

Student Handbook

Social Work Program

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EASTERN NAZARENE COLLEGE

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Preface

Welcome to the Social Work Program at Eastern Nazarene College! Social work is an *exciting* profession, and we are thrilled that you want to be a part of it. Let us introduce you to the faculty for the Social Work Program.

Stacey L. Barker, Ph.D., MSW, LICSW, joined the ENC faculty full-time as Assistant Professor in the Social Work Department in 2002-2003, was promoted to Associate Professor in 2007, earned tenure in 2009, and was promoted to Full Professor in 2012. She has social work experience in the areas of child and family services, teen pregnancy, and adoptions, working in both public and private, non-profit agencies. Dr. Barker received her Ph.D. in Social Welfare Program from the Mandel School of Applied Social Sciences at Case Western Reserve University in Cleveland, OH in May of 2008. Her research focuses on the integration of spirituality and social work practice. She is a former board member with the Esther R. Sanger Center for Compassion and has served in numerous capacities on-campus, including the Center for Responsibility and Justice (CRJ) and the Multicultural Affairs Advocacy Committee. Dr. Barker is a Licensed Independent Clinical Social Worker (LICSW) in Massachusetts. In the social work program, Dr. Barker serves as Program Director and Department Chair and typically teaches the following courses:

SW112 Introduction to Social Work

SW324 Generalist Practice with Individuals and Families

SW312 Marriage and Family Relations

SW334 Older Adults and Families

SO/PS351 Methods of Social Research

SW411 Social Policy Analysis

Stephanie Flaherty, MSW returned to teaching at ENC in 2013. She is most interested in practice issues where social work intersects with the legal system as it related to human rights and social justice. She has more than a decade of social work experience, some of which includes working as a Victim/Witness Advocate in the Domestic Violence Unit of the Norfolk County District Attorney's Office and as an advocate, community organizer, and program director in a domestic violence service agency. She has also provided individual and group services to incarcerated men with substance abuse, domestic and sexual violence histories. Most recently, Stephanie served as the Executive Director of a local non-profit domestic violence agency providing both residential and community-based services. She has served on numerous local and state boards and councils and has been a member of ENC's Social Work Department Advisory Committee since 2006. Stephanie has previously taught at Wheelock College in the MSW program and at ENC in the Social Work department. Professor Flaherty serves as the Director of Field Education and typically teaches the following courses:

SW201 Human Behavior and the Social Environment I

SW330 Child Welfare

SW425 Generalist Practice with Groups

SW426 Generalist Practice with Organizations and Communities

SW427 & SW428 Field Practicum I & II with Seminar

In addition, the Social Work Program has a regular adjunct instructor, **Jonathan Lanham**, MSW, MSM, who teaches SW311 Economics of Equality.

Student Handbook: Social Work Program

An Historical Perspective of the Social Work Program

Social work courses were introduced at Eastern Nazarene College (ENC) in the late 1960s. At that time, the Social Work Program was incorporated in the Department of Sociology. The Program was initially approved by the Council on Social Work Education in 1970 and has been continuously accredited by that Council since 1979. In 1990, the social work major became a freestanding Program within the newly created Department of Social Work.

We have approximately 35 students majoring in social work during a given year, usually graduating less than 10 students each year. The Social Work Program and its students are respected in the community and in their practicums, which is reflected by the number of students who become employed in human services agencies in the greater Boston area. Such employment includes, but is not limited to, working with the Department of Children and Families, the prison and court systems in the Commonwealth of Massachusetts, services for the elderly, residential homes, health care facilities, services for people who are homeless, public schools, and agencies servicing persons with developmental disabilities.

Graduates are often accepted into graduate programs of social work. In recent years, our students have earned Master of Social Work degrees from a variety of colleges and universities which include, but are not limited to, the following: Boston College, Roberts Wesleyan College, Simmons College, Boston University, Catholic University,

University of Kansas, University of Missouri, University of Connecticut, Syracuse University, New York University, and Wheelock College. Also, some program graduates have completed a degree in divinity from Nazarene Theological Seminary, a degree in law, or a joint MSW/JD degree.

The Social Work Program is a viable part of the ENC community and reflects an important aspect of the College's mission "to serve God, the Church, and the World" (Eastern Nazarene College, 2015, p. 6).

