brown Hall, Room 335

Social Work Career Brochures
NASW Brochures  p
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 Student Service Building, Room 312 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.

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 ACCESSIBILITY SERVICES 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

Contact Information:
Doral Jackson, Coordinator- Accessibility Services (O.A.S.I.S.)
Location: James Bowser Building, Suite 121
Telephone: 757-823-2014/8325
Fax: 757-823-2640

Location: O.A.S.I.S., James A. Bowers Building, Suite 121
Contact Person: Beverly B. Harris, Director
Contact Number: 757.823.8325/757.823.2014
Email: bbharris@nsu.edu

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.

Location: O.A.S.I.S., James A. Bowers Building, Suite 121
Contact Person: Beverly B. Harris, Director of O.A.S.I.S.
Contact Number: 757.823.8325/757.823.2014
Email: bbharris@nsu.edu
APPENDIX 1

NATIONAL ASSOCIATION OF SOCIAL WORK

CODE OF ETHICS
NATIONAL ASSOCIATION OF SOCIAL WORK

CODE OF ETHICS

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 2017 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing 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 wellbeing 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 client’s circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.
(h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.

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

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

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

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

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

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

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

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Council on Social Work Education
Educational Policy and
Accreditation Standards
2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs
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2015 Educational Policy and Accreditation Standards
INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE’s COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015
The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

"It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate."
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

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

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

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

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

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

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

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

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

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
### Competency 1: Demonstrate Ethical and Professional Behavior

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

### Competency 2: Engage Diversity and Difference in Practice

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

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

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

### Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

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

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.

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

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

Accreditation Standard 1.0—Program Mission and Goals
1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.
The explicit curriculum constitutes the program’s formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master’s levels. Baccalaureate programs prepare students for generalist practice. Master’s programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

**Educational Policy 2.0---Generalist Practice**

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

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

**Accreditation Standard B2.0---Generalist Practice**

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

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

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

**Accreditation Standard M2.0---Generalist Practice**

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

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

**M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.
Educational Policy M2.1—Specialized Practice
Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

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

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.
Accreditation Standard 3.1---Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

**Admissions**

**B3.1.1** The program identifies the criteria it uses for admission to the social work program.

**M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

**M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

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

**Advisement, retention, and termination**

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

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

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

**Student participation**

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

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

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* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.
Educational Policy 3.2—Faculty
Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

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

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

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

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

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

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

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.
Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

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

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

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

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

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

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

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

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

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

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

Accreditation Standard 3.4—Resources

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

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

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

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

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

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.
Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice. Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

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

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

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

Accreditation Standard 4.0—Assessment

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

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

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

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

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

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.
The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms
The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation
A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors
Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom
The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies
Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)
- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework
A framework where the focus is on the assessment of student learning outcomes (assessing students’ ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design
Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice
Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).
Holistic competence
The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality
A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods
Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options
Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy
Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice
Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes
The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.
Accreditation Standards Terms
The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)
All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)
Refers to the institution’s calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):
General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):
Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):
A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)
- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))
- The minimum requirement of 2 years of post-baccalaureate or post-master’s social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual’s practice expertise.

Simulated practice situations (AS 4.0.1):
Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)
The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution’s policies and procedures concerning the transfer of credits.