Department of Social Work Mission Statement

The mission of the Social Work Department at Eastern Nazarene College is to prepare graduates for entry level generalist social work practice, and/or to attend graduate school to obtain a Master's Degree in Social Work, with a liberal arts education as a foundation. With Jesus Christ as our example of the transformative servant leader, students will be guided by Christian principles and the congruent social work values and ethics to become true change agents. The overriding emphasis of social work is to promote the social functioning of individuals, families, groups, organizations, and communities, and to promote social and economic justice.

Our Program's mission places strong emphasis on instilling in students the importance of developing an attitude of servant leadership. This mission statement supports the purposes of the profession of social work and the purpose of professional social work education. In agreement with the profession's emphasis, our Program consistently strives to reinforce the importance of promoting the social functioning of the following entities: individuals, including their families; groups; organizations; and

communities. We promote, both in and out of the classroom, the development of a sense of social and economic justice for those whose needs we serve.

Moreover in agreement with Council on Social Work Education (CSWE) educational mandates, our program shapes the future of the profession by fostering the integration of knowledge, values, skills and practice behaviors so that the graduate is competent to practice social work. These knowledge, values, skills and practice behaviors are infused throughout our curriculum to develop competent social workers.

Social Work Program Rationale

The Social Work Program is designed to prepare students for generalist social work practice upon graduation and to provide them with a solid academic foundation on which to build graduate studies in social work. In accordance with the standards of the CSWE (see Appendix A), the Social Work Program prepares students for generalist social work practice at the baccalaureate level. We infuse the following concepts throughout the social work course of study with individuals, families, groups, organizations, and communities, which are systems of various sizes:

- applying a strengths-based approach to the problem solving process
- utilization of systems theory
- contextualizing person-in-environment

Additionally, we focus upon

- identification and implementation of a wide variety of social worker roles
- competence with a wide range of diversity in working with persons, families, groups, organizations, and communities

- ethical guidelines, values and principles as presented by the NASW Code of Ethics (see Appendix B)
- various human behavior theories that may be incorporated in the plans for intervention in particular situations

These premises combine to formulate the core of our Social Work Program with regard to preparing students for generalist social work practice at the undergraduate level. We are concerned that our students master defined knowledge and skill areas and integrate the profession's value base into their thinking and practice. A strengths-based approach to problem solving, systems theory, and the context of person-in-the-environment are cornerstones of our educational curriculum. Application of these theoretical concepts is made on the micro, mezzo and macro levels. Within each of these levels, there is the potential for considerable diversity (e.g., ethnic, racial, and social backgrounds; socio-economic status; age; gender; sexual orientation; physical, emotional and mental disabilities; spiritual and religious orientation). It is the goal of our Program to prepare students to be able to appropriately address the needs of such diverse populations.

A significant amount of time is utilized to help each student consider the strengths and limitations that she or he brings to the profession by placing an emphasis in areas which include, but are not limited to one's ability to understand and accept her or his own:

- ethnicity, cultural background, and social status
- life course, which includes major life events and crises as well as mortality
- an individual's right to self-determination, as well as other aspects of the NASW Code of Ethics

Where strengths are identified, students are encouraged to capitalize and build on those strengths; where there are identified limitations (e.g., signs of prejudicial thoughts or feelings), students are encouraged to actively evaluate and address these limitations. These seeds of self-awareness in a variety of areas are planted during this period of undergraduate studies. The importance of continually evaluating one's personal and professional growth and development is stressed throughout the curriculum. This is a process which is a lifelong process. Social work practice deals with the coming together of social work professionals and clients, whether it is an individual, family, group, organization or community, to enhance the quality of life for all of the above. This is a process of social change, and social work students need to understand how they fit into this process.

Social Work Program Goals and Outcomes

The Social Work Program at ENC is designed to develop specific social work competencies and Christian values in the social work major. The following goals have been established to this end:

1. Contribute to the fulfillment of the educational and mission goals of Eastern Nazarene College.
2. Provide opportunities within the social work curriculum for students to integrate their faith and learning experiences.
3. Prepare students for informed community participation through responsible citizenship, compassion for the oppressed, advocacy for social justice.

4. Prepare students for employment in beginning social work practice with individuals, families, groups, organizations and communities in a range of geographic areas with socio-cultural diversity by providing the professional foundation required for generalist practice.
5. Provide a foundation for practitioners' professional futures, including preparation for traditional or accelerated graduate study in social work, and emphasizing continuous self-study, learning, and flexibility.

The following Program outcomes are consistent with those established by the CSWE (EPAS, 2008) for the graduates of baccalaureate social work programs and reflect the purposes of the profession of social work. In preparing students for generalist social work practice, the following outcomes are assessed. Students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly.
(Satisfies above goals: 4, 5)
2. Apply social work ethical principles to guide professional practice. (Satisfies above goals: 2, 3, 4, 5)
3. Apply critical thinking to inform and communicate professional judgments.
(Satisfies above goals: 4, 5)
4. Engage diversity and difference in practice. (Satisfies above goals: 1, 4)
5. Advance human rights and social and economic justice. (Satisfies above goals: 3, 4)
6. Engage in research-informed practice and practice-informed research. (Satisfies above goals: 4, 5)

7. Apply knowledge of human behavior and the social environment. (Satisfies above goals: 1, 2, 4)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Satisfies above goals: 2, 4)
9. Respond to contexts that shape practice. (Satisfies above goals: 3, 4)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Satisfies above goals: 3, 4)
11. Begin to integrate the knowledge, values, and activities of the profession of social work with a Christian orientation to service (i.e., for those students identifying with the Christian faith). See Appendix C for a copy of the Statement of Faith and Practice Principles of the North American Association of Christians in Social Work. (Satisfies above goals: 1, 2)

Academic Integrity

On March 1, 2005, Eastern Nazarene College adopted an Academic Integrity Policy, which was revised in 2010 (see Appendix D). The Department of Social Work will adhere to this policy which cites unacceptable academic behavior as including, but not limited to, cheating, plagiarism, falsifying information, and stealing and/or distribution of unauthorized materials for the purpose of gaining an unfair academic advantage.

Field Practicum

All organization-student matching is done by the Director of Field Education. The pre-practicum process typically begins in the beginning of the junior year by students attending an orientation session outlining the pre-practicum process (practicum selection). Students receive information detailing required documents and actions, including a timeline for completion. In addition to other documents, students complete and submit the “BSW Field Practicum Application”, an autobiography, and a resume. Pre-practicum students then meet with the Director of Field Education to discuss practicum placement options. Pre-practicum students are also screened by Program faculty during their junior year regarding their readiness to begin a senior practicum.

Students expressing interest in an international practicum would be screened for readiness for this type of experience at this time as well. Most arrangements for practicums are completed during the spring semester of the junior year. Any new practicum site not already utilized by the Program must be developed and approved by Program faculty. Please refer to the Field Practicum Manual for policy specific to the Field Practicum process.

As students move through the placement process, practicum agencies may require criminal background checks such as a Criminal Offender Record Information (CORI), a Sexual Offender Record Information (SORI), and/or fingerprinting. In addition, some practicum agencies may also require the student to pass a medical/physical clearance, drug screening or other tests or personal information related to the nature of the practicum site’s work.

In the event that a student is not able to be approved for field practicum, for either academic or non-academic reasons (including failure to secure a practicum experience due to CORI, SORI, or drug screening clearance), the criteria for termination from the Social Work Program will be reviewed for appropriateness of application to the situation. More detailed information about the Field Practicum can be found in the Field Practicum Manual.

Criteria for Admission to and Termination from the Social Work Program

Social work is one of the few majors at Eastern Nazarene College that results in receiving a professional degree upon graduation. Criteria for admission as a social work candidate for the bachelor's degree in social work are as follows:

1. A cumulative grade point average (GPA) of 2.5 at the time of filing the degree candidacy form at the completion of the sophomore year.
2. A minimum cumulative GPA of 2.5 in all courses required for the major, and
3. No grade lower than a C- in any course required for the baccalaureate degree in social work.

Once a student successfully completes the sophomore level standing as a social work major, a candidacy form needs to be completed and submitted to the Director of the Social Work program. It will then be forwarded to the Registrar's Office, where the above stated GPA levels are computed. The Director of the Social Work Program will then be informed of the outcome of each application and make a final evaluation of candidacy status.

For those students who do not meet the admittance criteria upon initial application, a plan will be recommended for making improvements in the identified area(s) needing action. A copy of the letter notifying the student of the application outcome and the recommended action plan will be forwarded to the Office of Retention. The application will then be reviewed at the end of the next semester.

Once the social work student has been accepted as a candidate for the Social Work Program at Eastern Nazarene College, the student's continued maintenance of the initial academic criteria (i.e., a cumulative grade point average (GPA) of 2.5 for all courses and a cumulative GPA of 2.5 for all courses required for the social work major) for acceptance into the Program and appropriate progress towards the completion of the Bachelor of Arts in Social Work per the Recency of Credit for Degree Completion policy will be monitored. In addition, social work candidates who are registered for practicum experience are to be in good standing with the non-academic requirement of the College which allow students to be in a position of representing the College both on and off campus.

Academic Termination

Monitoring cumulative GPAs. For the purposes of this policy, the fall semester would include any courses taken over the previous summer; the spring semester would include any courses taken during the previous January term. The student's cumulative GPAs will be monitored at the end of the fall and spring semesters under the following procedure:

- After the grades for the previous semester have been recorded on the student's permanent transcript, the Director of the Social Work Program will initiate a request that the Office of the Registrar calculate both the student's current overall cumulative GPA and the current cumulative GPA for all courses required for the social work major.

Within 7 working days, the Registrar will forward to the Program Director said report.

- In the event that the Office of the Registrar reports that either the student's overall cumulative GPA or the cumulative GPA for all courses required for the major falls below the respective minimum standard, the Program Director will send written notification of this finding to the student within 7 working days of receiving said report. Appropriate recommendations for the situation will be communicated to the student in this correspondence. For example, a student may not be permitted to take additional courses offered by the Department of Social Work until such time as the minimum GPA has been attained by repeating appropriately identified courses or by taking additional courses offered outside the major Department (i.e., core or cognate courses) in an effort to raise the cumulative GPA in question to the minimum standard during the upcoming semester. Said student will be invited to meet with the Director to discuss the Department's decision and recommendation(s).
- If the minimum GPA criteria has been subsequently met by following the proposed recommendation(s), the Program Director will send written notification to the student of being reinstated as a candidate for the Bachelor of Arts in Social Work to the student within 7 working days of this determination being made.

- If the minimum GPA criteria has *not* been met by the following proposed recommendation(s), the Program Director will send written notification of termination from the Program to the student within 7 working days of having received the updated GPA report from the Office of the Registrar. Should the student desire to reapply to be a candidate for the Bachelor of Arts in Social Work at a later time, this would be permissible, providing that the minimum academic criteria for acceptance would be met at that time.

Monitoring of Recency of Credit or Degree Completion policy. The Recency of Credit for Degree Completion policy reads:

The time limit for completion of a Bachelor of Arts in Social Work degree is 6 years from the time of admission into the Social Work Program. Courses taken within a period of 6 years prior to this date of admission may be accepted with proper documentation. The Department of Social Work may consider courses taken more than 6 years prior to this date of admission if the student demonstrates an appropriate level of competency. The format for determining the level of competency in a specific area of study is at the discretion of the instructor who is currently teaching the content area at the time of the request. (Eastern Nazarene College, 2015, p. 189)

Students wishing to demonstrate competency will be assessed a fee of \$250 per course.

At the end of each spring semester, the Program Director will ask the Office of the Registrar to identify those students who will be entering their 6th year post admittance as a candidate for the Bachelor of Arts in Social Work in the coming academic year.

Written notification will be generated by the Office of the Registrar to remind the identified students of their need to complete the degree within the coming academic year.

For students who are not in compliance with the Department's Recency of Credit for Degree Completion policy and are not willing to take the appropriate steps to demonstrate competency in the courses which fall outside of the recency of credit window, a written termination notice will be sent to the student by the Program Director within 7 working days of having knowledge of the need of this action.

Appeal procedure for termination as a candidate for the Bachelor of Arts in Social Work for academic cause. The student may appeal the decision for termination from the Social Work Program as follows:

- Within 7 working days of having received the letter of termination, the student desiring to appeal said administrative decision will submit a written appeal to the Program Director by or on this 7th working day.
- Within 7 working days of having received the letter of appeal, the Program Director will schedule a hearing, including other appropriate College personnel, such as social work faculty and/or the Division of Social Sciences Chair, and invite the student to attend this meeting. The student may be accompanied by one institutional advocate and will have an opportunity to present his/her position at this time. The Program Director will forward the outcome of this group's deliberation in a written document to the student within 7 working days of the hearing.

- If the student is still not satisfied with the decision at this first appeal level, a final appeal may be made to the Vice President of Academic Affairs within 7 working days of having received the outcome of the first level hearing. The student may be accompanied by one institutional advocate and will have an opportunity to present his/her position at this time. In consultation with the Program Director, the Vice President of Academic Affairs will issue a final written decision, with a copy to the Program Director, to the student within 7 working days of the final appeal hearing.

Non-Academic Termination

Termination of a student from the Social Work Program for non-academic cause includes those behaviors which would demonstrate that the student is lacking in one or more of the following areas: personal integrity, emotional stability, or the ability to demonstrate adequate professional growth.

Documented allegations of student misconduct would need to show that the student's behavior interferes with appropriate interface and performance expectations with clientele and colleagues in the workplace (i.e., volunteer, practicum, and/or employment experiences) or in the academic setting. The Department of Social Work utilizes the *National Association of Social Workers Code of Ethics*, which is the guideline for generally accepted behavior standards of practice in the social work profession, as a framework in evaluating alleged student misconduct related to the social work profession.

Within 7 working days of the Program Director becoming knowledgeable of alleged non-academic cause for termination of a student from the Social Work Program, a

written notification of such will be sent to the student, giving the student reasonable notification of a time to meet with the Program Director and a third party to discuss the allegation. Within 7 working days of this meeting, the Program Director will send written notification to the student of the outcome.

Such outcomes may include a recommendation that rehabilitative efforts be made to rectify the identified behavior which is not in keeping with the accepted social work professional behaviors or that the student be terminated from the Program. In those situations in which a rehabilitative effort (e.g., professional intervention) has been recommended, the student may be placed on a leave of absence status for one semester in the Program. If at the end of that period significant progress has not been made, in part or in whole, the student would be terminated from the Program. In such a situation, the student may reapply for candidacy for a Bachelor of Arts in Social Work upon providing professional documentation verifying that the original behavior of concern is no longer exhibited and that the student is seen as having a good prognosis for successfully completing the social work program.

Appeal procedure for termination as a candidate for the Bachelor of Arts in Social Work for non-academic cause. The student may appeal the decision for termination as follows:

- Within 7 working days of having received the letter of termination, the student desiring to appeal said administrative decision will state his/her appeal in writing and submit it to the Program Director by or on this 7th working day.
- Within 7 working days of having received the letter of appeal, the Director will schedule a hearing, including other appropriate College personnel, such as social

work faculty and/or the Division of Social Sciences Chair. The student may be accompanied by one institutional or professional social work advocate and will have an opportunity to present his/her position at this time. The Program Director will forward this written decision to the student within 7 working days of the appeal hearing.

- If the student is not satisfied with the decision of the first appeal level, he/she may request a second appeal hearing with the Professional Advisory Committee to the Department of Social Work within 7 working days of having received the outcome of the first level hearing. The student may be accompanied by one institutional or professional social work advocate and will have an opportunity to present his/her position at this time. A designated representative of the Professional Advisory Committee will send a written recommendation to the Vice President for Academic Affairs, with a copy to the Program Director, within 7 working days of the Committee having met to consider the appeal. At that time, the Vice President for Academic Affairs, in consultation with the Program Director, will issue a final decision to the student.

Courses Required for a Bachelor's Degree in Social Work

In addition to the core requirements, the following courses are required for a bachelor's degree in social work:

- SW112 Introduction to Social Work
- SW201 Human Behavior and the Social Environment I
- SW202 Human Behavior and the Social Environment II
- SW311 Economics of Equality
- SW324 Generalist Practice with Individuals and Families
- SW411 Social Policy Analysis
- SW425 Generalist Practice with Groups
- SW426 Generalist Practice with Organizations and Communities
- SW427 Field Practicum I with Seminar
- SW428 Field Practicum II with Seminar
- SO110 Introduction to Sociology
- SO212 Human Diversity
- SO351 Methods of Social Research
- PS110 Introduction to Psychology
- PS251 Statistics for the Social Sciences
- GO210 American Political Institutions
- BI101 Principles of Biology with Lab

To view a recommended schedule for completing these courses, in addition to the general education curriculum, see Appendix E.

Academic Advising

Beginning the first semester of the first year, students who declare themselves as social work majors will be assigned to a full-time professor within the Department of Social Work. Pre-registration will be done with those advisors. At that time students will be informed about the social work curriculum and can construct a 4 year plan for completion of requirements for a bachelor's degree in social work. Along with assisting with the most effective course scheduling, a major part of advising is to help the students to continue to self-evaluate their interest in, and aptitude for, the profession of social work. Faculty advisors make themselves available to meet with students throughout the year. In the spring semester of the student's junior year, the advisor will assist the student in the process of applying with the Registrar's Office for Degree Candidacy.

Student Organizations

There are two specific organizations associated with our social work students: the Student Association of Social Workers (SASW) and the Phi Alpha Honor Society-Theta Mu Chapter.

Student Association of Social Workers (SASW)

SASW is a strong social work student organization; its governance is controlled by student officers, with input from a faculty advisor on an as needed basis. This group serves a number of functions:

- provision of services for community needs
- campus awareness of important social issues

- advisement to the Social Work Program and contributions to ongoing program evaluation
- social outlet for social work majors to interact informally

SASW members traditionally meet on a monthly basis to discuss areas of interest to them. These meetings have served to obtain input from SASW members and to inform them of upcoming activities and projects. On occasion, a special speaker may be invited to come to these meetings.

Phi Alpha Honor Society Theta Mu Chapter

During the fall of 1998, the then President of SASW, Kimberly Civiello, wrote a letter to the Director of the Social Work Program requesting that our Social Work Program become affiliated with the national honor society organization for social work students. She stated:

I believe this would be beneficial to honor the academic achievements of Social Work majors and will create a sense of unity among the students planning to enter the field. It would also encourage students to strive for a higher standard to better prepare them for future academic endeavors, or field placement. (K. Civiello, personal communication, September 30, 1998)

As a result, steps were taken to establish a local chapter, Theta Mu, of the Phi Alpha Honor Society. SASW members helped to write these minimum eligibility requirements for active membership in this honor society:

- Admitted candidate for the Bachelor of Arts in Social Work degree.
- Achieved junior status.

- Completed 15 hours of required social work courses.
- Achieved an overall grade point average of 3.0 (on a 4.0 scale).
- Achieved a [cumulative] 3.3 grade point average in courses required for the Bachelor's Degree in Social Work.
- Completed a minimum of one semester in residence at Eastern Nazarene College.

The By-laws for the local chapter of the Phi Alpha Honor Society further state that any member may be expelled from membership for reasons of academic (e.g., two consistent semesters of having a GPA below the minimum levels for overall GPA and/or the GPA in courses required for the Bachelor's Degree in Social Work) or personal conduct unbecoming a social work student (e.g., unbecoming conduct as reflected in the NASW Code of Ethics or in the Lifestyle Guidelines at Eastern Nazarene College), by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee, and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work Program or College is cause for automatic recommendation for expulsion. (By-laws, 1999, p.3)

On February 25, 1999, nine charter members were inducted into the Theta Mu Chapter. This organization elects its own student officers who provide governance for the organization and recruits a faculty advisor from the Department of Social Work.

Scholarships for Social Work Students

The following three scholarships have been endowed specifically for social work students:

- The Michelle L. Alworth Memorial Scholarship
- The Grace Murphy Scholarship
- the Arthur and Julia **Penha** Memorial Scholarship

In addition, the Matilda E. Casler Book Scholarship is funded on an annual basis. For information concerning the criteria for awarding these scholarships, contact the Financial Aid Office.

References

- Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Alexandria, VA: Author.
- Eastern Nazarene College. (2016). Field practicum manual, Department of Social Work. Quincy, MA: Author.
- Eastern Nazarene College. (2016). *Undergraduate catalog 2015-2016*. Quincy, MA: Author.
- National Association of Social Workers. (1999). *Code of ethics*. Washington, DC: Author.

Appendix A

Council on Social Work Education: Educational Policy & Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) 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.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—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.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned

discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

²National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the

social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect 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 achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).

B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

B2.0.4 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 (EP 2.0).

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

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

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

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 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.

Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational 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 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.⁵

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented

with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission

to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

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

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

3.2.5 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

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

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 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.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

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

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 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.

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

3.3.5 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.

The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

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

3.4.2 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.

3.4.3 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.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(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.

3.4.5(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 postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

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

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix B

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*. In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should

consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems.

Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process.

Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the

perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, 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' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 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, age, marital status, political belief, religion, or mental or physical disability.

Appendix C

North American Association of Christians in Social Work

Statement of Faith and Practice

The following statement of faith and practice appears in NACSW's Bylaws: Article II, Section 2

Tenets emphasizing Christian beliefs:

1 There is one God, who created and sustains everything that exists, and who continues to be active in human history.

2 Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.

3 God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.

4 God works in and through people in the person of the Holy Spirit.

5 The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.

6 Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

Tenets emphasizing human relationships and responsibilities:

7 Every individual is a person of worth, with basic human rights and essential human responsibilities.

8 The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, gender, race, ethnicity, national origin, life philosophy, family, culture, and economic and social structures.

9 Human beings are interdependent with each other and with their social and physical environments.

10 Jesus Christ is Lord over all areas of life, including social, economic and political systems.

Tenets emphasizing vocation:

11 A dynamic relationship exists between the Christian life and social work practice.

12 Christians in social work ought not to be motivated by temporal wealth, power or security.

13 Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.

14 Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.

15 Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.

16 Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

Appendix D

Eastern Nazarene College Academic Integrity Policy for Undergraduate and Graduate Studies

Revision
March 23, 2006

A cornerstone of academia is a commitment to academic integrity. In a scholarly community, the importance of having respect for one's own work and the work of others is essential; building a sense of trust among members of such a community is crucial as individuals create, share, and apply scholarly work. The importance of academic integrity is heightened within a Christian community of scholars in that we are also accountable to God for any behaviors of a dishonest nature. In consultation with administrators, faculty and students, Eastern Nazarene College has set forth basic standards of academic integrity.

Basic Standards of Academic Integrity

At Eastern Nazarene College, integrity and honesty are expected and required in all activities associated in any way with academic course work. While it is not prudent or practical to attempt to specify an exhaustive list of unacceptable behaviors related to academic integrity, examples of unacceptable behavior include, but are not limited to, the following:

Cheating (e.g., using any unauthorized materials or devices during an examination, allowing other students to submit your work under their name, changing responses on an exam after it has been graded, etc.).

Plagiarism, which is presenting the work of others as your own, either directly or by implication (e.g., not giving credit to the original source for any thoughts, ideas, quotations, charts, etc. included in one's own work, etc.).

Falsifying information (e.g., reporting of undocumented data, fabricating a set of data, fabricating volunteer hours required for a course, etc.).

Stealing and/or distributing exams which have not been authorized for release or otherwise taking advantage of dishonest behavior for the purpose of gaining an unfair academic advantage.

The basic standards of academic integrity are to be presented during freshman orientation, included in syllabi, and discussed in individual classes at the beginning of each semester.

Faculty Procedure for Reporting Academic Dishonesty

Professors are required to report serious incidents of academic dishonesty within two weeks of discovering the indiscretion or by the day final grades are due for the class, whichever is sooner. Examples of incidents to report can be found in the basic standards section above. Following is the procedure for making such reports:

Hold a meeting with the student, during which a clear explanation is given of why the incident is considered to be an act of academic dishonesty. The professor may invite a colleague (e.g., the Division/Department Chair) to this meeting; however, this invited colleague may not take part in the proceedings. The student may be accompanied by a person of his or her choice; however, this accompanying person may not take part in the proceedings.

Should the allegation of academic dishonesty be substantiated by the professor, the student's name, along with evidence of the misconduct and a description of the action taken by the professor, are to be submitted to the Registrar's Office and will be recorded accordingly as described below.

The student may appeal the decision of the professor as described below.

For situations that have been substantiated, the professor for the course may consider a range of consequences to be applied to the situation, either in whole or in part. The professor may also ask for guidance in deciding what type of consequence is justified for a particular breach of academic integrity by contacting the Academic Standing Committee for advice. Even if advice is requested from the ASC, the final decision is made by the faculty member. Depending upon the severity of the breach of academic integrity, suggested consequences include but are not limited to:

Allow the student to re-submit the assignment for full or partial credit.

Give "0" points for the assignment or another reasonable grade reduction which accurately reflects the level of academic dishonesty.

Fail the student for the course, even if the student has accumulated sufficient points for a passing grade; a voluntary withdrawal from the course is not acceptable.

Institutional Procedure for Handling Reports of Academic Dishonesty

When the Registrar's Office receives a report of academic dishonesty it will be recorded and the student will be sent official notification on letterhead from the Academic Dean's Office that the offense has been recorded. At this time the student will also be asked to submit a statement describing the incidents in question. This notification

will also include a copy of the dishonesty policy to remind the student of the serious consequences that could occur should they continue dishonest practices. If the first offense is during the freshman year, and no further incident of academic dishonesty occurs for said student subsequently, the report of the first incident is to be expunged upon graduation. Otherwise, this first offense will remain recorded in the registrar's office.

In the event this offense is **not** the first in the student's academic career at ENC, the Registrar's Office will notify the chair of the Academic Standing Committee immediately. The ASC will address the situation in the following manner:

Prior to calling a meeting to discuss the situation, the ASC committee chair will review the evidence on file and request additional clarification from the professor(s) and/or student if necessary.

The committee will then meet and deliberate on the evidence gathered to make a consequent decision.

Within three working days of the meeting, a letter indicating the committee's action will be sent by the committee to the student via email and registered mail, with copies forwarded to the student's academic advisor, reporting professor(s) and to the Registrar's Office.

Within seven working days of the date on which said written communication was issued, the student may appeal the decision of the deliberating body via the appeals process described below.

The committee may consider the following range of consequences to be applied to the situation, either in whole or in part:

If the academic breach involved plagiarism, require student to work in CAS with a tutor on avoiding plagiarism and/or to attend a plagiarism workshop.

Implement some slightly more lenient punishment than off-campus suspension (ex. use of points system to be established by ASC).

Place student on academic probation for the following semester.

Immediately implement off-campus suspension of the student from the College for the remainder of the semester in which the incident of academic dishonesty took place

Immediately implement off-campus suspension of the student from the College for the remainder of the semester in which the incident of academic dishonesty took place and for the entire following semester.

Immediately expel the student, denying future admission to ENC.

Student Appeal Process

A student may appeal the decision of the professor or of the Academic Standing Committee by submitting a written appeal to the Vice President for Academic Affairs within seven working days of when written communication was sent.

If the student is appealing the decision of the professor, the Vice President for Academic Affairs, or his/her designee, is to schedule a meeting with the student, the professor, and the respective Department/Division Chair within 10 working days of receiving the written appeal from the student. The student may be accompanied by a person of his or her choice. If the accompanying person is an attorney, the student must give the VPAA at least 24 hours advance notice so that ENC may have legal representation present. However, this accompanying person may not take part in the proceedings.

If the student is appealing the decision of the Academic Standing Committee, the Vice President for Academic Affairs, or his/her designee, is to schedule a meeting with the student, and two representatives of the ASC within 10 working days of receiving the written appeal from the student. The student may be accompanied by a person of his or her choice. If the accompanying person is an attorney, the student must give the VPAA at least 24 hours advance notice so that ENC may have legal representation present. However, this accompanying person may not take part in the proceedings.

For all appeals, the Vice President for Academic Affairs, or his/her designee, is to issue a written decision to the student within 3 business days of the appeal meeting, with copies forwarded to the professor/ASC, the student's academic advisor and to the Registrar's Office. The appeal decision is at the discretion of the Vice President for Academic Affairs, or his/her designee, and is final.

Appendix E: Social Work Program Courses Grid

FRESHMAN

Fall

Spring

SW112 Intro to Social Work	CP100 Critical Writing		PS110 Intro to Psychology	CP150 Christian Tradition
SO110 Intro to Sociology	CP195 The West in the World Since 1500		SO212 Human Diversity	BI101 Principles of Biology with Lab
CC103 First Year Seminar AND PE			PE and/or Elective	

SOPHOMORE

CP235 Arts and Music	SW201 Human Behavior and the Social Environment I		SW202 Human Behavior and the Social Environment II	CP290 East Meets West
PS251 Statistics for the Social Sciences	GO210 American Political Institutions		CP245 Literature and Culture	CP250 The Bible in Current Perspective
Elective			Elective	

JUNIOR

SW324 Generalist Practice w/ Individuals & Families	SW425 Generalist Practice with Groups		SO351 Methods of Social Research	CP325 Epoch-Making Events in Science (EMES)
CP350 World Religions	SW311 Economics of Equality		SW426 Gen. Practice w/ Communities and Organizations	Elective
Elective			Elective	

SENIOR

SW411 Social Policy Analysis	SW427 Field Practicum I w/ Seminar		SW428 Field Practicum II w/Seminar	Elective
CP410 Living Issues				Elective
Elective			Elective	

NOTE: Social work field practicums will typically take place on Tuesdays and Thursdays.

Revised 6/14